

DEVELOPMENT OF EDUCATIONAL RESOURCES IN JUNIOR HIGH SCHOOLS TO OBTAIN QUALITY

Afiful Ikhwan

Muhammadiyah University of Ponorogo

Email: afifulikhwan@gmail.com

Abstract: Sumber daya pendidikan merupakan komponen yang penting dalam mencapai tujuan pendidikan. Kualitas sumber daya pendidikan akan mempengaruhi kualitas suatu pendidikan. Penelitian ini menggunakan paradigma interpretif melalui pendekatan kualitatif. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Data tersebut diperoleh dari kepala sekolah, guru, dan berbagai pihak terkait. Penelitian ini menggunakan analisis data kualitatif model Miles dan Huberman yang meliputi proses reduksi data, penyajian data, dan verifikasi. Selanjutnya, pengecekan validitas data menggunakan triangulasi. Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan kualitas sumber daya pendidikan yang berkualitas. Hasil penelitian ini menunjukkan bahwa pengembangan sumber daya manusia dapat dilakukan dengan cara meningkatkan kompetensi tenaga pendidik melalui kegiatan pelatihan, lokakarya, dan musyawarah guru mata pelajaran. Tujuan kegiatan tersebut adalah untuk menciptakan tenaga pendidik yang profesional. Di samping itu, pengembangan sumber daya non-manusia dapat dilakukan melalui peningkatan kerja sama dengan pihak terkait melalui wakil kepala sekolah di bidang hubungan masyarakat.

ملخص: الموارد التعليمية هي عنصر أساسي في تحقيق الأهداف التعليمية. تؤثر جودة الموارد التعليمية على جودة التعليم. تستخدم هذه الدراسة نموذجاً تفسيرياً من خلال نهج نوعي. البيانات التي تم الحصول عليها من المدير والمعلمين والأطراف الأخرى المعنية ، مع تقنيات جمع البيانات باستخدام المقابلات والملاحظة والوثائق. الأداة التحليلية المستخدمة هي نموذج الحد النوعي من البيانات مايلز وهوبرمان ، وعرض البيانات والتحقق منها. التحقق من صحة البيانات باستخدام التثليث. يركز هذا البحث على وصف عملية تطوير الموارد التعليمية عالية الجودة. بناءً على نتائج البحوث الخاصة بتنمية الموارد البشرية ، يتم ذلك من خلال زيادة كفاءة أعضاء هيئة التدريس من خلال الأنشطة التدريبية وورش العمل واستشارات مدرس المادة ، والتي تهدف إلى إنشاء فريق تعليمي محترف وتنمية الموارد غير البشرية من خلال إقامة تعاون مع الجهات ذات العلاقة من خلال نائب مدير مجال العلاقات العامة.

Keywords: Development, Educational Resources, Quality of Education.

INTRODUCTION

Education is one of the essential tools in educating the nation and Indonesian people as the whole.¹ An educational institution is inseparable from the education system and educational resources, which include teaching staff, employees and other supporting staffs for the realization of national education standards. The role of education is indeed crucial to build the resources of the management quality, one of which is human resources, as one of the main elements in organizing.² In contrast, the other aspects of the human who can control it.

An education system is useful as a component or part that is involved in supporting or component that functions in achieving a goal. Moreover, education is an effort in the pattern of human life, and it is as one of the processes of training and development of knowledge, thoughts, skills, character, and so on, which is pursued by the formal education system.³

I Wayan Santyasa puts forward the idea of a new paradigm of Indonesian education. There are some standards for advancing education popularization: 1) they adjust the model of education and training to the needs of many people while improving their quality; 2) they increase family and community participation in the organization, investment and evaluation of education; 3) they grow education investment through the government sector.⁴ The implementation of this paradigm is through some programs: 1) developing and realizing the quality of education, 2) organizing quality teacher education and education personnel,⁵ 3) creating professional education human resources with sincere appreciation, 4) tackling school dropouts due to the crisis through improving the organization of the distribution of aid, 5) promoting the welfare of teachers and other education personnel, so that they can optimally enhance their performance.⁶

Educational resources are inseparable from several different activities or management processes such as planning strategies, management development

¹ Muzakkir, "Harmonisasi Tri Pusat Pendidikan Dalam Pengembangan Pendidikan Islam," *Jurnal AL-Ta'dib* 10, no. 1 (2017): 49-146.

² Afiful Ikhwan, "Public Relations in an Islamic Perspective; Implementation Study at Madrasah," *At-Turats: Jurnal Pemikiran Pendidikan Islam* 13, no. 2 (2019): 105-17.

³ S. Marwiyah., "Sumber Daya Pendidikan (SDP) dalam Konteks Sistem Pendidikan, Kategori Sumber Daya Pendidikan Islam, Kriteria Sumber Daya Pendidikan Islam," *Acadeimca. Edu*, 2017.

⁴ Dian Iskandar Jaelani, "Education In Rahmatan Lil 'Alamin Perspective," *AL-HAYAT: Journal of Islamic Education* 1, no. 1 (October 30, 2017): 1-13.

⁵ Afiful Ikhwan, "Management of Learning Assesment Using Curriculum 2013 (Case Study in Islamic Primary School (MI) Muhammadiyah 5 Wonoasri Ponorogo - East Java - Indonesia)," *MUADDIB: Studi Kependidikan Dan Keislaman* 08, no. 02 (2018): 108-23, <https://doi.org/10.24269/muaddib.v8i2.1422>.

⁶ I Wayan Santyasa, "Problematika Pendidikan Indonesia Dan Gagasan Menuju Paradigma Baru," *Jurnal Pendidikan Dan Pengajaran IKIP Negeri Singaraja* 3, no. 2 (2017).

and organizational development. The linkages between these aspects of management are so close that it is difficult for us to avoid talking separately from one another. Resource management is the planning, procurement, development, remuneration, integration, maintenance and separation of workers to achieve organizational goals. Building the quality of human resource management cannot be separated from education.⁷

Based on that, it is necessary to increase educational resources.⁸ Educational resources greatly influence the success of learning. Educational resources can be classified as follows: 1) non-human resources, which include school programs, curriculum, 2) human resources which include the principal, teachers, staff, other education personnel, students, parents of students, and the community who have concern for the school, 3) physical resources which include buildings, rooms, equipment, educational aids, study time, and school physical appearance, 4) financial support which covers the whole school management fund, both received from the government and the community.⁹

Human resources are significant factors which have a considerable influence to improve educational success, even to other resources. For this reason, it is natural that educational resources are continuously developed. By having excellent educational resources in the sense of meeting the minimum criteria of educational resources, it is easy to achieve educational goals.¹⁰

State Junior High School 1 Jogorogo, Ngawi had been fulfilled most of the educational resources. Human resources have been met and following the standards or minimum criteria of Islamic educational resources. There is no shortage of students in every year; even it is a public school. This phenomenon shows people's trust in this school to leave their children. That trust is built up from year to year because even though it is a public school, but it also pays attention to religious education by instilling characteristics against students through spiritual activities (reciting and memorizing the thirtieth section of Qur'an). From the data, this research setting has some achievements both in academic and non-academic fields both at the district and provincial levels.

⁷ Muzakkir, "Harmonisasi Tri Pusat Pendidikan Dalam Pengembangan Pendidikan Islam."

⁸ Fauzy Rahman Kosasih and Rahayu Dwi Riyanti, "Pemanfaatan Open Educational Resources bagi Guru SMA Taruna Terpadu Bogor," *Jurnal Abdimas BSI* 1, no. 3 (2018): 398-405.

⁹ Marwiyah., "Sumber Daya Pendidikan (SDP) Dalam Konteks Sistem Pendidikan, Kategori Sumber Daya Pendidikan Islam, Kriteria Sumber Daya Pendidikan Islam."

¹⁰ Muraina Kamilu Olanrewaju and Yusuf Suleiman, "Perception Assessment of Guidance and Counseling Services among Educational Stakeholders in Selected Secondary Schools in Oyo State, Nigeria," *Indonesian Journal of Educational Counseling* 3, no. 1 (2019): 31-42, <https://doi.org/10.30653/001.201931.62>.

However, in some cases, it still needs some improvement related to educational resources.¹¹

This study tries to investigate in-depth related to the development of educational resources in State Junior High School 1 Jogorogo, Ngawi. It will explore the constraints of developing educational resources and the solutions used at this setting.

RESEARCH METHOD

This study employed an interpretive paradigm through a qualitative approach. The research setting was State Junior High School 1 Jogorogo, Ngawi, East Java, Indonesia. Researcher took it as the setting since it has uniqueness; it emphasis on the religious curriculum both in the intra-curricular and in the extra-curricular activities, which integrate it with Islamic values characteristic of *pesantren*. The researcher gathered the data from the principal, teachers, students' guardians, and other parties involved. The researcher collected the data by using interviews, observation and documentation. In analyzing the data, the researcher used Miles and Huberman theory. It included data reduction, data display and verification. Besides, the researcher checked the validity of the data using triangulation. It was used to ensure the credibility, transferability, dependability and confirmability of the research. The focus of this research is to describe the process of developing the quality of educational resources.¹²

LITERATURE REVIEW

Educational Resources

Educational resources are all factors that can be utilized by education managers to carry out the educational process to achieve the goals set effectively and efficiently. The principles and theories of human resource development,¹³ as well as management in general that exist in the corporate world, at this time, have also been applied in the world of education.¹⁴ In this connection, the term

¹¹ Nida Mufidah, "English Education Department Alumni's Perspective on English Curriculum Development of IAIN Antasari Banjarmasin," *Vidya Karya* 30, no. 1 (2019): 44-59.

¹² R. K. Nadesh and M. Aramudhan, "An Empirical Study on Peer-to-Peer Sharing of Resources in Mobile Cloud Environment," *International Journal of Electrical and Computer Engineering* 8, no. 3 (2018): 1933.

¹³ Dalmeri Mawardi and Supadi Supadi, "Concentration on Learning Program Development in Islamic Education," *AL-HAYAT: Journal of Islamic Education* 2, no. 2 (December 18, 2018): 213-30, <https://doi.org/10.35723/ajie.v2i2.35>.

¹⁴ Lukis Alam, "Internalisasi Nilai-Nilai Pendidikan Islam Dalam Perguruan Tinggi Umum Melalui Lembaga Dakwah Kampus," *Istawa: Jurnal Pendidikan Islam* 1, no. 2 (2016): 101-119.

educational institution is known as the management of human educational resources or the development of the management of instructional personnel.¹⁵

Instructional staff are members of the community who are devoted and appointed to support the implementation of education. The educational team are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in the education unit.¹⁶

However, to the best of the author's knowledge, in educational institutions, there are still not many who make human resource management a separate division or department. According to Law on the National Education System article 1, educational resources are all things that are used in the administration of education which includes education staff, the community, funds, facilities, and infrastructure.¹⁷

Schools have resources that can be used to achieve educational goals. Educational resources in schools can be grouped into 1) non-human resources, which include school programs, curriculum, 2) human resources which include school principals, teachers, staff, other education personnel, students, parents of students, and the community that has concern for the school, 3) physical resources which include buildings, rooms, equipment, educational aids, study time, and school physical appearance, 4) financial support which cover the whole school management fund both received from the government and the community.¹⁸

1. Human resources

The principal as a person who leads an educational institution or school and moves, influences and encourages all parties involved in the institution to achieve common goals. Matters affecting the leadership of school principals according to the Ministry of National Education (1999) include the following.¹⁹

- a. A strong personality, namely a person who is confident, brave, passionate, generous, and has social sensitivity;

¹⁵ Mudassir, "Pengembangan Sumber Daya Pendidikan Di Madrasah Aliyah Negeri (MAN) Kabupaten Bireun," *Jurnal Ilmiah DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 16, no. 2 (2016): 255-272.

¹⁶ Abuddin Nata, *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam Di Indonesia* (Jakarta: Kencana, 2012).

¹⁷ Mudassir, "Pengembangan Sumber Daya Pendidikan Di Madrasah Aliyah Negeri (MAN) Kabupaten Bireun."

¹⁸ S. Marwiyah et al., "Sumber Daya Pendidikan (SDP) Dalam Konteks Sistem Pendidikan, Kategori Sumber Daya Pendidikan Islam, Kriteria Sumber Daya Pendidikan Islam," 2017, <https://www.academia.edu/>.

¹⁹ Muhammad Kristiawan, Dian Safitri, and Rena Lestari, *Manajemen Pendidikan* (Yogyakarta: Deepublish Publisher, 2017).

- b. Understand the purpose of education well, because, with a good understanding, the principal can explain to teachers, staff, students and relevant parties about the strategy to achieve school goals;
- c. Having extensive knowledge about the field of work and other related areas; and
- d. Having professional skills, namely skills related to their duties as school principals, namely technical skills (arranging lesson schedules, leading meetings, conducting supervision), human relations skills (motivating, encouraging teachers and staff to excel), conceptual skills (developing school development concepts, identify and solve problems and anticipate problems that will arise from all possibilities).

Principal's leadership is the principal's way or effort in influencing, encouraging, guiding, directing and mobilizing teachers, staff, students, parents, and other relevant parties, to work/participate in achieving the goals set.²⁰

Educators or teachers who are responsible for the implementation of education targeting students. According to Imam Al-Ghazali as quoted by Ngainun Naim, the obligations that must be considered by an educator are as follows: 1) put affection towards students and treat them like the treatment of their children, 2) advise students at every opportunity, 3) prevent students from bad morals, 4) speak to students according to their language and ability, 5) practise their knowledge and do not differ words with their actions.²¹

School employees in charge of managing the administration in the school environment. So that its role is vital in managing administration in schools so that it is well ordered.

The quality of human resources involves many aspects, namely, issues of mental attitude, behaviour, ability aspects, intelligence aspects, religious aspects, legal aspects, health aspects, and so on.²² To achieve quality human resources, the most critical effort is actually to improve the potential from within humans themselves, this can be taken as an example such as community compliance with the law is determined by this spiritual aspect. In this case, Islamic education has a leading role in making it happen. To realize quality Indonesian people and society, steps have been taken to develop religious education: 1) Improving and aligning the formation of religious institutions with comprehensive universities from elementary to tertiary levels, so that

²⁰ Departemen Pendidikan Nasional, "Panduan Manajemen Sekolah (Proyek Peningkatan Mutu SLTP Jakarta)" (2000).

²¹ Solichin and Mohammad Muchlis, "Belajar Dan Mengajar Dalam Pandangan Al-Ghazali," *TADRIS: Jurnal Pendidikan Islam* 1, no. 2 (2006): 144.

²² Ketut Sudarma, "Mencapai Sumber Daya Manusia Unggul (Analisis Kinerja Dan Kualitas Pelayanan)," *Jurnal Dinamika Manajemen* 3, no. 1 (2012): 76-83.

religious institutions play an active role. 2) Religious education in public universities from primary to tertiary level will be more strengthened so that students become human beings who believe and devote to God Almighty and religious education plays an active role for the development of science and technology. 3) Higher education of religion and institutions that produce scientists and experts in the field of faith will be further developed to play a role in advancing scientific thoughts to understand and appreciate and be able to translate religious teachings in accordance and harmony with community life.²³

2. Information resources

Information System is a network of data management procedures, data processing, data storage, data retrieval and information dissemination using a variety of appropriate equipment, to provide data to management every time needed quickly and precisely for the basis of decision making to achieve a goal. Information resources consist of 1) human (information expert and user), 2) computer hardware, 3) computer software, 4) database, 5) network.²⁴

3. Physical resources

Physical resources are resources that involve the material support of the establishment of an educational institution such as its equipment.²⁵ Educational facilities include all equipment and equipment that are directly used and supported in the educational process such as buildings, classrooms, tools, media, desks, chairs, and so on. As for the so-called educational infrastructure are facilities that indirectly support the course of the educational process such as the yard, school garden, school garden, roads and others.

4. Financial resources

Financial management is a school activity to plan, obtain, use and account for school finances to interested parties. Business management needs to be done because school funding sources are usually limited. Therefore, schools must be able to convince interested parties that school programs require additional costs. Financial management includes planning activities, the use of records, reporting, and accountability allocated for the administration of educational institutions. The purpose of financial management is to realize administrative order and can be justified based on the provisions outlined. The task of financial management can be divided into three phases, namely

²³ I Komang Gde Bendesa, "Sumber Daya Manusia Berkualitas dan Berkarakter," *PIRAMIDA* 10, no. 1 (2014): 1-7.

²⁴ H.M. Susanto et al., "Pengembangan Sistem Informasi Manajemen Pendidik Dan Tenaga Kependidikan," *Jurnal Pendidikan Humaniora* Vol. 3, no. 2 (June 2015): 98.

²⁵ Melati Indri Hapsari and Ana Kristiani, "Strategi Peningkatan Kualitas Layanan Peserta Didik Kursus Bidang Vokasi (Studi Di Lembaga Pendidikan Profesi Graha Wisata Semarang)," *Journal of Nonformal Education* 1, no. 1 (2015): 1-10.

financial planning, implementation and evaluation.²⁶ The process of financial management in schools includes Budget planning, strategies for finding sources of school funding, use of school finances, budget monitoring and evaluation, accountability.

Education Quality Indicators

According to Joseph Juran, as quoted by M. N. Nasution, quality is defined as a fit for the use of products (fitness for purpose) to meet customer needs and satisfaction or quality as conformity to specifications.²⁷ After understanding the definition of quality, it must also be known what is included in the quality dimension. Gavin, as quoted by M. N. Nasution, defines eight dimensions that can be used to analyze product quality characteristics. The eight dimensions are as follows.²⁸

First, performance, which is related to the functional aspects of the product and is the main characteristic that customers consider when they want to buy a product that is the main characteristics of the core product.

Second, the particular form (features), is the second aspect of performance that adds to the essential functions and relates to the choices and development, namely additional features/features or complementary/additional characteristics.

Third, reliability, which is related to the possibility of a product that functions successfully within a specified period under certain conditions. Thus, security is a characteristic that reflects the likelihood of success in using a product.

Fourth, conformity, which is related to the level of compliance of products to specifications that have been set previously based on customer desires. According to Tipton, conformity is associated with the extent to which design and operating characteristics meet predetermined standards.

Fifth, durability, which is related to how long the product can continue to be used.

Sixth, the ability of service (serviceability), is a characteristic related to speed/politeness, competence, convenience, and satisfactory handling of complaints.

Seventh, aesthetics, are characteristics of beauty that are subjective so that they are related to personal considerations and reflections of individual preferences or choices.

Eighth, perceived quality, that is, characteristics related to reputation (brand name, image).

²⁶ Ngismatul Choriyah, "Manajemen Sumber Daya Anggaran Keuangan Pendidikan," *Jurnal Studi Agama Dan Masyarakat* 8, no. 1 (June 2014): 90.

²⁷ M. Nur Nasution, *Manajemen Mutu Terpadu (Total Quality Management)* (Jakarta: Ghalia Indonesia, 2001).

²⁸ Fandy Tjiptono and Anastasia Diana, *Total Quality Management* (Yogyakarta: Andi, 2003).

The benchmarks that can be used as benchmarks for the quality of education are the final results of training, direct effects of school (this direct result is used as a starting point for measuring the quality of education of an educational institution, for example, written tests, checklists, anecdotes, rating scales, and attitude scales), the educational process, instrument input (means of interacting with raw data, i.e. students), as well as raw data and the environment.²⁹

In the process of quality education, various inputs are included, such as teaching materials (cognitive, affective, or psychomotor), methodology (varies according to teacher ability), administration, facilities and infrastructure, other resources, and creating a conducive atmosphere. Between process and quality education are interconnected. However, so that the process is not misdirected, the quality in terms of output results must be formulated in advance by the school, and the targets to be achieved for each year for a specified period must be clear. Also, various inputs and processes must always refer to the quality of the outputs to be made.

FINDINGS AND DISCUSSION

Efforts to Improve the Quality of Educational Resources

There were some efforts to improve the quality of educational resources carried out at State Junior High School 1 Jogorogo, Ngawi. They are: 1) for the education staffs, most of them were nearing retirement age. It gave them training related to the implementation of the 2013 curriculum. The training was intentionally conducted in schools by presenting professionals in their field, 2) there was a school-level teacher discussion program which is guided by senior teachers, to plan, and develop learning tools that refer to the curriculum established by the Minister of Education. From the results of the deliberation of subject teachers in the research, it was expected to be able to improve the achievement and quality of education, 3) sending educational staffs (both teachers and employees) to participate in professional activities in the form of seminars, workshops, and training both organized by the region and the centre within the education ministry and the ministry of religion (for Religious Education teachers), 4) for the development of non-human resources, the business was undertaken by State Junior High School 1 Jogorogo, Ngawi in managing finances that are using the budget was carried out as planned and as efficiently as possible, each deviation from the plan, must be accompanied by clear reasons and seek approval from the authorities before they were carried out, 5) the development of infrastructure in State Junior High School 1 Jogorogo, Ngawi has formed a periodic maintenance implementation team that is tasked with checking and making a list of facilities

²⁹ Sri Minarti, *Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri* (Yogyakarta: Ar - Ruzz Media, 2011).

and support available at the school for repairs or replacement, 6) the other efforts were undertaken by State Junior High School 1 Jogorogo, Ngawi to develop educational resources by forming a school development team consisting of teacher representatives, administrative staff, student guardians and school committees.³⁰

The Integration of Resources

For the success of education, all educational resources must be in line and support one another. The existence of teachers is needed and plays an essential role in the success of learning. For this reason, teachers must be professional, able to adjust to the development of science and technology and their environment. Training is needed to improve the professionalism of teachers. The fact that there is training is not evenly distributed; there are still many teachers who have not had time to take part in the practice while other teachers often attend the training.

Infrastructure is also no less critical than education personnel to support the success of education. If the foundation is met with excellent or proper conditions, the learning activities will run smoothly and pleasantly. Students will learn comfortably when they are in a comfortable and safe environment.

Barriers to Quality Improvement

Based on the findings of research at State Junior High School 1 Jogorogo Ngawi, there are some barriers in the development of educational resources that result in hampering the achievement of educational goals. The first is time constraints. Almost all teachers at State Junior High School 1 Jogorogo, Ngawi have more than 30 hours face to face per week. So, there is no free time to participate in competency improvement activities such as seminars, training and workshops that are carried out during sufficient working hours. If the teacher engages in competency improvement activities, students will be disadvantaged. Increasing competency for education staff is needed, along with changes in the applicable curriculum.

The second is most education staffs at State Junior High School 1 Jogorogo, Ngawi are nearing retirement age. In the next two years, the number of teachers in the study sites has decreased by 20% due to retirement. Teachers approaching retirement are reluctant when they are asked to follow competency enhancements because they are less able to master technology and are willing to retire.

³⁰ Riga Zahara Nurani and Hatma Heris Mahendra, "Analisis Keterlaksanaan Dan Pengaruh Kemitraan Sekolah, Keluarga, Dan Masyarakat Terhadap Kualitas Pendidikan Di SD Negeri 02 Karang Sari Kebumen," *Dwija Cendekia* 2, no. 1 (2018): 73–80.

The third is there is a shortage of teachers in certain subjects, so a teacher must teach more than one question that is not his field/expertise. If the teacher teaches outside the issue that should be taught, the learning activities run less smoothly.

The fourth is limited funds from the government. Funds received by schools from the government are sometimes insufficient for operational schools. Many unexpected costs that must be paid by the school outside the predetermined budget plan.³¹

Suggested Solutions from the School

The solution offered by the State Junior High School 1 Jogorogo, Ngawi to overcome obstacles in developing educational resources to support the achievement of educational goals is: 1) the school organizes teacher competency improvement activities by inviting professional staff to school on holidays at a cost independent of the teacher. The event is deliberately carried out on holidays or outside the hours of learning activities with the aim of not disturbing or reducing teaching time. The teacher can improve competence without interfering with teaching assignments, while students can learn to calm and comfortable because the teacher accompanies them, 2) the school collaborates with relevant parties to appoint honorary educational staff whose task is to assist administrative staff and to meet the shortage of teachers. By selecting honorary team by their fields of expertise, it is expected to be able to improve the quality of schools, 3) to overcome financial obstacles, schools collaborate and build trust with the committee, the community and the business world to raise funds. The school offers programs that will be the hallmark and excellence of Jogorogo Junior High School 1, so potential donors are interested and willing to invest their wealth for the progress and success of the school program.³²

Suggested Solutions from Researcher

There are some suggested solutions from the researcher. First, these conditions need a breakthrough by opening opportunities for excellent students to join exchange student programs to study abroad, such as to the neighbouring countries. To be able to penetrate well-known universities abroad as students and open a global paradigm, they need to be directed to incentivize through

³¹ Lumban Arofah, "Implementing Character Education through Problem-Based Learning in Sociology Subjects for the Development of Social Capital," *Vidya Karya* 30, no. 1 (2019): 30-38.

³² Ahmad Adip Muhdi, "Management of Integrated Education between Pesantren and Campus in Improving the Quality of Graduates (Multisites Study in Ma'had Dalwa Bangil and Pondok Ngalah Purwosari Pasuruan East-Java)," *Didaktika Religia* 6, no. 1 (June 24, 2018): 167-90, <https://doi.org/10.30762/didaktika.v6i1.1102>.

scholarships. Students also need additional extracurricular programs, mastery of foreign languages and their cultural aspects, are robust in dealing with the selection process of entering high school level, and get mentoring programs to be competitive with overseas students.

The second is a link and match based vocational program. Namely, the link perspective shows the process, which means that the education process should be by development needs, so the results are suitable (match) with these needs, both in terms of quantity, quality, type, qualifications and time.³³ The national education system since Indonesia's independence until now has not been able to meet the demands of business and industry. While the emphasis of the program is to develop the system of internship, the widest in the country. Moreover, government and business leaders in Asia have stressed the importance of internship quality in dealing with employment issues for high school or vocational high school graduates. Developing countries have given the further emphasis on internship.³⁴

The third is an informal education program for the low-educated segment, namely junior high school graduates. Informal education can reduce social problems, especially in rural areas. The first stage for this program is to improve non-formal education organizations, both at the village and sub-district level, commonly called the Community Learning Centers and at the District or City level, called the Learning Activity Centers. This organization must modernize its infrastructure and curriculum adjusted to the progress of the times.

CONCLUSION

Educational resources are an essential component in achieving educational goals. The quality of educational resources will affect the quality of education, for that to obtain quality, it is necessary to develop educational resources. Based on research findings at State Junior High School 1 Jogorogo, Ngawi the development of educational resources includes various aspects, namely human resources, and non-human resources. There are some ways of developing human resources, such as by increasing the competence of education staff through training activities, workshops and deliberations between subject teachers aiming to create professional educational personnel. The development of educational resources in Jogorogo State 1 Junior High School, Ngawi is carried out continuously from planning, organizing, implementing, evaluating, and following up. The plan is

³³ Yennita et al., "The Development of Oscillations and Waves Simulation in Science Education for Junior and Senior High School," *Jurnal Geliga Sains: Jurnal Pendidikan Fisika* 5, no. 2 (n.d.): 73-80.

³⁴ Mochamad Iskarim, "The Quality Management of Arabic Language Education based on the Quality Management System (SMM) ISO 9001: 2015," *ALSINATUNA* 3, no. 2 (2018): 225-43.

carried out by the school development team based on observation and analysis of the needs and availability of educational resources.

The obstacles faced by State Junior High School 1 Jogorogo, Ngawi can be overcome by the cooperation and trust built by the education staff and relevant parties. The training should be well packaged so that all education personnel can follow it without feeling burdened, and it will run smoothly. Old and young teachers together can improve competence as efficiently as possible, so that they become professional staff. Creating a conducive climate and collaborating with other parties to explore sources of funds to improve the quality of infrastructure funding facilities and financing outside the operational budget of the school obtained from the government.

REFERENCES

- Alam, Lukis. "Internalisasi Nilai-Nilai Pendidikan Islam Dalam Perguruan Tinggi Umum Melalui Lembaga Dakwah Kampus." *Istawa: Jurnal Pendidikan Islam* 1, no. 2 (2016): 101-119.
- Arofah, Lumban. "Implementing Character Education through Problem-Based Learning in Sociology Subjects for the Development of Social Capital." *Vidya Karya* 30, no. 1 (2019): 30-38.
- Bendesa, I Komang Gde. "Sumber Daya Manusia Berkualitas Dan Berkarakter." *PIRAMIDA* 10, no. 1 (2014): 1-7.
- Choriyah, Ngismatul. "Manajemen Sumber Daya Anggaran Keuangan Pendidikan." *Jurnal Studi Agama Dan Masyarakat* 8, no. 1 (June 2014): 87-110.
- Departemen Pendidikan Nasional. "Panduan Manajemen Sekolah (Proyek Peningkatan Mutu SLTP Jakarta)," 2000.
- Hapsari, Melati Indri, and Ana Kristiani. "Strategi Peningkatan Kualitas Layanan Peserta Didik Kursus Bidang Vokasi (Studi Di Lembaga Pendidikan Profesi Graha Wisata Semarang)." *Journal of Nonformal Education* 1, no. 1 (2015).
- Ikhwan, Afiful. "Management of Learning Assesment Using Curriculum 2013 (Case Study in Islamic Primary School (MI) Muhammadiyah 5 Wonoasri Ponorogo - East Java - Indonesia)." *MUADDIB: Studi Kependidikan Dan Keislaman* 08, no. 02 (2018): 108-23. <https://doi.org/10.24269/muaddib.v8i2.1422>.
- . "Public Relations in an Islamic Perspective; Implementation Study at Madrasah." *At-Turats: Jurnal Pemikiran Pendidikan Islam* 13, no. 2 (2019): 105-17.
- Iskarim, Mochamad. "The Quality Management of Arabic Language Education Based on The Quality Management System (SMM) ISO 9001: 2015." *ALSINATUNA* 3, no. 2 (2018): 225-243.
- Jaelani, Dian Iskandar. "Education In Rahmatan Lil 'Alamin Perspective." *AL-HAYAT: Journal of Islamic Education* 1, no. 1 (October 30, 2017): 158-70.

- Kosasih, Fauzy Rahman, and Rahayu Dwi Riyanti. "Pemanfaatan Open Educational Resources Bagi Guru SMA Taruna Terpadu Bogor." *Jurnal Abdimas BSI* 1, no. 3 (2018): 398-405.
- Kristiawan, Muhammad, Dian Safitri, and Rena Lestari. *Manajemen Pendidikan*. Yogyakarta: Deepublish Publisher, 2017.
- Marwiyah, S., Karyoto, Alim Musta'in, Eni Winarsih, and Chusnu Roidah. "Sumber Daya Pendidikan (SDP) Dalam Konteks Sistem Pendidikan, Kategori Sumber Daya Pendidikan Islam, Kriteria Sumber Daya Pendidikan Islam," 2017. <https://www.academia.edu/>.
- Mawardi, Dalmeri, and Supadi Supadi. "Concentration on Learning Program Development in Islamic Education." *AL-HAYAT: Journal of Islamic Education* 2, no. 2 (December 18, 2018): 213-30. <https://doi.org/10.35723/ajie.v2i2.35>.
- Minarti, Sri. *Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri*. Yogyakarta: Ar - Ruzz Media, 2011.
- Mudassir. "Pengembangan Sumber Daya Pendidikan Di Madrasah Aliyah Negeri (MAN) Kabupaten Bireun." *Jurnal Ilmiah DIDAKTIKA: Media Ilmiah Pendidikan Dan Pengajaran* 16, no. 2 (2016): 255-272.
- Mufidah, Nida. "English Education Department Alumni's Perspective on English Curriculum Development of IAIN Antasari Banjarmasin." *Vidya Karya* 30, no. 1 (2019): 44-59.
- Muhdi, Ahmad Adip. "Management of Integrated Education between Pesantren and Campus in Improving the Quality of Graduates (Multisites Study in Ma'had Dalwa Bangil and Pondok Ngalah Purwosari Pasuruan East-Java)." *Didaktika Religia* 6, no. 1 (June 24, 2018): 167-190-190. <https://doi.org/10.30762/didaktika.v6i1.1102>.
- Muzakkir. "Harmonisasi Tri Pusat Pendidikan Dalam Pengembangan Pendidikan Islam." *Jurnal Al-Ta'dib* 10, no. 1 (2017): 49-146.
- Nasution, M. Nur. *Manajemen Mutu Terpadu (Total Quality Management)*. Jakarta: Ghalia Indonesia, 2001.
- Nata, Abuddin. *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam Di Indonesia*. Jakarta: Kencana, 2012.

- Nurani, Riga Zahara, and Hatma Heris Mahendra. "Analisis Keterlaksanaan Dan Pengaruh Kemitraan Sekolah, Keluarga, Dan Masyarakat Terhadap Kualitas Pendidikan Di SD Negeri 02 Karang Sari Kebumen." *Dwija Cendekia* 2, no. 1 (2018): 73-80.
- Olanrewaju, Muraina Kamilu, and Yusuf Suleiman. "Perception Assessment of Guidance and Counseling Services among Educational Stakeholders in Selected Secondary Schools in Oyo State, Nigeria." *Indonesian Journal of Educational Counseling* 3, no. 1 (2019): 31-42. <https://doi.org/10.30653/001.201931.62>.
- Santyasa, I Wayan. "Problematika Pendidikan Indonesia Dan Gagasan Menuju Paradigma Baru." *Jurnal Pendidikan Dan Pengajaran IKIP Negeri Singaraja* 3, no. 2 (2017).
- Solichin, and Mohammad Muchlis. "Belajar Dan Mengajar Dalam Pandangan Al-Ghazali." *TADRIS: Jurnal Pendidikan Islam* 1, no. 2 (2006).
- Sudarma, Ketut. "Mencapai Sumber Daya Manusia Unggul (Analisis Kinerja Dan Kualitas Pelayanan)." *Jurnal Dinamika Manajemen* 3, no. 1 (2012).
- Susanto, H.M., W. Mantja, I. Bafadal, and A. Sonhadji. "Pengembangan Sistem Informasi Manajemen Pendidik Dan Tenaga Kependidikan." *Jurnal Pendidikan Humaniora* Vol. 3, no. 2 (June 2015): 93-105.
- Tjiptono, Fandy, and Anastasia Diana. *Total Quality Management*. Yogyakarta: Andi, 2003.
- Yennita, Ahmad Ma'ruf, Nisa Ul Husni, Hendar Sudrajat, and Zulirfan. "The Development of Oscillations and Waves Simulation in Science Education for Junior and Senior High School." *Jurnal Geliga Sains: Jurnal Pendidikan Fisika* 5, no. 2 (n.d.): 73-80.