

Development of Education Management Models the Most Remote Elementary School in Bima Regency

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Abstract: The problem in this study is that the optimal management of Remote Elementary School educators in Bima has not been implemented. The formulation of this research problem: Regarding the level of need, About the prototype, what is validity, Practicality and What is the effectiveness of the management model of elementary school educators in Bima Regency?

This study aims to obtain an overview of: Describe the level of need, describe the prototype, and know the validity, practicality and to find out the effectiveness of the management model of elementary school educators that can be read in Bima Regency.

This is development research (R&D) with a research design, according to ADDIE. Data collection was carried out using interview, observation, questionnaire and FGD techniques. The data obtained were then analyzed with descriptive statistics and non-parametric inferential statistics through SPSS Version 16.

The results show that (1) Development of a model for management of Remote Elementary school educators in Bima Regency is needed in an effort to provide services that are appropriate for special Remote Elementary School educators, 2) The development of the Remote Elementary school teacher management model in Bima Regency took place gradually starting from the preparation, planning and validation stages of the expert so that in the end a model named Management of Remote Elementary School Teachers Management abbreviated with guidelines (MPS-Remote) was considered to have fulfilled validity and practicality to use 3) The MPS-Remote Guidelines are effectively used in the management of Remote SD educators in Bima Regency.

Keywords: Educator Management; Remote Elementary Schools; MPS-Remote Guidelines

I. PRELIMINARY

Background

Changes in the development of human resources that occur today, especially in education and more specifically in the component of the teaching staff (teachers and the like at the level of primary school), the process encounters problems. These problems are both classical and contemporary in line with the changes that take place. Problems do have a "perennial" meaning they cannot be avoided in

every interaction. However, if no solution is sought, the problem will be significant. The difficulties inherent in the development of teaching staff can be identified as follows, personal issues, teaching staff are filled/occupied by people who do not meet the requirements and qualifications as teachers. However, this is not a single mistake individually, but the system contributes greatly to passing it then the system and management problems, from the first system often missed in maintaining the boundaries of the education system (teacher) as a profession. The control structure in the system is very weak built by the government; ultimately, management cannot run well as a system tool.

Educators are the spearhead in educating the life of the nation, through various types, lines and levels of education. Students are members of the community who will enter the world of education (schooling) and will be returned to their communities.

To arrive at the level of value, a process of obtaining the expected results emerges a complete and complete figure from the teacher. Wholeness and complete are intended regarding knowledge of teacher training and the substance of the lesson, the art of teaching, the character of the "teacher", attitude, and being able to meet every change that takes place in the world of education. Teachers, as expected, are not an easy thing to do; it needs treatment by the government through the policies of the teaching staff.

The government needs to continue to review policies regarding the teaching staff in the Primary Education Office as an effort to continuously improve the quality and quantity of teaching staff. It is still a task that cannot be completed in relation to quantity, where the equal distribution of the teaching staff in each region is still high, in one area it looks fertile while in other areas there are still unable to meet minimum standards in terms of quantity. A significant challenge, when fulfilment is as a demand of ongoing changes, namely the quality of the teaching staff, not only the amount that can be met but the fulfilment of the inherent advantages that must be possessed.

Management of teaching staff(Mustari, 2014) is an activity that includes setting norms, standards, procedures, appointment, guidance, management, welfare and dismissal of school educators in order to carry out their duties and functions in achieving school goals. Management of teaching staff (Rugaiyah & Sismiati, 2011) is the activity of managing personal education in carrying out tasks according to their duties and functions in order to run effectively. Educators in the educational process play an important role, especially in efforts to shape the character of the nation through the development of the desired personality and values. Therefore, in special educational institutions, Remote Primary Schools need educators and professionals in improving the quality of these schools.

According to the National Education System Law No 20 of 2003 Article 1 paragraph (6): "Educators are educational staff who are qualified as teachers, lecturers, counsellors, tutors, widyaiswara, tutors, instructors, facilitators, and other appellations that are in accordance with their specificities, and participate in organizing education ". Educators are one component that is able and successful in improving the progress of madrassas with the main task of educating, teaching, guiding and evaluating students both elementary, middle level.

In the 1945 Constitution, there is an article which guarantees the right of every citizen to get an education (article 31 paragraph 1). Even the Government is also

required to budget 20 per cent of the state budget and regional budget to meet the needs of national education (article 31 paragraph 4). The regulations contained in the 1945 Constitution emphasize the urgency of providing education for the Government of Indonesia. But unfortunately, the condition of education in Indonesia is like the proverb 'far from the fire'. Government regulations that guarantee the implementation of quality education cannot be seen in the field. Quality education (and continuing to improve quality) only occurs in urban centres in Indonesia. Meanwhile, there are still many disadvantaged areas in Indonesia that do not have adequate educational facilities and resources. As quoted from (UPI, 2019) some problems in providing education in the Frontier, Remote and Disadvantaged (3T) areas include; unequal supply and distribution of teaching staff, low incentives, incompetent teachers, mismatch between educational qualifications and the fields pursued, and the application of curriculum in schools is not in accordance with standard mechanisms and processes. In general, it can be concluded that the problem of education in remote areas is closely related to the availability of qualified teachers and the application of a standard curriculum.

The mission brought by *Indonesia Mengajar* is not a light emission. Young teachers will be placed in remote areas of Indonesia. The demographic conditions, community characteristics and infrastructure in the placement areas are very different from the original conditions of the young teachers. Because of this, *Indonesia Mengajar* held a very tight selection and adequate briefing for prospective teachers. *Indonesia Mengajar* hopes that through selection and briefing, the instructors will be able to survive and bring change in the placement area.

Related to the unequal distribution of teachers, actually, there have been efforts from the government to overcome these problems. However, this effort seems to be less than optimal. This can be understood because the geographical condition of Indonesia, which is apparently still one of the obstacles in achieving education access and equity. The limited infrastructure, the difficult terrain, the low human resources of students, and the lack of appreciation for teachers who teach makes it a challenge for teachers in remote schools that are not felt by teachers in more developed regions. Without the ability to survive with these difficult conditions, teaching can be difficult and stressful for the teacher. This is indicated by the high level of burnout in teachers and the loss of enthusiasm in teaching (Jarzabkowski, 2003).

Facts found in the field show that many teachers are reluctant to teach in remote areas for various reasons. The results of research conducted by (Van den Berg et al., 2006) found that one of the factors that caused the reluctance of teachers to teach in remote areas was the location of schools that were difficult to reach. The next reason is the lack of facilities and entertainment. In Indonesia, teachers who teach remote areas are generally not comfortable because of inadequate facilities. Besides being far from the centre of the crowd, the teacher's residence facilities were also not met by the government. As a result, many teachers feel uncomfortable and propose to move to an urban school (Anonymous, 2011 in (Diah AK & Pradna, 2012).

The fact is that until now the quality of remote elementary education is still alarming. This is due to inadequate educators, the low ethos of students, and

infrastructure such as classrooms that are heavily damaged. Learning in remote elementary schools although based on the curriculum but not based on learning design, there is also a tendency as remote elementary school educators to improve the achievement of curriculum targets rather than mastery of teaching material; most remote elementary school educators do not yet have the required qualification standards (D2 to S1)

Management of teaching staff has its own unique characteristics. This understanding is considered important as part of efforts to discuss what needs to be done in the management process of teaching staff. Based on these phenomena, there is no other way but to look for problem-solving that can challenge students to study harder. One of the scientific approaches (scientific approach) to respond to the dynamics of students is the need for the development of a management model of remote elementary school teaching staff in the district of Bima.

Based on the background above, the formulation of the problem in this study is as follows: (1) What is the level of need for a remote elementary school teacher management model in Bima Regency?, (2). What is the prototype of the remote elementary school educator management model in Bima Regency ?, (3). What is the validity, practicality of the management model of remote elementary school educators in Bima Regency? And (4). What is the effectiveness of the management model of remote elementary school educators in Bima Regency?

Based on the problem formulation that has been described above, the research objectives to be achieved in this study: (1) Describe the level of needs of the management model of remote elementary school educators in Bima Regency. (2) Knowing the prototype of a remote elementary school educator management model in Bima Regency. (3) Knowing the validity, the practicality of the management model of remote elementary school educators in Bima Regency; and (4) Knowing the effectiveness of the management model of remote elementary school educators in Bima Regency.

The benefits to be obtained in this study are theoretically, the results of this study can provide benefits to identify and explain facts or variables that are considered important to understand the problem of developing models of management of remote elementary school educators and then provide knowledge about the concepts of management of remote elementary school educators, especially in the implementation Remote elementary schools with reference to the potential in the area and this research is expected to make a real contribution as information and input for educational institutions, especially remote area schools in order to improve the quality and quality of education as well as study material and references that can be used by the government in determining policies directly related to remote areas.

Based on the objectives of the above research, the product form of the results of this study is in the form of a manual for the management of remote elementary school educators which contains; educator competencies, educator life skills, governance used by educators. The product developed was named Management of Remote Elementary School Educator Management (abbreviated as MPS-Remote Model). This handbook is a reference for the management of remote school educators in the provision of educator services for remote area primary schools so that remote elementary schools receive educator services that are appropriate to their conditions and circumstances.

II. LITERATURE REVIEW

The Concept of Remote Areas

Indonesia's vast territory consisting of thousands of islands and the diversity of customary wealth owned and the tribes in it make some of these residents unable to enjoy the educational process and other facilities provided by the government to the nation's children. It must also be acknowledged that the connecting facilities and infrastructure factors such as roads, bridges and so on have an effect on the lack of access that can be felt by residents in remote areas (Hermino, 2017).

It is undeniable that it is still seen especially in border areas and 3T areas (remote, outermost and disadvantaged) that it is still difficult to enjoy education for children in their school age. This will later hamper the availability of an educated workforce. Indonesia, which is a maritime continent, which is a sea area, which is scattered with islands, has its own problems in providing education that is easily accessible to all. Furthermore (Hermino, 2017) said geographical barriers are an issue in providing quality education services throughout Indonesia. Therefore, it is very important to find new ways to provide quality, accessible, and affordable education for all.

The three biggest challenges to education in Indonesia are access to education for everyone, uneven quality of education, and budget allocations and the seriousness of local governments in improving the quality of education while the world is now heading into an information society marked by the emergence of lifelong learners.

Therefore it is necessary to think about education development strategies for disadvantaged and remote areas using existing information and communication technology, in the context of efforts; 1) optimize the role of the principal as a leader and teacher in the school; 2) optimize the role of the teacher in an innovative and fun learning process; 3) optimize the role of the community through school committees in order to participate together in planning the improvement of the quality of education in schools and their regions.

In Presidential Decree No.111 of 1999 it is stated that remote indigenous communities are social and cultural groups that are local and scattered and have little or no involvement in social, economic or political networks and services.

Based on the above understanding, certain community groups can be said as remote Indigenous Communities if there are general criteria that apply universally as follows: 1) in the form of small, closed and homogeneous communities; 2) social institutions based on kinship relations; 3) generally remote geographically and relatively difficult to reach; 4) in general, they still live with the sub-system registration system; (5) simple engineering equipment; 6) dependence on the environment and local natural resources is still relatively high, and 7) limited access to social, economic and political services (Hermino, 2017).

Thus, based on these criteria, these remote indigenous communities can be grouped based on habitat and locality as follows: (1) plateau; (2) lowlands; (3) swampy area; (4) coastal areas; (5) post/conflict areas; (6) border areas (7) disaster-prone areas; and (8) the area of expansion.

The 1945 Constitution, in particular, article 31, states that: (1) every citizen has

the right to education; (2) every citizen is obliged to follow basic education and the government is obliged to finance it; and (3) the government is endeavoring and organizing a national education system that enhances faith and piety and noble character in order to educate the nation. Therefore, education must be the main priority in the overall process of national development.

The national education system as regulated in Law Number 20 Year 2003, in article 5 emphasizes that: (1) every citizen has the same right to obtain quality education; (2) citizens who have physical, emotional, mental, intellectual disabilities are entitled to special education, (3) citizens in remote areas, and communities in remote areas are entitled to special education services, (4) citizens who have special talent potential entitled to receive special education, (5) every citizen has the right to have the opportunity to improve lifelong education.

With regard to improving the quality of Elementary School teachers in Indonesia, there are at least six teacher education standards that should be met, (1) professional teachers, namely teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. This is based on Law No. 14 of Article 8 on Teachers and Lecturers, (2) teachers who have academic qualifications that meet the requirements are, academic qualifications obtained through college undergraduate or diploma four programs. Law No.14 Article 9 regarding Teachers and Lecturers, (3) teachers have adequate competence, pedagogical, personal, social and professional competencies obtained through professional education. Law No.14 Article 10 concerning Teachers and Lecturers. (4) has a certificate as an educator.

Ministry of Education and Culture informed that based on Basic Education (Dapodik) data, there were 1,651,152 Elementary School teachers spread throughout Indonesia. Based on this data there are still 24.3% of teachers or around 401,230 teachers who have not met academic qualifications, and there are still 47.4% of teachers or around 782,646 teachers who do not yet have teaching certificates. In this regard, (Hermino, 2017) stated in his research that the quality of teachers would determine the teaching capacity possessed by the teacher himself. Low quality will result in a low teaching capacity, in other words, teacher quality has a correlation with teaching capacity.

With the vastness of the country of Indonesia, as well as a large number of inhabitants especially with regard to educational needs, it is related to the formulation of policies to improve the quality of teachers in primary schools in remote areas. Policy use, 3) policy formulation team. The three things will be interrelated because by carrying out an adequate formulation process based on the situation and conditions in the field, the formulation of policies to improve teacher quality will be able to run well and on target according to national needs.

Educator Management Concepts

Management is defined by Parker Follet (Sagala, 2013) "the art of getting things done through people" or more broadly defined as the process of achieving goals through the efficient use of human and material resources. Etymologically, the word management comes from English; management developed from the word to manage, which means to set or manage. Management, according to the term, is the process of coordinating work activities so that it can be completed

efficiently and effectively with and through others (Saefullah, 2012). If we make a restriction the definition of management can be stated as "working with people to achieve goals organization with the implementation of the functions of planning (planning), organizing (organizing), the preparation of personnel (staffing), direction and leadership (learning) and supervision (controlling). Management is the art of regulating the process of utilizing human resources effectively, which is supported by other sources in the organization to achieve certain goals. Management is knowing where to go, what difficulties to avoid, what strengths to run and how to drive your ship as well as members with no need to waste time in the process of doing it.

Educator management is structuring those who qualify as teachers, lecturers, counsellors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialty and participate in organizing education (Rugaiyah & Sismiati, 2011). Etymologically, the term teacher in English is called teacher, whereas in Arabic it is known by the terms' alim, mudaris, muhadzib, mu'adip, which means people who present you, lessons, morality, and education. In a general Indonesian dictionary, the teacher is defined as someone who teaches others, at school or teaches science or skills (Yahya, 2013). According to (Dilshad, 2010)"Teacher educators, being key stakeholders, play important roles in reforming and improving the quality of teacher education programs". Teacher education, being a key stakeholder and playing an important role in improving and improving quality in the power program educator. Therefore, educators are expected to improve the quality of competence by participating in programs organized by madrasas and education offices.

In the context of education, educators and education personnel are potential human resources (HR) who play a role in realizing the quality of national education. According to Schuler, Dowling & Smart, et al.(Mukhlisoh, 2018)explained that "Human resource management (HRM) is the recognition of the importance of an organization's workforce as vital human resources contributing to the goals of the organization, and the utilization of several functions and activities to ensure that they are used effectively and fairly for the benefits of the individual organization, and society.

HR Management is a series of integrated systems and aims to improve the performance of human resources.(Kulkarni et al., 2012) revealed that "the professional human resource is emerging as a major creative contributor for organizational growth" professional human resources as the main creative contributors to organizational growth. So, it is expected that both educators and education personnel have the professionalism in completing various tasks so as to be able to increase progress in educational organizations especially remote schools.

A teacher needs to have a certain minimum standard of competence in carrying out his teaching assignments. Competency standards are expected to be the basis for the realization of teacher performance, as well as an effort to improve the quality of student education. The competence in question is a set of knowledge, skills and behaviours that are possessed, internalized, mastered, and actualized in carrying out a task or job.

Apart from being the main actor of the success of education that was proclaimed, there are several other functions and duties of a teacher, including:

Educator (educator) The teacher's first task is to educate students according to the learning material provided to him; b). Leader (leader) The teacher is also a class leader. Therefore, he must be able to master, control, and direct the class towards the achievement of quality learning goals; c). Facilitator. As a facilitator, the teacher is tasked with facilitating students to find and develop their talents rapidly; 4). Motivator. As a motivator, a teacher must be able to arouse enthusiasm and bury the weaknesses of students regardless of their family life background, however dark their past, and however severe the challenges; 5). Administrator. As a teacher, administrative tasks are inherent in him, from starting to apply to become a teacher, then being received with proof of foundation decree, headmaster's instruction letter, and others; 6). Evaluator. No matter how good the quality of learning, there must be weaknesses that need to be addressed and refined. In this evaluation, the teacher can use many ways, by reflecting on the learning process itself, examining weaknesses and strengths, or in a more objective way, asking the opinions of others, such as school principals, other teachers, and their students.

From the notion of management and teachers, it can be concluded that teacher management is the process of coordinating the work activities of a teacher starting from the teacher entering the educational organization until finally stopping, in an effort to increase all potential learners, both in affective, cognitive and psychomotor potentials.

Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at tertiary institutions. (Law on National Education System No. 20 of 2003 Article 39 paragraph 2). Meanwhile, according to Ahmad Tafsir who was raised by (Sulistiyorini, 2009) in her book, educators in Islam are people who are responsible for the development of students by striving for the development of all the potential of students, both the affective potential, cognitive potential, and psychomotor potential.

Educator management is an activity that includes setting norms, standards, procedures, appointment, guidance, management, welfare and dismissal of school teaching staff in order to carry out their duties and functions in achieving school goals. The management of educators and educational staff aims to empower teaching staff effectively and efficiently to achieve optimal results but in pleasant conditions. In this connection, the personnel function that must be carried out by the leadership is to attract, develop, pay and motivate personnel to achieve system goals, help members achieve positions and standards of behaviour, maximize the career development of educational personnel, and align individual and organizational goals. (Mulyasa, 2008)

III. RESEARCH METHODS

The type of research carried out is Research and Development (R&D) research. Development of remote elementary school teacher management models by referring to the ADDIE model Sugiyono (2017). Research and development (Research and Development) can be defined as a process or steps to develop a new product or improvement of existing products, which can be accounted for. The product can be in the form of hardware or software.

The model in this research development is a procedural model, which is a model that is descriptive and outlines the steps of development. Based on the theory from (Sugiyono, 2017) the steps that must be followed to produce products include the potential and problem stages, data collection, product design, design validation, product design revisions, product trials, product revisions, trial trials, revisions products and mass production.

Stages or procedures for model development that will be carried out follow the design of the ADDIE model in Sugiyono (2017) which consists of five stages, namely (1) the Need Assessment stage, (2) the model design stage, (3) the development stage of the model, (4) the implementation phase, and (5) evaluation phase.

The study was conducted in Bima Regency by focusing on remote elementary schools that administered primary education. Researchers took a sample of four (4) schools namely; 1) Kalodu Inpres Elementary School, 2) Soro Afu Inpres Elementary School, 3) Pusu Inpres Elementary School, 4) Nggira Inpres Elementary School with five subjects per school for each school.

Data collection techniques used in this study were documentation, observation, interviews, focus group discussions (FGD) and questionnaires.

The feasibility analysis of the remote elementary school-based management model includes the validation test, readability test, and practicality test as follows: 1). Validity Data Analysis Model; 2). Practicality Model Data Analysis; 3). Analysis of Model Effectiveness Data.

IV. RESEARCH RESULT

Research and development are product development process in this study aimed to discuss the findings obtained during the product development process with existing theories. Related to this, the problem to be solved in this research and development is how to develop the management of educators based on the standards of educator development in the National Education System Law No.20 of 2003. Then it is emphasized in Government Regulation No.19 of 2017. The development of educators must be able to reduce or even eliminate the gap between the abilities possessed by teachers with the abilities needed in the learning process. Many Remote Elementary School teachers are not satisfied with their position, because they are not properly valued. Likewise, conditions and regulations that do not allow rewards to reduce their motivation to remain as teachers. This indicates that the need or motivation plays an important role in one's efforts in self-development.

If referring to the applicable regulations relating to the education of Law No.20 of 2003 concerning National Education System and Law No.14 of 2015, the bureaucracy must provide space and support the process of developing the teaching staff, but because in general our bureaucratic system still likes to be served and has been entrenched, so that the ideal role as demanded by regulations is still far from being expected. Based on the foregoing, so that the right strategy is needed in an effort to create a climate that is conducive to the development of educators. This conducive situation is clearly needed by educators to be able to develop themselves towards the professional educator. In this case, it is needed a strategy for management guidelines for special educators for Remote Elementary School teachers.

The results of research and development as described in the previous description are then carried out with reference to two aspects, namely the achievement of the research objectives and the implications of the research results. The results of the needs analysis show that almost all target audiences in this case; school principals, supervisors, district education department educators and head of the technical implementing unit Subdistrict education offices feel they really need a management guide for remote school special educators that can be used as a reference in providing services for remote school educators. Basically, the management of educators in the Regency of Bima has been referring to technical manuals, but the book is considered to be very difficult to implement. This is because these instructions are still general in nature, so it still needs to be simplified in detail based on the characteristics of remote school educators.

Difficulties experienced by users of the technical manual have an impact on providing services to remote school educators who do not touch their basic needs. For this reason, when asked for an opinion, whether or not a special guidebook is needed that deals with remote elementary school educators are truly in accordance with the conditions and characteristics of these remote elementary school educators. Certainty about the need to develop a remote elementary school teacher management model is obtained both from the interviews and the results of the questionnaire and Focus Group Discussion.

The management of the educators referred to in this study is not a tradition, but the management of the educators referred to is none other than the local government policy which in this case is the Bima Regency Regent Regulation regarding the management of educator management in Bima Regency. This needs to be emphasized by researchers considering that when we talk about educator management that comes to mind, we are regulating, while philosophically the management of educators is interpreted as a policy. This is in line with what is stated by the view of (Hadi, 2008) states that management educators include: (1) planning of school educators; (2) procurement of school educators; (3) fostering and developing school educators; (4) promotion and transfer of school educators; (5) dismissal of school educators; (6) compensation for school educators; (7) assessment of school teaching staff. All of that needs to be done properly and correctly so that the expected goals are achieved, namely the availability of educational staff needed with appropriate qualifications and abilities and can carry out work effectively and efficiently.

The MPS-Remote Guidelines are considered valid in terms of content because they have been validated by special education experts of national level. The guidebook outlines guides the user on three aspects, namely, governance, competencies and Live Skills of Remote Elementary School educators. In the aspect of governance, it is regulated that remote elementary school educators can carry out their duties in accordance with standards and rules specifically set from various aspects, namely 1) competency improvement, 2) improvement of qualifications, 3) Classroom Management, 4) Learning Innovation, and 5) Collaboration with Parents/Communities.

This MPS-remote model is significantly effective based on the results of non-parametric statistical inferential tests using the Wilcoxon signed ranks test through the help of SPSS Version 16 as explained in the results of the study, that

the management of educators is carried out based on the needs of schools to provide understanding to students. This means that the management process must be studied and understood by educators including students in primary schools in everyday life. Although schools in the implementation of teacher management are still not optimal, development is needed to perfect the management of educators in Bima District Remote School.

Furthermore, as a basis for determining the ideal model for the management of educators in remote primary schools, it needs to begin with a clear identification of the findings or results of field research that have been carried out. The results of these findings become a basic reference in developing further. For this development, analysis and mapping of studies related to the strengths and weaknesses that have been carried out so far are outlined, then linking it with opportunities including threats that may emerge externally.

With regard to the development of an educator management model in Remote Elementary School, at least there are six standards of educators that need to be met, namely (1) professional teachers, (2) teachers have qualified academic qualifications, (3) teachers have adequate competence, (4) has a certificate as an educator, (5) participates in certification and, (6) receives professional education.

Thus, the management of educators is very necessary even ALLAH loves to manage well (to manage) as stated in paragraph 4 of the letter As-Saff written "Innalaha yuhibbul lazina yuqatiluna fi sabilihi saffan ka'annahum bun-yanun marsus (QS 61.4).

The design of the tentative model of the management of remote school educators is concocted in the form of directives/instructions on how to deal with educators as a result of the developed design appearing in the form of a manual named MPS-Remote as an abbreviation of the management of remote school educators.

V. CONCLUSION

The results of the needs analysis show that basically the management of educator management especially the Remote Primary Schools in Bima Regency is in dire need of the development of an educator management model in an effort to provide services that are appropriate to the needs of remote school educators.

The prototype of the Remote Elementary School teacher management model in Bima Regency consists of 2 parts: a) The foundation of the model philosophy and b) the operational foundation of the model. The foundation of the model philosophy consists of, (1) the rationalization of the model, (2) the purpose of the model, (3) the benefits of the model and, support systems (4). The operational foundation of the model consists of (a) planning, (b) implementation phase and (c) educator management evaluation stage.

The development model of the management of Remote Primary School educators in Bima Regency took place gradually starting from the preparation, design and validation of experts so that in the end a model named management guidelines for remote elementary school educators shortened by the guidelines (MPS-Remote) that were assessed had fulfilled validity and practicality to use.

Management guidelines for remote elementary school educators in Bima District are significantly effective.

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