Organizing Institutions To Improve The Performance Of GTK (Teachers And Educational Staff) (Multisite Study At MAN 1 Kota Kediri And MAN 2 Tulungagung)

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Abstract.

This research is motivated by the phenomenon of organizing madrasa institutions aimed at improving the performance of GTK. This research uses a qualitative approach with a multisite design, data collection techniques through in-depth interviews, participant observation, and documentation, as well as cross-site analysis. The research results show that: (1) The organization structure is developed through the internalization of the vision and mission, division of labor, work grouping, line of authority, span of control, centralization, decentralization, and formalization. (2) Job division improves GTK performance through task identification, employee placement according to educational qualifications, and workload according to standard regulations. (3) Delegation of authority is carried out through task identification, assessment of GTK competencies, granting of power, and responsibility. (4) Cooperative relationships are enhanced through good communication, collaboration, trust, and team cohesion in the madrasa. The validity of the data is tested through credibility, transferability, dependability, and confirmability tests. Thus, this research provides an in-depth understanding of how organizational structure, division of labor, delegation of authority, and cooperative relationships can enhance the performance.

Keywords: Organization of Institutions, Improvement of GTK Performance and MAN 2 Tulungagung.

I. INTRODUCTION

Educational institutions are places where the process of education takes place to change individual behavior for the better through social interaction. Education is very important for the progress of the world and humanity, both through abstract goals and those formulated specifically (Zhukova, Platash, & Tymchuk, 2022). The quality of education is greatly determined by the learning process in educational institutions(Budiharso & Tarman, 2020). The Head of the Madrasa and GTK (Teachers and Education Personnel) play a significant role in the learning process of students at the Madrasa. Without the good performance of GTK and the Head of the Madrasa, it is difficult to improve the quality of education (Item & Almasa, 2025) or achieve national standards (Mujahidin et al., 2021). The leadership of the Head of Madrasa in managing and leading the Madrasa is key to realizing the Madrasa as an effective and efficient learning environment (Prayogi, Anwar, D, & Yetri, 2021). In addition to managing the Madrasa, the Head of the Madrasa must also be able to improve the performance of GTK with full dedication (Bin Yu & Zhan, 2016).Improving the performance of GTK and the quality of education requires good management overseen by the Head of the Madrasa. Management is a process or framework that involves guiding or directing a group of people towards the organization's goals (Johansson & Eriksson, 2024). Management includes several main functions: Planning, Organizing, Leading, and Controlling (Nani & Safitri, 2021). Organizing is the process of connecting people within a specific organization and unifying their tasks and functions (Ivaldi, Scaratti, & Fregnan, 2022).

The administration of education is inseparable from organization, and organizing is the second management function that serves as a strategic step to realize the plan. Organizing determines tasks, who does them, how tasks are grouped, who reports to whom, and where decisions are made. Because of the importance of efficiency (Zelenyuk & Zhao, 2024), effectiveness (Farrell et al., 2024), and productivity (Marioni, Rincon-aznar, & Venturini, 2024), organizing must follow the planning function in educational management.The era of educational institution (Jain, Mogaji, Sharma, & Babbili, 2022) autonomy demands that GTK (Teachers and Educational Personnel) improve performance quality through processes of

organization, requirements (Daun, Grubb, Stenkova, & Tenbergen, 2023), skills (González-pérez & Ramírez-montoya, 2022), and managerial competencies (Shet & Pereira, 2021) in leading educational institutions along with all their subordinates. GTK is a determining component in the education system that requires primary attention. The strategic role of GTK in the formal education system is very important, because educators are the main component that brings the curriculum, learning resources, facilities and infrastructure, as well as the learning climate to be meaningful for students (Abdurrahmansyah, Sugilar, Ismail, & Warna, 2022). The success of students is greatly determined by the quality of teaching and administrative services provided by GTK (Jaekel, Fütterer, & Göllner, 2023).

Learning in Madrasas will be successful if the Head of the Madrasa is able to manage and lead effectively, realizing the school as an efficient learning environment. Good leadership (Kranthi, Rai, & Showry, 2024) from the Head of the Madrasa is a key factor in improving the performance of GTK with full dedication.The optimal improvement of GTK performance is expected to support good quality education. GTK becomes a crucial point in solving the problems of educational institutions and must have the competence to face these challenges. According to Hasbi, the issues with GTK performance are triggered by the low education level of teachers, lack of discipline, unmastered teaching methods, and inadequate facilities and infrastructure (Hasbi, 2022). Herdiana added that the main obstacles to improving teacher performance are the lack of personnel, budget, and infrastructure (Supriadi, Sauri, & Soro, 2022). Meanwhile, Rizkha Putri identified factors such as low student motivation, learning activity, and technological limitations as obstacles to teacher performance(Rostaviana, 2018). However, in reality, at MAN 1 Kota Kediri and MAN 2 Tulungagung, the performance of GTK has shown significant improvement every year. The improvement in the performance of GTK (Teachers and Educational Staff) at MAN 1 Kota Kediri shows an increase every year, thanks to the effective role of the Madrasa Principal in managing the Madrasa since 2018. Ahmad Basori, the Deputy Curriculum, stated that Mr. Hary Wiyanto possesses strong organizational skills and fair leadership. The organizational structure at the Madrasa is restructured every 2 years, providing opportunities for GTK to compete for the position of Waka, as well as task distribution based on each GTK's qualifications.The achievements of GTK include awards as national religious moderation instructor teachers and provincial-level hair show champions. The number of students accepted into state universities also increases every year, with student achievements including national robot competition winners, the Digital Madrasa Academy, and the National IT Competition.

MAN 2 Tulungagung also experienced a significant improvement in GTK performance, even though the Head of the Madrasa has not been in office for long. Yayuk Winarti, the Deputy Head of Curriculum, stated that the Head of the Madrasa conducts daily evaluations of GTK performance and provides ample opportunities for holding positions. The achievements of MAN 2 Tulungagung students have increased every year, with many champions at the national, provincial, and district levels. The number of students accepted into state universities also increases every year.MAN 1 Kota Kediri and MAN 2 Tulungagung are the favorite Madrasas in the Kediri region, well-organized, as evidenced by the fair distribution of tasks according to the expertise of each GTK. These two Madrasas are among the Top 1000 MA/SMA/SMK best in the nation based on the LTPMT ranking results. Good organization within this institution ensures the continuous improvement of GTK performance and student graduation output every year, both in academic and non-academic achievements. This is achieved through detailed work breakdown, clear division of labor, work grouping, coordination, monitoring, and reorganization carried out by the Head of the Madrasa.Based on the above phenomenon, the researcher focuses the study on several aspects, including the organization of structure, division of labor, delegation of authority, and collaborative relationships in improving the performance of GTK (Educational Staff) at MAN 1 Kota Kediri and MAN 2 Tulungagung. The results of this research are expected to serve as a reference for other educational institutions in implementing better management practices to improve overall performance and the quality of education. Through effective organization and strong leadership, educational institutions can achieve national education standards and produce quality graduates.

II.   METHODS

This research aims to investigate and examine the organization of institutions in improving the performance of Educational Personnel (GTK) at MAN 1 Kota Kediri and MAN 2 Tulungagung through a descriptive (Lim, 2024) qualitative approach (Sugiyono, 2013) with a multisite study design (Ceswell, 1991). The focus of the research includes the organization of structure, division of labor, delegation of authority, and cooperative relationships. The selection of these two locations was due to both having A accreditation and strong academic and non-academic programs. Good organization in both of these Madrasas, supported by the active role of the Head of Madrasa, has contributed to the improvement of GTK performance and achievements in various fields.

In this qualitative research, the researcher acts as a key instrument present on-site to collect data through in-depth interviews, participatory observations, and document analysis (Junior & Abib, n.d.). The presence of the researcher at MAN 1 Kota Kediri and MAN 2 Tulungagung allows the researcher to understand and interpret the phenomena occurring naturally at both Madrasas. Data analysis was conducted using data condensation, data presentation, and conclusion drawing methods, as explained by Miles and Huberman (Sugiyono, 2013). Additionally, cross-site analysis is used to compare findings from both locations to identify patterns, similarities, and differences. The validity of the data (Lim, 2024) was tested using source, technique, and time triangulation methods, as well as credibility, transferability, dependability, and confirmability tests to ensure the reliability and accuracy of the research results.

III.   RESULT AND DISCUSSION

The organizational structure at MAN 1 Kota Kediri is arranged based on regulations from the Ministry of Religious Affairs, with the aim of improving the performance of GTK. The process involves the head of the Madrasa, who plays a role in designing and modifying the organizational structure. Several important stages in this preparation include the internalization of the institution's vision and mission, the division of work specialization to selected deputy heads, the grouping of tasks through internal meetings, the establishment of a chain of command or line of authority, the implementation of a span of control to monitor task execution, decision-making that can be centralized or decentralized, and the formalization by the head of the Madrasa to improve the performance of GTK.The division of work at MAN 1 Kota Kediri is carried out through the identification of main tasks that must be performed by GTK, job analysis to understand the requirements, competencies, and qualifications, as well as the determination of responsibilities and authority. Employee placement is adjusted according to each individual's competencies and qualifications, as well as considering the workload and interests of the GTK. This process also involves evaluation to assess the effectiveness of job distribution in improving the performance of GTK at the Madrasa.Delegation of authority at MAN 1 Kediri City includes the identification of necessary tasks, assessment of GTK competencies, granting authority to make decisions in accordance with interests and needs, evaluation of GTK work quality, and the utilization of time and responsibility towards assigned tasks.

This process aims to ensure that each individual can work effectively and efficiently according to the responsibilities assigned.The cooperative relationship among GTK at MAN 1 Kota Kediri is strengthened through work meetings, workshops, training, outbound activities, and daily interactions. Important factors in this collaborative relationship include good communication among staff, close cooperation, and the emergence of trust and solidarity among GTK. With good communication, cooperation, mutual trust, and solidarity, it is hoped that the performance of GTK within the Madrasa can improve.The process of organizing the organizational structure at MAN 2 Tulungagung is guided by the head of the Madrasa's observation of the existing GTK's capabilities. The head of the Madrasa is involved in the design and modification of the organizational structure through several stages. These stages include the internalization of the institution's vision and mission, the division of work specialization to the vice principals elected through an election, and the delegation of tasks to the vice principals who are then given the authority to choose their teams. In addition, the head of the Madrasa also establishes lines of authority to address issues,

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implements a span of control to monitor the execution of tasks, and conducts centralization and decentralization in decision-making according to the level of the issues at hand.

The division of work at MAN 2 Tulungagung is carried out to prevent task overlap. This process involves the placement of employees according to GTK qualifications and interests, identification of main tasks, in-depth job analysis, and the establishment of responsibilities and authority. The head of the Madrasa also considers the workload, interests, special skills, and preferences of the GTK. The process of job allocation is concluded with an evaluation conducted through various methods such as classroom observations, work assessments, and feedback from students and parents.Delegation of authority at MAN 2 Tulungagung is carried out by clarifying the hierarchy of authority and specifying who reports to whom. These stages include the identification of necessary tasks, the assessment of GTK competencies, granting full authority to GTK who are given the power, and the evaluation of their work quality. The head of the Madrasa also ensures that each GTK is responsible for the assigned tasks and is capable of carrying out their duties according to the entrusted authority.The cooperative relationship at MAN 2 Tulungagung is strengthened through good communication, trust, solidarity, and close collaboration among the GTK. This relationship is fostered through various activities such as workshops, training sessions, work meetings, and other events facilitated by the Madrasa. With good communication and close cooperation, it is hoped that the performance of GTK at Madrasa can improve, and that emotional support, motivation, continuous professional development, and positive synergy among GTK can be created.

Based on the comparison of research findings at site 1 and site 2, cross-site findings can be seen in the table below:

No.	Research Focus	MAN 1 Kota Kediri	MAN 2 Tulungagung	Cross-Site Findings
1.	Organizational Structure Development to Improve GTK Performance	1. Internalization of the institution's vision and mission 2. Division of work specialization. 3. The Head of Madrasa groups the work. 4. Establishment of a command line or line of authority. 5. Implementation of control span. 6. Decision-making through centralization or decentralization, depending on the severity of the problem at the Madrasa. 7. Formalization created by the Head of Madrasa.	1. Internalization of the Madrasa's vision and mission. 2. The Head of Madrasa divides work specialization among selected vice-principals. 3. The vice-principals are given the authority to choose their team. 4. The command line is created by the Head of Madrasa to manage problems. 5. Superior supervision over subordinates (Control Span). 6. Decision-making through centralization and decentralization, depending on the problem's severity. 7. Formalization created by the Head of Madrasa to determine GTK performance.	1. Internalization of the institution's vision and mission. 2. Division of Work. 3. Grouping of Work. 4. Line of Authority. 5. Control Span. 6. Centralization and Decentralization. 7. Formalization.
2.	Job Division to Improve GTK Performance	1. Identifying the main tasks that GTK must perform, job analysis to understand requirements, competencies, and qualifications, and establishing responsibilities and authority. 2. Placement of employees according to their fields. 3. Considering GTK's workload. 4. Evaluation conducted every two weeks.	1. Placement of employees according to GTK's qualifications and interests. 2. Identifying the main tasks that GTK must perform, job analysis to understand requirements, competencies, and qualifications, and establishing responsibilities and authority. 3. Considering GTK's workload and their special interests, expertise, and preferences. 4. Evaluation meetings.	1. Identifying Tasks (work specialization). 2. Employee Placement. 3. Workload. 4. Evaluation.
3.	Delegation of	1. Identifying necessary	1. Identifying necessary tasks and	1. Identifying Tasks. 2.

No.	Research Focus	MAN 1 Kota Kediri	MAN 2 Tulungagung	Cross-Site Findings
	Authority to Improve GTK Performance	tasks and assessing GTK competencies. 2. Granting authority to make decisions according to interests and needs. 3. Evaluating GTK work quality, such as accuracy, neatness, and completeness. 4. Assessing responsibility and time management of assigned tasks.	assessing GTK competencies. 2. Granting full authority to GTK as entrusted by the Head of Madrasa. 3. Assessing responsibility for given tasks. 4. Evaluating GTK work quality by the Head of Madrasa to ensure tasks are performed as entrusted.	Granting Authority. 3. Work Quality. 4. Responsibility.
4.	Cooperative Relationships to Improve GTK Performance	1. Good communication between staff. 2. Cooperation among staff. 3. Building trust and unity among GTK.	1. Good communication among GTK. 2. Building trust. 3. Unity. 4. Good cooperation among GTK.	1. Good Communication. 2. Cooperation.3. Trust. 4. Unity.

Table 1. Cross-site findings

Discussion

Organizational Structure Development in Improving the Performance of Teachers and Educational Staff (GTK)

The first step in the process of organizing the organizational structure is the internalization of the institution's vision and mission.Internalization aims to instill new values or reinforce values that are already embedded in each individual or group. The term "vision" itself comes from the English word "vision," which is defined as seeing, dreaming, or imagining (Afrahi, Zaefarian, Oghazi, & Mostaghel, 2025). In terms of etymology, it is a program with a deep concept that extends far into the future.Vision is the capacity to understand the essence of something, because only the ideals and dreams that one wants to realize in the future are included, thus the word vision is straightforward, concise, compact, and unambiguous (Kantabutra, 2008).Mission is the process of refining vision through tasks, commitments, and action plans that serve as the driving force behind the efforts of the vision (Alvesson & Sveningsson, 2024). Mission can be defined as a statement about what the organization must do to realize its vision. The vision and mission of an institution are among the most important aspects of its performance, as the vision and mission serve as the foundation for formulating the goals of an institution. The organization structure is prepared, starting with the internalization of the institution's vision and mission, before the distribution of the main tasks and functions of the GTK's performance, because the GTK need to understand the vision, mission, and goals of the institution, so that in carrying out their duties, the GTK do not deviate from the vision and mission of the Madrasa institution.

This vision and mission are important as the foundation for structuring the organization, especially in relation to performance, because good organization is driven by the institution's vision and mission, so that the performance of GTK can be directed in accordance with the institution's goals. The internalization of the Madrasa's vision and mission is the process of instilling the values contained in the Madrasa's vision and mission to all stakeholders, including teachers, staff, students, parents, and the surrounding community. The goal is for the vision and mission of the Madrasa to not only become slogans on the wall but to become the spirit that animates all Madrasa activities. The process of internalizing the vision and mission can be carried out by instilling a work mindset that aligns with the values and norms of the organizational culture, which leads to the achievement of the vision and mission.All elements of the organization need to collectively recognize the importance of the philosophy built and planned behind the vision and mission of the Madrasa institution. Teachers and educational staff must set an example in practicing the values contained in the vision and mission of the Madrasa. This can be achieved by creating a culture that upholds the values contained in the Madrasa's vision and mission. Madrasa can organize various activities that instill the values

of the Madrasa's vision and mission to teachers and educational staff, such as religious activities, social activities, and leadership activities, which will later serve as examples for the students at the Madrasa. Supervision is the observation of all organizational activities to ensure that the work is carried out

According to the predetermined plan.Supervision is one of the tasks carried out by the head of the Madrasa. The head of the Madrasa is responsible for managing the Madrasa so that it can progress and compete with others.The supervision from the head of the Madrasa is expected to achieve the targets that have been planned from the beginning.The purpose of monitoring GTK by examining the existing findings indicates the Madrasa's efforts to measure and understand the extent of educational success, both through classroom teaching and learning activities, improvement in student achievements, and intra-curricular and extra-curricular activities at the Madrasa. The improvement in GTK performance through the internalization of the vision and mission can be seen from the enhancement in the quality of teaching conducted by the teachers. This is because teachers who understand the Madrasa's vision and mission will be more focused on designing lessons that align with the Madrasa's goals, thereby improving the quality of education and helping students achieve better academic performance. The improvement in performance for educational staff can be seen from the increasingly better quality of management by providing administrative services to students, orderly reporting of activities, and skill enhancement that aligns with the vision and mission by participating in activities such as workshops to develop competencies in accordance with the Madrasa's vision and mission. Organizing means determining what tasks need to be completed, who will do them, how the tasks are grouped, who reports to whom, and where decisions should be made.

Division of labor is also the grouping of similar tasks, jobs, or activities into one work unit, which should be based on the closeness of the relationship between those tasks. The organization structure regarding the division of labor is carried out in accordance with the regulations of the Ministry of Religious Affairs. The division of work carried out by the head of the Madrasa to the GTK takes into account the workload, employee placement, and also the specialization of the work assigned to the GTK. Employee placement means that each employee or staff member has been assigned according to their abilities, expertise, and education, as improper placement of employees will cause the workflow to become less smooth and not optimal.Workload is the task assigned to be performed and the responsibility borne by an organizational unit or a specific employee (Wickens & Tsang, 2015). The workload that employees must carry out should be evenly distributed, so that no employee has too much or too little work. However, this even distribution of workload does not mean that each employee must have the same workload.Job specialization is very necessary in every organization because not all jobs require expertise and not everyone has the same expertise since each person has their own strengths and limitations.Standards of authority and work, namely the authority and achievements that must be attained, must be clear.One of the indicators that affects the performance of GTK in achieving educational goals is the division of labor.Division of labor becomes one of the indicators that must be given great attention because it has a significant impact on the performance results of GTK in achieving the goals of the educational organization.The division of labor in educational institutions needs to consider several factors, one of which is whether the work is appropriate or not in relation to the abilities and expertise possessed by the GTK.

If the work being carried out aligns with the abilities or expertise possessed by the GTK, then the performance results will be more optimal because the GTK has mastery over the field they are working in.But if the work is less aligned with the abilities or expertise of the GTK, then the performance results are likely to be suboptimal.With the division of labor that aligns with employee placement, workload, and existing work specialization, the performance of the GTK has improved.The improvement in GTK performance is seen through the output of student graduates whose UN scores have increased each year, the development of extracurricular activities, and the increasing achievements in non-academic fields, as well as faster and more efficient administrative services.A department signifies a field, division, where a manager has the authority to carry out specific activities (Mintrom, 2015). The entire process of departmentalization must be directed towards the form, structure, and pattern of the organization that has been established according to a permanent pattern, all of which are intended to facilitate and expedite the achievement of the

previously set goals. Departmentalization can be defined as the process of breaking down a job into several smaller and sequential tasks to facilitate the execution of a job and the achievement of an organizational goal. The tasks that have been divided are still combined into one group. A manager or head of a Madrasa needs to decide how to break down more complex tasks into simpler and smaller ones.

This job classification is to group homogeneous jobs or, conversely, to create heterogeneous job groups. Classification of activities based on the type of products produced by the organization. Departmentalization can be an effective tool to improve GTK performance and enhance the quality of educational services, but it is important to implement departmentalization correctly to be effective. The organization of the structure, in addition to job division and grouping, also involves an unbroken line of authority from the top level of the organization to the lowest level, marked by responsibilities between one field and another. The unbroken line of authority stretches from the top level of the organization to the lowest level and explains who is responsible to whom. The line of authority in educational institutions with the Head of the Madrasa has delegated authority to their subordinates, allowing the subordinates to operate according to the established line of authority.The improvement of teacher and educational staff performance is achieved by granting teachers the authority to develop lesson plans and assessments that align with the needs and abilities of students. Consequently, teachers are motivated and feel a sense of responsibility in carrying out their duties, leading to an enhancement in teacher performance. Educational staff who are given the authority to manage administration, provide services, and complete reporting can take responsibility for their tasks well, thereby improving their performance. Span of control determines the number of employee and manager levels within an organization.

Contemporary views on span of control acknowledge that there are many factors influencing the adequate number of employees that can be managed by a manager efficiently and effectively (Dekker, Donada, & Nogatchewsky, 2024). These factors include the skills and abilities of both the manager and the employees, as well as the nature of the work being performed. A smaller span of control allows supervisors to provide more individual attention to their subordinates. With fewer subordinates, supervisors can more easily monitor the performance of GTK and provide more specific feedback.In decision-making at the Madrasa, the head of the Madrasa delegates to their subordinates, but if the issue is deemed serious, the top leadership will resolve it. In that organization, decision-making can be done centrally, which means it reflects a level of decision-making that is centralized. Centralized decision-making can ensure consistency and uniformity in the policies and educational practices at the Madrasa. This can help reduce confusion and inconsistency that can hinder the performance of teachers and educational staff.Standardization of the curriculum, assessment, and professional development can help ensure that all teachers and educational staff have access to the same resources and training, which can improve the quality of teaching and learning, thereby enhancing the performance of teachers and educational staff. Teachers can adjust the curriculum, teaching methods, and programs to meet unique needs that can improve student learning outcomes. When students have improved grades, then the teacher's performance is good.

Decentralization also provides teachers and educational staff with more autonomy in decision-making, which can enhance motivation and a sense of ownership over the work they undertake.When the GTK feel involved in making decisions about what is implemented, it allows GTK to freely try new approaches and programs that they believe will benefit the students. Formalization refers to the procedures and rules implemented within an organization to guide worker behavior so that the organization has a clear standard level. The formalization present in educational institutions aims to maintain consistency and uniformity, namely to achieve outputs with stable quality, improve coordination, and economically save costs. Formality can help improve the accountability of GTK by establishing clear and measurable performance standards.This can encourage teachers and educational staff to strive to improve their performance and achieve better results for students. The chain of command is an unbroken line of authority that extends from the top levels of the organization to the lowest levels and explains who is responsible to whom.

Span of control, the span of control determines the number of levels of employees and managers that an organization has.The design of the organizational structure above is something done by a manager or head of the Madrasa in creating or changing the structure, where the design and planning of the organization involve the six elements mentioned above. With a clear structure in place, the performance of GTK will improve, as there will be no overlap in carrying out tasks. To achieve good performance, effective organization by the head of the Madrasa is necessary.Stephen Robbins and Mery Coulter state that organizing is determining what tasks need to be completed, who will do them, how the tasks are grouped, who reports to whom, and where decisions should be made (Robbins & Culter, 2017). Therefore, with the establishment of a clear organizational structure and the implementation of the institution's vision and mission before the division of tasks, the performance of the Madrasa's GTK will be clear and aligned with the institution's goals. The improvement in GTK performance can be seen in the output of student graduates who have increased UN scores every year, the development of extracurricular activities, and the increasing achievements in non-academic fields, as well as faster and more efficient administrative services.

Division of labor in improving GTK performance

Based on research findings regarding job division in improving the performance of teachers and educational staff, it is carried out in several stages starting from identifying the main tasks that must be performed by GTK with job specialization. Placement f employees according to competence and qualifications Workload according to standardized regulations. This is in accordance with Sondang's theory that in job division, there needs to be job specialization, a workload that must be borne, and various types of work that must be done.For that reason, the researcher will discuss below: Job division or work specialization is the extent to which tasks within an organization are divided into separate jobs. There are several main tasks of a GTK in a Madrasa. Teachers and Educational Staff play a very important role in the education system. They are responsible for providing effective teaching and assisting in the holistic development of students. The main tasks that GTK must carry out include planning lessons. A teacher must prepare a structured and organized lesson plan, by identifying learning objectives, content, teaching methods, and relevant assessments. Employee placement is an activity that assigns prospective employees to the right job positions that match their abilities, so it can be assessed how well and how appropriately employees are positioned, which will affect the quality of the work they will produce (Liaquat et al., 2024). In job allocation, the placement of employees must align with their abilities, skills, and educational qualifications. Any inaccuracies in assigning employee positions will lead to a less smooth and less optimal workflow. The process carried out is the identification of the objectives of the job analysis to be conducted, whether it is for the position of teacher, head of the Madrasa, administrative staff, or other special roles. Data collection on tasks, responsibilities, requirements, competencies, and qualifications related to the GTK roles.

Data can be collected through interviews with currently working GTK, direct observation, or using instruments such as questionnaires, Data analysis to identify patterns, similarities, and differences in tasks, responsibilities, competencies, and qualifications required in the GTK role. This helps in formulating comprehensive and specific job descriptions, and finally Documentation of the job analysis results in the form of clear and specific job descriptions. This document will serve as a useful reference in the recruitment, selection, development, and performance evaluation of GTK. After the candidates are selected, the assignment of responsibilities and authority will be determined. The initial process carried out is the identification of tasks and responsibilities for GTK based on their roles. This may involve job analysis, discussions with GTK, and reference to applicable educational guidelines and policies. Clarification of expectations regarding the tasks to be performed, the expected performance standards, and the desired outcomes of their work. In this case, employees are faced with tasks that require problem-solving or resolution. If employees find their work difficult to solve, they perceive it as a problem, and their workload becomes heavy or high, and vice versa. The impression that individuals have regarding their work, for example, the feelings that arise about the workload that must be completed within a certain period.The work standards set by the company sometimes burden employees because they are unable or less capable of

completing them. Conversely, if the work standards are understandable and employees feel capable of completing them, then the burden of the work becomes light or manageable.

The evaluation of the division of labor among Teachers and Educational Staff is an important process in ensuring that the distribution of tasks and responsibilities among GTK runs effectively and efficiently (Baytar, Ouchaouka, & Saqri, 2022). This evaluation helps in identifying the strengths, weaknesses, and areas for improvement in the division of labor among GTK, so that necessary changes can be made to enhance the quality of education. In conclusion, the evaluation of GTK's work distribution is an important process in ensuring the effectiveness, efficiency, and fairness of GTK's tasks and responsibilities. By identifying weaknesses and necessary improvements, the division of GTK's work can be enhanced to improve the quality of education and GTK's satisfaction. This evaluation must be conducted objectively, fairly, and involve participation from various relevant parties. The improvement of GTK performance through this evaluation can determine the effectiveness of the job distribution that has been carried out and identify the strengths and weaknesses of the existing job distribution. The results of the research are in accordance with Stephen Robbins and Mery Coulter, who define organizing as determining what tasks need to be completed, who will do them, how the tasks are grouped, who reports to whom, and where decisions should be made (Robbins & Culter, 2017). Stephen Robbins also states that division of labor is used to describe the extent to which various activities within an organization are divided into separate tasks, meaning that the work is broken down into several stages, with each stage completed by an individual. Furthermore, according to Melayu Hasibuan, organizing is the process by which the organizational structure is created and established.

Delegation of authority in improving GTK performance

Delegation of authority in improving the performance of Teachers and Educational Personnel (GTK) through several important stages. First, the task identification stage involves identifying the tasks required in the educational context, such as lesson planning, discipline management, and learning outcome evaluation. These tasks must be adjusted to the competencies and qualifications of GTK, which involve knowledge, teaching skills, and classroom management abilities. After the tasks are identified, the educational leaders select GTK who possess the appropriate competencies and qualifications to carry out those tasks. Next, the delegation of authority is a crucial step that provides (Spycher & Winkler, 2022) GTK with the authority, responsibility, and freedom to make decisions in carrying out their duties. This process allows GTK to develop creativity and initiative, as well as feel more responsible for their work. Educational managers must continue to monitor and provide support, offer necessary feedback and guidance, as well as conduct regular evaluations of GTK's performance to ensure that tasks are carried out effectively. The quality of GTK's work is an important factor that affects educational productivity. This quality can be measured by subordinates' perceptions of the work results and the perfection of the tasks performed. The improvement in the work quality of GTK will have a positive impact on the effectiveness of the output of educational institutions, both internally and externally.

Internal effectiveness includes academic achievements and the number of graduates, while external effectiveness is related to graduates' earnings after employment. With good work quality, it is expected that the educational outcomes will also improve. The importance of responsibility and time management in the delegation of authority must not be overlooked. The effective use of time by teachers and educational staff can encourage discipline in the teaching and learning process. Responsibility in delegating authority includes setting expected outcomes, clearly defining tasks, and being accountable for the results achieved. The effectiveness of delegation becomes one of the main factors that distinguish successful managers from unsuccessful ones. Overall, the delegation of authority in improving the performance of GTK not only benefits the individuals within GTK themselves but also the educational organization as a whole. Through effective delegation of authority, teachers can design and implement learning that better meets students' needs, enhancing engagement and learning outcomes. Educational staff can also focus more on supporting learning tasks, such as administration and budget reporting. Thus, educational institutions can achieve their goals of providing quality education and the best services to students.

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Cooperation in improving the performance of GTK

The collaborative relationship in improving the performance of Teachers and Educational Personnel (GTK) involves several important elements, namely good communication, cooperation, trust, and solidarity. First, effective communication is the foundation of a good cooperative relationship. Through open and transparent communication, GTK can easily share information, coordinate, and address any issues that may arise. Good communication helps GTK to understand each other's goals, expectations, and responsibilities, thereby reducing misunderstandings and improving work efficiency.Collaboration in educational institutions is an important aspect in achieving educational goals (Minga et al., 2023). A solid team collaboration allows GTK to maximize resources, overcome challenges together, and share knowledge and best practices. With good cooperation, GTK can discuss, share ideas, and explore different perspectives, thereby creating a more engaging and effective learning experience for students. Joint training and workshops also serve as a platform to enhance GTK's knowledge and skills through collaboration.Trust (Vuorenmaa, 2024) among GTK is the foundation of effective collaborative relationships.

Trust provides a sense of security for team members, allowing them to be open, take appropriate risks, and expose vulnerabilities. Without trust, innovation, collaboration, and team productivity will be hindered. Trust is also important for knowledge sharing, as GTK who trust each other are more likely to share the knowledge they possess. With good trust, coordination and performance of GTK in the Madrasa environment will improve.The cohesion among GTK is very important to create an environment that supports professional growth. More experienced GTK can provide guidance and mentorship to newer colleagues, helping to overcome challenges, improve skills, and enhance understanding of best practices in education. Through collaborative planning in achieving institutional goals, decisions can be made participatively and allow for mutual agreements, fostering GTK commitment and involvement.Research supports the importance of cooperative relationships in the organization of educational institutions. According to Stephen Robbins and Mery Coulter, organizing involves determining tasks, who will perform them, and how tasks are grouped. Melayu Hasibuan also emphasizes the importance of the organizing process to achieve organizational goals. Good cooperative relationships, formed through effective communication, collaboration, trust, and cohesion, can enhance the performance of GTK. Good cooperative relationships in the Madrasa environment are evident through programs such as work meetings, workshops, and training, which contribute to the improvement of GTK performance and student learning outcomes.

IV.   CONCLUSION

The conclusion of this research is that the organizational structure is developed through several stages, including the internalization of the institution's vision and mission, division of labor, work grouping, lines of authority, span of control, centralization and decentralization, as well as formalization. Job division is carried out by identifying tasks, placing employees according to educational qualifications, workload according to standards, and periodic evaluations. Delegation of authority includes identifying necessary tasks, assessing GTK competencies, granting full power, as well as GTK responsibilities and work quality. Good cooperation, including effective communication, collaboration among GTK, trust, and team cohesion, is also important in improving GTK performance. The theoretical implications of this research support organizational theories as proposed by Stephen Robbins, George Terry, and Melayu Hasibuan, with an important addition regarding the internalization of vision and mission. Practical implications highlight the importance of the role of the Madrasa head in effectively organizing the institution to improve GTK performance.

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