



IMPLEMENTATION OF RISK MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATORS

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Abstract: The low competence of educators due to mismatched educational backgrounds and lack of adaptation to technological developments poses a serious challenge in the education sector. This phenomenon is exacerbated by the difficulty of finding employment, leading many individuals with certain connections to become educators without adequate mastery of teaching methods. In fact, technology plays a crucial role in supporting students' understanding. Therefore, educators are required to adapt and innovate in developing effective learning methods. This study aims to raise awareness among incompetent and non-adaptive educators about the fatal consequences for future generations, given that students' knowledge, ethics, and social skills are derived from educators. The research method employs a literature study approach, drawing from journals, online media, book reports, and related articles. The results indicate that risk management is necessary to improve educator quality, minimize deficiencies in teaching, knowledge transfer, and learning innovation. In conclusion, risk management plays a vital role in creating a stable and conducive educational environment for the sustainable development of educator quality.

Keywords: Risk Management, Education, Educator Quality

Abstrak: Rendahnya kompetensi pendidik akibat ketidaksesuaian latar belakang pendidikan serta minimnya adaptasi terhadap perkembangan teknologi menjadi tantangan serius dalam dunia pendidikan. Fenomena ini diperparah oleh sulitnya lapangan kerja, sehingga banyak individu dengan relasi tertentu menjadi pendidik tanpa penguasaan metode pengajaran yang memadai. Padahal, teknologi berperan penting sebagai pendukung pemahaman peserta didik. Oleh karena itu, pendidik dituntut untuk beradaptasi dan berinovasi dalam metode pembelajaran yang efektif. Penelitian ini bertujuan menyadarkan pendidik inkompeten dan tidak adaptif akan dampak fatal terhadap generasi mendatang, mengingat pengetahuan, etika, dan sosial peserta didik bersumber dari pendidik. Metode penelitian menggunakan pendekatan studi literatur dari jurnal, media online, book report, dan artikel terkait. Hasil penelitian menunjukkan bahwa diperlukan manajemen risiko untuk meningkatkan kualitas pendidik, meminimalkan kekurangan dalam pengajaran, transfer pengetahuan, serta inovasi pembelajaran. Kesimpulannya, manajemen risiko berperan penting dalam menciptakan lingkungan pendidikan yang stabil dan kondusif guna mengembangkan kualitas pendidik secara berkelanjutan.

Kata Kunci: Manajemen Resiko, Pendidikan, Kualitas Pendidik

1. Introduction

Risk is the possibility that an event or circumstance can affect the desired outcome or goal, both positively and negatively. In a more general context, risk refers to the uncertainty associated with a decision, which can affect success or failure in various areas, such as education, business, health, finance, and management. Risk is often measured based on the likelihood of events occurring and their impacts (Aven & Renn, 2009). Therefore, risk management involves identifying, analyzing, and managing potential risks to minimize or avoid their impact. In various fields, such as business, health, finance, and management, risk is often measured based on the likelihood of events occurring and their impacts. Therefore, risk management involves identifying, analyzing, and managing potential risks to minimize or avoid their impact.

Obstacles and uncertainties arising from organizational activities are often referred to as risks; every individual is usually familiar with the concept of risk. In everyday life, people realize that risks can arise through certain words, actions, or situations. For example, a person's action to follow health insurance reflects an effort to manage the risk of medical costs that may arise if an illness comes on suddenly. Popular proverbs such as " *sedia payung sebelum hujan*" or "ready an umbrella before it rains" describe how individuals prepare for and manage these potential risks. In the Great Dictionary of the Indonesian Language (KBBI), risk is defined as an unpleasant action or result (burdening or detrimental) of an action.

An organization or institution must have goals and objectives to implement its vision and mission. To achieve organizational goals, various factors can hinder their attainment as expected. Risks can arise from external and internal factors, creating uncertainty in efforts to achieve these goals. Each division in an organization has its own level of vulnerability (Scholz et al., 2020, pp. 627-643). For example, in government organizations, risks such as corruption or fraud can cause state losses, reduced tax revenues, failures in program or development implementation, and hinder the provision of the best services to the community, and so on. Risk is generally described in terms of three elements to facilitate identification: cause, event, and impact (McGowan et al., 2023). These three factors can be summarized in one statement "because something happened (cause), it happened (event), which resulted in (the intended impact)".

If the above explanation is applied to the following example: "due to the low integrity of educators, officials, or employees in providing services (causes), dissatisfaction arises that leads to demands for compensation from the recipients of services (incidents), which ultimately damages the reputation or status of the government agency (impact)". Another example is that, due to the lack of guidance and supervision from superiors (cause), many employees do not report to work without notice (events), which disrupts the smooth running of government services (impact). Therefore, risk must be managed effectively to ensure the organization's goals are achieved (Suriyadi & Azmi, 2022).

Thus, risk management is necessary in an institution or organization. Including educational institutions is inseparable from risks that can undermine the sustainability of the goals of Education's vision and mission. Educational institutions, like any other organization, will always face risks from both internal and external factors (Taman et al., 2024). Various problems that plague the world of education, ranging from asset and financial management by educational institutions to the low quality of graduates at every

level of education, all negatively impact the education sector in Indonesia (Munawwaroh, 2017).

One of the risks in educational institutions that I will highlight is the role of teachers as educators who will guide the nation's generation in the right direction. Teachers are a very important element in the teaching and learning process. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, they have a very strategic function, role, and position in national development in the field of education, and therefore need to be developed into a dignified profession. A professional teacher must meet a number of requirements, including having professional education qualifications and scientific competence, good communication skills with students, a creative and productive spirit, a high work ethic, commitment to their profession, and continuous self-development.

The problems that exist above generally occur in certain educational institutions, even the phenomenon that I often encounter today, most S1 graduates enter the world of Education to become educators, even though when they carry out their duties as students, they do not take any major in Education, and even many educators are not experts in their subjects (Pujaningsih, 2019). Therefore, the researcher is interested in discussing this to improve the quality of performance and professionalism in becoming an educator (Zubair, Sasongko, & Aliman, 2017).

2. Results and Discussion

2.1 Risk Management

Risk management is the process of identifying, analyzing, and managing risks that may affect an organization's goals, projects, or activities. It is essential in almost all fields, from education and business to finance, health, technology, and engineering. Every change carries risks, whether as opportunities or threats. Educational institutions, which continue to face the challenges of the times, are also inseparable from these risks. Risk can be understood as uncertainty arising during the implementation of an institution's activities, stemming from the gap between the prepared plan and the reality in the field, and can have a material impact on the organization (Istiningrum, 2012). Bringham also stated that risk refers to the hazard that arises, the likelihood of loss incurred, or the damage that occurs. Risk is also defined as an undesirable event that may occur and negatively impact an agency (Holmberg, 1996).

The level of risk faced by each institution varies. Risk usually arises from events that have been predicted and planned for but remain unavoidable (Sari & Setyaningrum, 2022). Unwanted risks can disrupt an educational institution's ability to achieve its goals (Taman et al., 2024). Like other institutions, education will also inevitably face risks in making changes in the future. The problems that arise can be related to assets, facilities, and finances, which in turn affect the improvement of the quality of education (Ariana & Sinaga, 2022). In Government Regulation No. 60 of 2008, risk is defined as an event that threatens the achievement of government agencies' goals and objectives (Istiningrum, 2012).

Risk management is a process of development and management carried out through measurement and assessment. It can also be interpreted as planning to anticipate and evaluate events that occur within an organization, as well as to avoid some or all of the negative impacts that may arise. The implementation of risk management aims to

prevent losses that may occur in achieving desired objectives. In other words, risk management is a follow-up step to a risk that has already occurred, and it is updated to prevent its recurrence (Holmberg, 1996).

Risk management plays a very important role in managing an educational institution's activities, with the aim of comprehensively improving and developing them. However, it also has the potential to pose unwanted negative risks (Putri & Wijaya, 2021, pp. 1-10). In educational risk management, there needs to be a balance between strategy and implementation to achieve optimal results (Handriadi et al., 2022). If a risk is not managed properly, the goals educational institutions aim to achieve will likely not be met (Setiawan et al., 2022).

2.2 Quality of Educators

Educators are people who provide knowledge to students. Therefore, the definition of an educator is very broad, encompassing teaching, transforming knowledge, setting an example, and even guiding all students toward their goal of becoming smarter and improving. Therefore, teachers must be professional in carrying out their duties as educators. A professional teacher is a key element in creating a quality educational process (Budihartono et al., 2025). To achieve the status of a professional teacher, a person must be able to recognize and develop their potential in accordance with the competencies and standards that apply to a professional teacher (Anisaturrizqi et al., 2025).

Teachers are expected not only to transfer knowledge, but also to transfer values. In other words, a teacher must provide knowledge, instill moral values and good morals, and serve as an example for students. In addition, teachers need to create a conducive learning environment by utilizing various media, methods, and diverse learning resources to motivate students to learn and achieve their desired learning goals.

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Based on the explanation above, it can be concluded that to understand who and what a professional teacher is, we must refer to the competencies a teacher must have. Some of the competencies that a professional teacher must possess include (Hasanah & Nafi'ah, 2020, pp. 1-14):

First, pedagogic competence refers to a teacher's ability to manage the learning process, including planning, instruction, and evaluation. In addition, teachers must master curriculum management, including designing curriculum tools, implementing the curriculum, and evaluating it. Teachers also need to understand educational psychology, especially students' needs and development, to achieve learning goals effectively (Solihin, 2026).

Second, professional competence refers to a teacher's ability to master the subject matter. This means that teachers must have in-depth knowledge of the field of study being taught, as well as master methodical didactics, namely knowledge of theoretical concepts, the ability to choose the right models, strategies, and methods, and the ability to apply them in the learning process (Lim et al., 2020).

Third, personal competence refers to a strong personality attitude that a teacher must have, so that they can be a source of inspiration for their students. In other words, teachers must have a personality that can be used as an example, as taught by Ki Hajar Dewantara, namely in front to be an example, in the middle to give encouragement, and behind to give encouragement and motivation (Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani) (Hani & Putro, 2022).

Fourth, social competence refers to teachers' ability to interact and communicate effectively with various parties, including students, fellow educators, education staff, parents or guardians, and the surrounding community (Yaumas et al., 2021).

Of the four competencies that a teacher must have as an educator, it can be understood that there are three main roles that must be carried out by teachers, namely: First, as a teacher (instructional), who is responsible for planning the teaching program, implementing the program, and conducting assessments after the program is implemented. Second, as an educator, the educator guides students towards adulthood. Third, as a leader (managerial), which involves providing direction, supervision, organization, control, and encouragement of participation in implementing prepared programs (Budihartono et al., 2025).

The duty of an educator is a noble duty, carried out by those who have the title of educator, such as teachers, lecturers, and others, who teach knowledge to future generations (Arfandi, 2017, pp. 1-14). Therefore, as educators, we must continue to improve our competence in educating the nation's next generation and always strive to be good examples for students and the surrounding community. Teachers must be figures who can be respected and emulated (Budihartono et al., 2025).

In the world of education, a teacher is expected not only to transfer knowledge but also to transfer values. This means that teachers must provide knowledge while instilling moral values and good morals, and set a good example for their students. In addition, teachers must be able to create a conducive learning environment by using various media, methods, and learning resources to motivate students to be more enthusiastic about learning and achieve their learning goals (Karmina et al., 2021).

In the face of competition in this era of globalization, all organizations, including educational organizations, must adapt to change. Teachers, as the front line of education and the primary educators, must serve as agents of change (Nasrul et al., 2024). This means that teachers' knowledge and skills must be continuously updated to keep pace with current developments and needs. Otherwise, this can lead to a mismatch between students' needs and what they are learning, as well as result in delays compared to students in other countries. Therefore, teachers must also be able to instill character in students. Considering that our nation is currently facing a moral and ethical crisis, in which many students possess knowledge and skills but lack good behavior. This can be seen from social problems, such as economic downturn, which is partly caused by corrupt actions, as well as the moral damage of the nation's children due to the influence of foreign culture that is contrary to local cultural wisdom, such as promiscuity, motorcycle gang violence, and various other complex problems (Rafliyanto, 2022). Therefore, moral education is very important as a fortress for filtering out harmful cultures (Fathoni & Remanita, 2026). The Prophet PBUH also emphasized that Muslims with noble character are the best human beings, as mentioned in the hadith: *"Indeed, the best among you is the best in morals."* (HR al-Bukhari and Muslim).

Therefore, the role of teachers as agents of change is not limited to providing learning services in schools; it goes beyond that. As educators, teachers must be able to motivate all students to make positive changes in knowledge and skills, and, most importantly, in their morals and values. Of course, this heavy task is not entirely in teachers' hands, but teachers play a driving role in the struggle for change among the nation's children (Nasrul et al., 2024). The nation's children must be saved immediately, and that can be achieved not only by improving cognitive ability but, more importantly, by improving the quality of the heart (*qalbu*).

The role of teachers should not only focus on improving temporary results (outputs), such as numbers or report card scores, but also on improving implementable results (outcomes). The results must be grounded in a strong personality, conscience, and wisdom, supported by the ability to think rationally and instinctively, and to understand and apply science as a whole (Budihartono et al., 2025, pp. 1-12).

From the explanation above, it can be concluded that there are three main tasks that must be carried out by a teacher, namely: First, as a teacher (instructional), who is responsible for planning the teaching program, implementing the program that has been prepared, and conducting assessments after the implementation of the program. Second, as an educator, the educator guides students towards adulthood. Third, as a leader (managerial), which includes providing direction, supervision, organization, control, and encouraging participation in implementing the planned program (Lim et al., 2020).

In the Islamic view, educating is considered a very noble task. The teachings of Islam place believers and scholars in a higher position than others, because they are essentially the successors to the prophets in educating mankind. This is in accordance with the words of the Prophet, who said that the best among people is the one who studies the Qur'an and teaches it (Setiawan & Abrianto, 2021).

2.3 Implementation of Risk Management in Improving the Quality of Educators

In this section, the findings show that effective risk management can help improve the quality of education by identifying and managing potential barriers in the educational process. For example, good risk management can anticipate challenges related to education policy or curriculum changes that often affect the quality of teaching. This is in line with the view in Ikram et al. (2025), which explains that risk management in education can reduce uncertainty that negatively affects educators' quality.

The data show that implementing risk management better prepares educators to face the challenges that arise in the educational environment (Kitagawa, 2020). This is in line with previous research findings indicating that educational risks, both internal and external, can hinder improvements in educator quality if not properly managed (Sorensen & Ladd, 2020)

The findings suggest that implementing effective risk management in education can reduce uncertainty and create a more stable environment for educators (Kraft et al., 2015). Mitigation measures, such as ongoing professional development planning and technology risk management, can help educators to be better prepared to face educational challenges (Love et al., 2020). According to Khaw and Teoh (2023), systematic risk management helps educational institutions minimize barriers and improve the overall quality of teaching.

In previous research, a similar finding was also reported, indicating that systematic risk management can help educational institutions improve the quality of teaching (Díez et al., 2020). For example, ongoing training that reduces the risk of educators' inability to use modern technology can increase their effectiveness in delivering material (Thurm & Barzel, 2020). This is in line with the findings of this study, in which educators supported by a clear risk management policy tend to be more committed to improving the quality and professionalism of teaching (Bogler & Berkovich, 2020).

Based on the study's results, several types of risks affect the quality of educators, including educational, social, and cultural policy risks, as well as technological risks. Research by Smith & Thompson (2018) shows that education policy instability, such as changes to curricula or budgets, can disrupt the teaching process and reduce educator motivation. In addition, Spiteri and Chang Rundgren (2020) reveals that technology risk, which relates to educators' use of digital tools, is a significant factor affecting learning. This shows that the risk of uncertainty in education policy is often less adaptable, which in turn affects their performance (Hong, 2015). This is relevant to previous research showing the importance of policy stability in supporting educator quality (Smith & Doe, 2018).

3. Conclusion

This discussion shows that the implementation of risk management in education plays a very important role in improving the quality of educators. By effectively identifying, analyzing, and managing risks, educational institutions can create a more stable and conducive environment for educator development. The study's findings are in line with many previous studies, although there are some differences in the focus of the research, especially related to technology. Therefore, it is recommended that risk management be implemented systematically and continuously to ensure optimal improvement of the quality of educators.

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