



Quality Development of Policy Model for MTs Teachers

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Abstrak

Mutu adalah citra mutlak yang harus dimiliki oleh setiap lembaga pendidikan. Penelitian ini bertujuan untuk mendeskripsikan model kebijakan pengembangan mutu guru MTs di Tapanuli Tengah. Adapun pendekatan penelitian ini termasuk jenis kualitatif, dengan metode studi deskriptif. Pengumpulan data dilakukan menggunakan teknik observasi, wawancara, dan studi dokumen. Selanjutnya, analisis data menggunakan teknik reduksi data, penyajian data, dan verifikasi data (hingga penarikan kesimpulan). Uji keabsahan data penelitian menggunakan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa guru memiliki peran penting terhadap kemajuan madrasah, mutu guru dapat dilihat dari model kebijakan pengembangan mutu guru yang diterapkan di madrasah. Pihak pimpinan MTsN 1 dan MTsN 2 di Kabupaten Tapanuli Tengah menerapkan kebijakan berupa model peningkatan mutu guru sesuai kebutuhan, kebijakan pengembangan mutu guru sesuai kebijakan pemerintah, dan penanaman disiplin guru. Guru dituntut memiliki kualifikasi akademik yang tinggi, serta memenuhi (empat) standar kompetensi, yakni kompetensi pedagogik, kepribadian, sosial, dan profesional. Kebijakan pengembangan mutu guru di MTsN 1 dan MTsN 2 Tapanuli Tengah sudah terlaksana dengan baik, hal ini dapat dilihat dari kemampuan kepala madrasah mengatur segala kebijakan dan program madrasah sehingga mutu pendidikan di Tapanuli Tengah dapat terus mengalami peningkatan.

Kata Kunci: Kebijakan Madrasah, Mutu Pendidik.

Abstract

Quality is an absolute image that must be owned by every educational institution. This study aims to describe the policy model for developing the quality of MTs teachers in Central Tapanuli. The research approach is a qualitative type, with a descriptive study method. Data was collected using observation techniques, interviews, and document studies. Furthermore, data analysis uses data reduction techniques, data presentation, and data verification (to draw conclusions). Test the validity of research data using data triangulation techniques. The results of this study conclude that teachers have an important role in the progress of madrasas, the quality of teachers can be seen from the model of teacher quality development policies implemented in madrasas. The leadership of MTsN 1 and MTsN 2 in Central Tapanuli Regency implemented policies in the form of a teacher quality improvement model according to needs, teacher quality development policies according to government policies, and instilling teacher discipline. Teachers are required to have high academic qualifications and meet (four) competency standards, namely pedagogic, personality, social, and professional competencies. The teacher quality development policy at MTsN 1 and MTsN 2 Tapanuli Tengah has been implemented well, this can be seen from the ability of the madrasa principal to regulate all madrasa policies and programs so that the quality of education in Central Tapanuli can continue to improve.

Keywords: Madrasah Policy, Quality of Educators.

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INTRODUCTION

The quality of education is a major concern in the administration of education. This is based on the main nature of life, which is dynamic with various changes and accelerated progress (Zahrok, 2020: 196-204). Then, these changes have an impact on global demands for educational institutions to be able to provide quality education in line with the needs of the global community (Oviyanti, 2016: 267-282; Istiarsono, 2016; Pewangi, 2016: 1-11). Furthermore, this demand rotates over a very short duration of time, because it is accompanied by the sophistication of information and communication technology in the digital era.

Improving the quality of educational institutions does not only "smell" the image of the institution. Because, the main implication of enhancing the quality of education is the birth of human resources (HR) or superior generations, with various creations and innovations that bring benefits to people's lives (Hidayat, 2015: 131-145). The value of the usefulness of providing quality education is in line with the needs of the community and the demands of the world of work. More than that, superior human resources can create massive and beneficial jobs for others (Bakhri, 2015: 63-86).

Accountability for the quality of education in today's digital era is a must and must exist in the education system in Indonesia (Mas, 2017: 1; Hawi, 2017: 143-161). Educational organizations or institutions that organize the educational process are required to be able to produce outcomes (not just outputs) that are in line with the needs of the global community (Aziz & Utomo, 2014: 14-26). Thus, human resources are expected to have the ability to control themselves in all social processes and create innovations with high-quality standards.

Efforts to realize these innovations require careful planning that is totality in nature, to support the acceleration of improving the quality of education (Nasyirwan, 2015: 725-726; Damanik, 2015: 151). The totality effort is known as total quality management (TQM) (Ismail, 2018; Dewi & Primayana, 2019: 226-236; Rifqi, 2018: 167-176). In practice, the management seeks to involve all elements related to educational institutions (schools/madrasah) in ensuring that the quality improvement of the institution is carried out continuously (Lantip, 2016: 2; Latifah, 2015).

Improving the quality of educational institutions is greatly influenced by the role and competence of teachers. This is based on the main task of the teacher as a facilitator, communicator, drafter, and motivator for students in the learning process (Gustini & Mauly, 2019: 229-44; Haryono, *et.al.*, 2019: 17-22). The ability or talent (multi-talent) of teachers in creating learning, as well as being able to create innovations in the learning process, will liven up the classroom atmosphere and support the spirit of children's learning.

The reality in society is that most teachers are not aware of their main task in this "noble" profession. How come? Some teachers teach only as a formality for the obligation to fulfill teaching hours. In addition, some teachers are often late and do not reflect a disciplined or exemplary attitude to students. Some teachers are indifferent to the stage of student development, so they consider the teaching profession a burden (Asmara, 2015: 173-184; Abdi & Ananiah, 2017: 83).

Indeed, relevant research on teacher quality development has been discussed from various aspects, including the theme of optimizing quality development (Prabowo, 2012: 72-77; Munir, 2018; Rahmi, 2015), HR quality development model (Zuhri, 2021: 19-32), Improving the quality of learning (Suhadi, *et.al.*, 2014: 42-60; Andriani, 2012: 395-402), quality development management (Noor, *et.al.*, 2022: 93-106; Heru, 2019; Agung, 2017), quality assurance (Munadi, *et.al.*, 2011), and implementation of quality development (Fauzi & Ikwandi, 2021: 12-21).

Observing the relevant literature above, information is obtained that relevant research on teacher quality development has been researched around the themes of improving teacher competence, training for teachers, and appreciation for exemplary teachers. However, the study still leaves a "space", which is related to the deepening of research from aspects of madrasa internal policies as a reinforcement for teacher quality development in madrasahs. On this basis, researchers seek to explore the theme, which is summarized in the title of the study, "*Policy Model for Quality Development of MTs Teachers in Central Tapanuli*".

METHOD

This study uses a qualitative approach with a descriptive study method. The purpose or focus of the research discussion is to understand the phenomenon (actual situation) of the internal policy model practiced by MTsN 1 and MTsN 2 in Central Tapanuli Regency on the development of teacher quality. The data were obtained through observation, interviews, and document studies. In this context, the researcher obtained documentation data from the head of the madrasa and the administrative section of the madrasa. Then, the researcher analyzed the data through data reduction techniques, data presentation, and data verification (to draw conclusions). The conclusion drawing phase includes (1) recording all research data information; (2) reviewing the data that has been obtained; (3) describing and classifying data according to research objectives; and (4) conducting final analysis for report writing purposes (Assingkily, 2021). Next, the researcher checked the feasibility of the article findings in the form of interviews, documentation, and observations by matching the three, accompanied by evidence from relevant research.

RESULTS AND DISCUSSION

Based on research conducted at MTsN 1 and MTsN 2 Tapanuli Tengah, the results of the research are that MTs teachers in Central Tapanuli, especially in MTsN 1 and MTsN 2 Tapanuli Tengah have the potential and quality so that MTs in Central Tapanuli has increased, due to the teacher quality development policy model. which are implemented in madrasas each affect improving the quality of madrasas, although not all teachers at MTsN 1 and MTsN 2 Tapanuli Tengah are civil servants and there are still many honorary employees but it does not hinder the development of teacher quality in MTsN 1 and MTsN 2 Tapanuli Tengah, After taking the policy, the head of the madrasa must work together with the teacher to form a quality work team because the output of this policy is to create students who excel in both academic and non-academic fields.

This can be seen from the results of a survey by researchers who went directly to the field and conducted interviews with the head of the madrasah, various teachers at MTsN 1 and MTsN 2 Tapanuli Tengah so that researchers can conclude that the teacher quality development policy model applied in MTsN 1 and MTsN 2 Tapanuli Tengah, namely the model improving the quality of Its teachers based on needs, developing teacher quality according to government policies and inculcating teacher discipline. This policy model has been implemented well in Central Tapanuli, this can be seen in the enthusiasm of madrasa principals and teachers in improving the quality of madrasa education in Central Tapanuli.

To improve the quality of teachers at MTsN-1 and MTsN-2 Tapanuli Tengah, in this study the researchers discussed the following:

Need-based MTs Teacher Quality Improvement Model

Based on the analysis of the need to improve the quality of MTs teachers throughout Central Tapanuli Regency, namely MTsN 1 and MTsN 2 Tapanuli Tengah, can be identified two programs that are needed, namely the program to improve the academic qualifications of MTs teachers, and the program to improve the competence of MTs teachers. First, the program to improve the academic qualifications of MTs teachers. Programs to improve academic qualifications through further studies are needed by most teachers at MTsN 1 and MTsN 2 Tapanuli Tengah. Based on data from teachers, the components of the teacher's academic qualification improvement program include education level, study program, location, and supporting resources. Further studies are needed by teachers, namely continuation of D3 to S1 studies, undergraduate studies for those who still have a high school certificate, and postgraduate studies for those who have S1. The study program needed is an educational study program according to the teacher's teaching field. The location of further study is a university/institute of education that is close to the area where the teacher lives. Supporting resources needed include educational funding assistance and operational funds during further studies, as well as study permits.

Second, is the Teacher Competency Improvement program. The teacher competency improvement program is needed by all MTs teachers in Central Tapanuli Regency, especially MTsN 1 and MTsN 2 Tapanuli Tengah. Based on data from teachers, the components of the teacher competency program that need to be considered include competency targets, program form, location, and supporting resources. The competence targets that need to be improved in teachers include pedagogic, professional, and scientific writing competencies. Taking into account variations in the level of mastery of teacher competencies as well as aspects of competence that need to be developed, the determination of program participants should be preceded by a needs analysis. The form of the program can be in the form of training, short courses (1-3 months), workshops, workshops, upgrading, seminars, and so on with the priority of choice, namely education and training. The training program is implemented in the area where the teacher resides. Participants get permission and financial assistance to attend the training.

According to Elmaryanti Marbun, M. Hum:

"Improving the qualifications and increasing the competence of teachers at MTsN 1 Tapanuli Tengah is carried out in various ways, namely by participating in various training such as teacher improvement training, teacher improvement seminars, workshops, and various other trainings carried out within the region and outside the region. Teachers at MTsN 1 Tapanuli Tengah are required to compete in improving the quality of their performance at MTsN 1 Tapanuli Tengah because they see the current state of education which requires teachers to have quality development to compete either with madrasas or with other public schools." (interview with the head of the madrasah at MTsN 1 Tapanuli Tengah, on 08 June 2022 at 08.30 WIB).

Based on the interviews above, it can be concluded that academic qualifications and teacher competency improvement have been carried out completely by sending teachers to participate in various training carried out both within the region and outside the region to develop the quality of teachers in educating students so that teachers can create quality students in line with the current developments, especially in the field of education, Elmaryanti as the head of the madrasa is very enthusiastic about improving the quality of teachers, this can be seen from the madrasa programs so that teachers are required not to be silent but to improve the quality of both in teaching and learning other management.

Then the researchers conducted interviews at MTsN 2 Tapanuli Tengah. According to H. Alfian Surya Hutagalung, MM as follows:

"Improvement of teacher competence carried out at MTsN 2 Tapanuli Tengah by emphasizing teachers to seek all information related to teacher improvement, especially training and education and training from various educational institutions, this activity aims to develop the quality of teacher performance because by participating in various training, Teachers are equipped with the knowledge, both theoretical and practical so that the knowledge gained can be implemented in madrasas so that the learning provided is not monotonous, that's all, teachers are also required to be innovative and creative so as not to cause boredom for students." (Interview with the headmaster of MTsN 2 Tapanuli Tengah on 08 June 2022 at 08.30 WIB).

Based on the interview above, it can be concluded that the increase in academic qualifications and teacher competency improvement carried out at MTsN 2 Tapanuli Tengah is the same as at MTsN 1 Tapanuli Tengah, this can be seen from the results of interviews that the principals of Madrasah MTsN 2 Tapanuli Tengah and MTsN 2 Tapanuli Tengah are very pay attention to teacher competence, because teachers have a big influence on the progress of madrasas, quality students are obtained from the results of quality teacher performance as well, teachers are required to improve their competence by diligently participating in training and training both within the region and outside the region, with training and the training, teachers are equipped with knowledge to be implemented in their respective madrasas so that educational goals can be achieved to the maximum, teachers are the determinants of the direction and goals of madrasas because teachers deal directly with students,

teachers must be able to shape the character of students and produce good students. high quality because this greatly affects customer satisfaction.

Teacher Quality Development According to Government Policy

The government has guaranteed the education system in line with predetermined policies, namely the National Education Standards which contains eight standards, namely content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and standards for education. educational assessment (Alawiyah, 2017: 81-92). From the eight standards, it can be seen that the standards of educators and education personnel are seen. The standards of educators and education personnel (CAR standards) are criteria regarding pre-service education and eligibility as well as mental, as well as in-service education. Educators must have academic qualifications as learning agents, as well as be physically and mentally healthy so that educating students can be maximized (Jahidi, 2017: 23-30). Teachers must have academic qualifications and competencies such as teachers who have at least a bachelor's degree and have pedagogic, personality, social, and professional competencies, because by having these competencies teachers can improve the quality of their performance in madrasas (Dudung, 2018: 9-19).

Based on information from Elmaryanti Marbun, M. Hum and H. Alfian Surya Hutagalung:

"... teachers at MTsN 1 and MTsN 2 Tapanuli Tengah already have enough standards in line with government policies, because teachers at MTsN 1 and MTsN 2 Tapanuli Tengah already have academic qualifications, this can be seen from the number of teachers in MTsN 1, Civil Servants (PNS) are 35 people, and non-civil servant teachers are 18, while at MTsN-2 Tapanuli Tengah the number of civil servant teachers is 33, and non-civil servant teachers are 21. Some teachers also already have a Strata 2 education, this has led to the rapid improvement in the quality of madrasas."

Based on the interviews above, it can be concluded that teachers at MTsN 1 and MTsN 2 Tapanuli Tengah already have criteria according to policies set by the government, this can be seen from the number of teachers at MTsN 1 Tapanuli Tengah amounting to 35 people as Civil Servants, and 18 people are non-civil servant teachers, while at MTsN 2 Tapanuli Tengah there are 54 people, consisting of 42 teachers, 1 head of administration, 1 treasurer, 6 administrative staff, 1 library staff, 1 security guard, 1 school guard, and 1 janitor. Of all teachers and employees, it was found that 56.36% were civil servants, then 27.27% were non-permanent teachers (GTT) and 16.37% were non-permanent employees (PTT). So far, the data obtained have met the policy standards set by the government regarding the standards of educators and education personnel.

Cultivating Teacher Discipline

Discipline is one of the characteristics of a quality teacher (Alamsyah, *et.al.*, 2020). For a teacher, discipline has a very broad meaning, not only being disciplined when coming and going home but also being disciplined for coming and going home, being disciplined in participating in quality development programs launched by the madrasa, dressing (uniforms), behaving in an Islamic manner and also being disciplined. in achieving the teaching targets that have been determined (Zulkifli, *et.al.*, 2014). So, the discipline of a teacher includes elements of discipline in all duties and obligations as a teacher (teaching, educating, and training) (Nashir, 2016: 21-28).

In developing the quality of teachers, this discipline is necessary, because after all the forms and efforts and programs provided by madrasas in empowering teachers will not succeed without high discipline and madrasa officials, especially teachers including a madrasa head and madrasa officials (Uriatman, 2015).

Based on information from Elmaryanti Marbun, M. Hum. information obtained that:

"Discipline instilling at MTsN 1 Tapanuli Tengah starts from the top, namely the head of the madrasa and its structural derivatives. High discipline in MTsN 1 Tapanuli Tengah is instilled, the discipline instilled by leaders is followed by their subordinates including teachers. The discipline instilled in MTsN 1 Tapanuli Tengah involves all aspects of personal discipline (individual), organization, or program. This

can be seen in the discipline of leaders and teachers when they come and go, discipline in participating in quality development programs launched by madrasas such as meetings, KKG, KKm, colloquiums, discussions, seminars, symposiums, and others, discipline in dressing (uniforms), behavior Islamically and also disciplined in achieving the teaching targets that have been determined".

According to the results of the survey and interview above, it is stated that teachers at MTsN 1 Tapanuli Tengah are required to have high discipline because the head of the madrasa emphasizes discipline on teachers at MTsN 1 Tapanuli Tengah. The head of the madrasa is a motivator for teachers to be able to imitate the discipline of the head of the madrasa because the head of the madrasa of MTsN 1 Tapanuli Tengah highly upholds the value of discipline. This can be seen from the performance of the head of the madrasa every day at MTsN 1 Tapanuli Tengah such as coming and going home on time, being disciplined in leading meetings, and wearing uniforms so that teachers are required to be disciplined. It aims to develop and improve the quality of teachers, the more disciplined the teachers are, the more the performance given is also maximal and this has an effect on customer satisfaction.

Meanwhile, according to H. Alfian Surya Hutagalung, MM:

"The inculcation of teacher discipline carried out at MTsN 2 Tapanuli Tengah by emphasizing the values of discipline to teachers, such as teaching in the classroom according to the subjects that have been charged, does not commit time corruption. At MTsN 2 Tapanuli Tengah, every morning the teachers are required to attend the morning appella with the students so that the teacher can manage the time to come to school so as not to be late, the teacher who is late is given a warning by the head of the madrasa, thereby reducing the level of indiscipline on the teacher. Teachers who are absent from teaching are given sanctions in the form of salary cuts so that teachers will be diligent in teaching, this is done to improve the quality of teachers, teachers who have high discipline values, the performance given will be maximized and vice versa. Teachers are also required to come on time, pay attention to the class so that it is always clean, be disciplined in providing material, and give assignments to students. Teachers are also emphasized to maintain speech, attitude, and behavior especially when teaching in the classroom so that the achievement of the madrasa will be achieved if the teacher is disciplined in all things."

Based on the interview above, it can be concluded that the inculcation of discipline values has been implemented very well. This can be seen from the teacher's discipline from all aspects because the head of the madrasa requires that teachers be disciplined, the value of discipline instilled in MTsN 2 Tapanuli Tengah is in the form of coming and going home on time, giving subjects according to the tasks that have been charged, paying attention to the class so that it is clean and tidy. Thus, the development of teacher quality will always increase.

Observing the findings above, Supeni (2014: 128-135) explains that the subject of discipline to teachers must be accompanied by the application of total quality management in madrasas. Marantika & Dahlan (2019: 138-153) call it a real form of embodiment of visionary leadership. Collaboration or a combination of these has an impact on increasing teacher discipline (Wicaksono, 2019: 53-71). Thus, teacher discipline is closely related to the leadership of the principal and a positive climate in every learning process.

CONCLUSION

Based on the findings and discussion of the research above, it is concluded that teachers have an important role in the progress of madrasas, the quality of teachers can be seen from the model of teacher quality development policies implemented in madrasas. The leadership of MTsN 1 and MTsN 2 in Central Tapanuli Regency implemented policies in the form of a teacher quality improvement model according to needs, teacher quality development policies according to government policies, and instilling teacher discipline. Teachers are required to have high academic qualifications and meet (four) competency standards, namely pedagogic, personality, social, and professional competencies. The teacher quality development policy at MTsN 1 and

MTsN 2 Tapanuli Tengah has been implemented well, this can be seen from the ability of the madrasa principal to regulate all madrasa policies and programs so that the quality of education in Central Tapanuli can continue to improve.

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- 6446 *Quality Development of Policy Model for MTs Teachers - Putra Mahendra Gunawan Nasution, Wandana Simatupang, Syafaruddin, Makmur Syukri*
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- 6447 *Quality Development of Policy Model for MTs Teachers - Putra Mahendra Gunawan Nasution, Wandana Simatupang, Syafaruddin, Makmur Syukri*
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