

## IMPLEMENTATION OF TEACHER DEVELOPMENT POLICY IN IMPROVING THE QUALITY OF ISLAMIC SCHOOLS

Diana

Universitas Islam Negeri Sumatera Utara Medan

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**\*Correspondence Address:**  
dayanahasibuan26@gmail.com

**Abstract:** Education is very important for the survival of a nation. It is more than just building individual character. Education also strengthens the basic of a country's progress. Therefore, teachers play a very important role in improving quality, especially in Islamic schools whose approach is more religious and moral and have their own questions. In order to achieve these goals, adequate development of teachers is needed, such as mastering subject matter, teaching skills, social skills, technological and educational developments and being able to develop their abilities in using technology as a learning medium. Developing relevant learning materials and being up to date is very important to improve the quality of education in Islamic schools. Through joint efforts we must be able to create Islamic education that is quality and relevant to the demands of the times.

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### INTRODUCTION

Succes in achieving educational goals cannot be separated from human resources. The human resource is the factor that has the most important role in the implementation of education. Teachers are the most determining factor in improving the quality of education. All forms of interaction that take place in the classroom are the responsibility of the teacher as an educator. The interactions that arise are determining factor in the quality of education. Because the succes of education is certainly driven by the role of quality teachers (Bell & Rhodes, 2002).

Teaching is a profession, which means a position that requires special skills as a teacher which cannot be done by just anyone outside the field of education (Hamzah B Uno, 2008). Regarding the characteristics that are said to be professional teachers, they must 1). have a commitment to students in the learning process, 2). master in depth the teaching materials or subject, 3). responsible for monitoring student learning outcomes through various evaluation methods, 4). able to think critically and systematically about what he does and learn from his experience, 5). become an active participant in the learning community with in their professional environment. Teachers must also be sensitive

and responsive to chance, update science and technology which continue to develop in line with the needs of society and current developments. This is where the teacher's job is to continually improve scientific insight, improving the quality of education so that what is given to students is not too far behind with developments over time. However, the reality is that currently many teachers are not yet professional in carrying out their duties. Many teachers teach subject matter that is not appropriate to their fields of expertise, for reasons of filling empty hours and many other reasons. Most of the teaching methods used by teachers when teaching are only monotonous and are not adapted to the learning material and psychological condition of the students. Apart from that, some of the challenges of globalization that teachers must address are by prioritizing professionalism, considering the rapid and fundamental development of science and technology. With these conditions teachers must be able to adapt responsively, wisely. Responsiveness means that teacher must be able to master science and technology products well, especially those related to the world of education, such as learning using multimedia. Without good mastery of science and technology, teachers will be left behind and become victims of science and technology (Kunandar, 2010). Therefore, it is necessary to change the paradigm (mindset) of teachers, from a traditional mindset to a professional mindset. Especially with the birth of the law on teachers and lecturer which requires qualified teachers competent and certified. The new paradigm that today's teachers must pay attention to is following the latest developments in science and technology so that they have broad insight and are not left behind with the latest information. Teachers have a vision for the future and able to read the challenges of the times so that they are ready to face uncertain world changes that require good skills and readiness. Moreover, welcoming to 21st century requires mature preparation, both in concept and application, to form superior human resources. Superior human resources in the 21st century that need to be prepared are in the field of capabilities where the abilities and competencies needed to welcome the 21st century are capabilities that are integrated include the information technology. These abilities and competencies include the information dimension, communication dimension and ethical and social dimensions (Ananiadou, K. & Claro, 2009).

## **RESEARCH METHODS**

This research uses a multi-site qualitative method where data collection techniques

use interviews, observation and document study techniques, while to strengthen the validity of the data found and the authenticity of the research, the research refers to the use of data validity standards suggested by Lincoln & Guba which consist of (credibility), transferability (transferability), dependability (dependence) and confirmability (certainty of confirmation) (Yvona S. Lincoln, Egon. G. Guba, 2009).

Based on the four criteria above, in this research, obtaining data will first carried out using various approaches so that the required data is easy to obtain. Next, carry out data triangulation by getting data repeatedly so that the data is correct. Obtained correctly and continued by conducting questions and answers to obtain more accurate data, then checking the data, finally, guided by the results of observation notes (observations), document studies and interviews, correct data was obtained so that it could be accounted for.

## **RESULTS AND DISCUSSION**

Education is a step to prepare the nations's sons and daughters so they can complete in the future era of globalization and digital. Therefore, of course improving the quality of education must start from the educational unit level. Quality is a guarantee of administrative legality and the quality of learning in an educational institution, whether in schools, madrasas or universities. Madrasah an educational institution faces two demands, namely demands from society and demands from the business world. Quality national education is directed at developing the potential of students to become human beings who believe in and are devote to good almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Quality improvement is becoming increasingly important for institutions that are used to gaining better control through their own efforts. Educational institutions must demonstrate that they are able to provide quality education to students. The determination of quality label / predicate from an institution can only be determined by consumers (graduate users). Organizations that adhere to the concepts of Total Quality Management (TQM) and Total Quality Management In Educational (TQME) (M.N. Nasution, 2001), to create a quality educational institution as expected by many people or society is not only the responsibility of the madrasah, but is the responsibility of all parties including parents and the business world as internal and external customers of an educational

institution. There are five characteristic of a quality school, namely 1). customer focus, 2). total involvement, 3). measurement, 4). commitment, 5). continuous improvement. The quality of education will be influenced by the extent to which the institution is able to manage all potential optimally starting from educational staff, students, learning process, educational facilities, finances, and including its relationship with society (Arcaro S. Jerome, 2005). On this occasion, Islamic educational institutions must be able to change the new paradigm of education which is oriented towards the quality of all the activities that interact within it, all of which aim at achieving quality. Quality is an extraordinary branding of an educational institution or school, 80 % of improving a school means improving the quality of learning. The quality of education will be achieved if the teachers input, output process, facilities and infrastructure and costs are available and implemented well. However of these components, those who play a greater role are qualified and qualified teaching staff who are able to respond to challenges quickly and responsibly. This is of course cannot be separated from a good planning process. Talk about the importance of upgrading teacher quality, Let's remember the history of Japan's defeat in world war II. When the allies destroyed the cities of Hiroshima and Nagasaki, Japan finally surrendered. The first thing the Japanese emperor did after admitting defeat was to look for the remaining teachers. The teachers in Japan were immediately collected in stages to be sent abroad. Japanese teachers study abroad to improve their quality. After finishing they returned and taught in Japan. It is not surprising that even though Japan was devastated by losing the war, it was able to quickly rise to become a developed country. All of this certainly cannot be separated from the role of teachers in improving quality. Reflecting on history it is increasingly evident that teacher quality is very important in improving the quality of education. Quality teachers will certainly be able to teach well and educate their students to become quality and superior human resources. Therefore, a teacher must have the qualities of competencies as regulated in Law Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies where a teacher must have four competencies, namely 1). pedagogical competency, namely competency related to how teachers have the ability, and skills in managing the class and teaching students, 2). personality competency, where teachers are expected to have positive personal characters, such as patience, sociability, discipline, empathy, honesty, adherence to values and norms, and so on, 3). Teacher professional competence, this relates to how teachers are

able to master the subject matter being taught, along with the structure, concepts and scientific mindset and finally 4). Social competency, where this competency is related to how teachers can interact and establish good relationships with students, parents, fellow teachers and various other stakeholders. Meanwhile, teacher development planning can be done in various ways, which can be done by creating MGMP (Subject Teacher Conference), activating PKG (Teacher Activity Center) and KKG (Teacher Working Group) which allows teachers to share experiences in solving the problems they face. in teaching activities, inviting experts (from training centers), creating programs and policies related to the quality of Islamic schools, attending training, taking part in seminars or upgrading programs related to field practice, workshops, reading a lot of literature or journals, carrying out supervision, Improving the quality of education management based on Total Quality Management (TQM), involving community participation based on the concept of link and match. However, there are several factors that are most important so that teachers in Islamic schools can improve their qualifications, namely by equalizing the number of working hours with the teacher's salary, because if the teacher's salary is low, it is clear that to meet their living needs the teacher will look for additional work to meet their needs. As we know, teachers in developed countries are of higher quality or can be said to be professional because the appreciation for teacher services is also high. Because teachers are the spearhead of education because teachers directly seek to influence and develop students' abilities to become intelligent, skilled and highly moral human beings, as the spearhead of teachers are required to have the basic abilities needed as educators and instructors (Nana Sudjana, 2004).

## **CONCLUSION**

Based on the findings and discussion presented above, we can conclude that there are several efforts that can be made to improve the quality of Islamic schools, namely: 1). ensuring all activities comply with content standards, 2). achieving graduation standards, 3). ensuring the process education, 4). Staff management must be in accordance with management standards, 5). Teachers must obey administration and have great pedagogical motivation and quality and have time discipline. Then the teacher development process to improve the quality of Islamic schools can be done through the

MGMP method, inviting experts from training centers, creating programs and policies related to the quality of madrasas, conducting visits to other schools (comparative studies), attending training and seminars of a good nature. online and offline, as well as reading lots of articles, literature or journals. By carrying out the efforts above, schools can improve the quality of education, as well as teachers can carry out the development process so that everyone can contribute to realizing quality and meaningful education.

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