



AL-WIJDÁN: Journal of Islamic Education Studies.
Volume 9, Nomor 4, Oktober 2024, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at <http://ejournal.uniramalang.ac.id/index.php/alwijdan>

Received: September 2024

Accepted: September 2024

Published: October 2024

Strategy for Improving the Quality of Education at the YAPIS Oesmaniyah Madrasah Aliyah, North Jakarta

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Abstract

This study aims to examine the strategy for improving the quality of education at the Yapis Al-Oesmaniyah Islamic Senior High School focusing on content standards, process standards, and educator standards. This study uses a qualitative phenomenological approach with data collection through interviews, observation, and document collection. Data analysis begins with the review, reduction, explanation, and conclusion while checking the validity of the source type data, which is carried out to confirm new data or information obtained from other sources. The results of the study in this study found a strategy for improving the quality of education at the Yapis Al-Oesmaniyah Islamic Senior High School through the development of 3 National Education Standards including content standards, namely by combining the Islamic boarding school curriculum with the school curriculum, then the process standard uses an approach based on field practice and the educator standard has 5 teacher competitions including competence, personality, pedagogical, social, professional and one ideology.

Keywords: Strategy, Quality Improvement, Madrasah Education

Abstrak

Penelitian ini bertujuan mengkaji strategi peningkatan mutu pendidikan di madrasah Aliyah Yapis Al-Oesmaniyah berfokus pada standar isi, standar proses dan standar pendidik. Penelitian ini menggunakan pendekatan kualitatif fenomenologi dengan pengumpulan data melalui wawancara, mengamati dan mengumpulkan dokumen Analisis Data dimulai dengan analisis, ditelaah, direduksi, dijelaskan dan disimpulkan, sedangkan pengecekan keabsahan data jenis sumber, dilakukan mengkonfirmasi data atau informasi baru yang diperoleh dari sumber lain. Hasil kajian dalam penelitian ini ditemukan strategi peningkatan mutu pendidikan madrasah aliyah di Yapis Al-Oesmaniyah melalui pengembangan 3 Standar Nasional Pendidikan diantaranya standar isi yaitu dengan menggabungkan kurikulum kepesantrenan dengan kurikulum sekolah, kemudian pada standar proses menggunakan pendekatan berbasis praktek lapangan dan standar pendidik

memiliki 5 kompetensi guru diantaranya kompetensi, kepribadian, pedagogik, sosial, profesional dan satu ideologi.

Kata Kunci: Strategi, Peningkatan Mutu, Pendidikan Madrasah

Introduction

Madrasah is an Islamic educational institution that carries out the task of educating and teaching the young generation of Muslims to prepare themselves to attain faith and knowledge so that they can play an important role in society in the future. One of the official Islamic educational institutions integrated into the Indonesian national education system is Madrasah. Many institutions or bodies establish this madrasah educational institution, so it is only right that madrasahs require management that examines the quality of the madrasah itself. The increase in madrasahs in terms of quantity needs to be balanced with the increase in madrasahs in terms of quality. Therefore, it is necessary to improve the quality and standard of madrasahs in a planned and sustainable manner.¹

In reality, Islamic educational institutions such as madrasahs still do not meet the standards expected by the government, society, and people who use madrasah education services. Education in

Madrasah is influenced by many factors. One of them is the condition of the building where education takes place, the competence of the teachers who teach, the support of the student's parents, the strength of the madrasah leadership or the head of the madrasah, and the right qualifications.

The success of the madrasah in preparing students to face future challenges is facing more complex challenges. One of them is producing graduates who will become leaders of society, people, and the nation who will determine the path of progress of this nation. Because quality assurance is unique and depends on the system in which it applies, quality improvement is very important, so it can differ between design planning and the approach applied.²

Education today faces many problems that have not been resolved. These include very limited learning facilities, a curriculum that is not community-based, leadership and management that are less focused on the quality of education, and less accountability. This still occurs in schools and madrasahs even though educational

decentralization has been implemented.³ Currently, Madrasah Aliyah (MA) is viewed by the government as the implementer of basic education. The existence of an MA is considered sufficient to accelerate the need to complete twelve years of education through general educational institutions that are adjusted to the Islamic belief of human resources for implementing development.

During its development, madrasahs have always experienced transformation and innovation, both from the material taught, methods, and management to produce better education as demanded by changing times.⁴ If madrasahs do not prepare their students to face the challenges of the future, they will become frustrated, marginalized, and burden the community. Therefore, madrasah managers must be able to implement a management system that is by the development of the times amid a competitive globalization storm. The problems related to the education process in madrasahs are very complex, including the quality of teachers and non-teachers, curriculum, facilities and infrastructure, and financial resources.⁵ Good management and learning, as well as strict education management, will greatly assist in improving the quality of madrasahs. Standardization will also encourage each madrasah to improve the quality of its education because the problem of education quality in the area

of its handling is very complex.

The Ministry of National Education defines quality as a description and detail of the features of goods or services that indicate their ability to satisfy expected or implied needs. In addition, in the context of education, quality includes the quality of input, process, and output of education.⁶ The quality standards created by Edward Sallis include : (1) Product and service standards consist of conformity to specifications, conformity to objectives and benefits, without defects, and always good from the start; and (2) Customer standards consist of meeting customer needs, pleasing customers, and meeting customer requirements.⁷

National Education has established a shared paradigm for education, which includes input, process, and output. In addition, it is explained that Educational input includes everything that must be available during the educational process; this can include expectations as a guide to the process of resources. Human Resources “*input*” consists of human resources (e.g., teachers, counselors, principals, and students) and additional resources, such as funds for equipment, supplies, and materials. However, input devices include laws, regulations, organizational structures, job descriptions, plans, programs, and others. The vision, mission, goals, and

objectives to be achieved are included in the expectations. For the process to run well, input is very important. In other words, it can be concluded that the level of readiness input can be associated with a higher level of quality input, because the higher the readiness input, the higher the quality input.

If coordination, harmonization, and guidance of input are done well, the process is said to be of high quality. This makes it possible to create a pleasant learning situation. (*enjoyable learning*), able to encourage motivation and interest in learning, and truly able to empower students.⁸ Currently, efforts to improve the quality of education continue to be carried out by various parties in order to develop human resources and develop the nation's character.⁹ MA Yapis is one of the Madrasah Aliyah in North Jakarta which is located in a religious environment. Therefore, every member of society expects MA Yapis to contribute to the formation of high-quality individuals as an Islamic educational institution. To achieve this goal, the madrasah must be able to produce high-quality students who can build a religious society, especially in North Jakarta.

The quality of education has a very strategic role in the development of madrasah educational institutions.¹⁰ Often, the quality of Islamic education is measured by how good the graduates are, but the

quality of Islamic education is more than that. Islamic education can be seen from various perspectives, such as its religious practices and its role in society.¹¹ Madrasahs as Islamic educational institutions are part of the portrait of Islam itself.¹² In terms of the quality of Islamic education, the real goal is to bring peace, change, and even *nahî munkar* to achieve the goals of Islamic education for people who fear Allah SWT. This is in accordance with the Islamic education model provided. The goal of Rasulullah SAW in Mecca was to build Muslims who were strong, persistent, patient, intelligent, and of noble character.¹³

Therefore, there are several criteria needed to build a good madrasah and have a high level of mobility. *First*, academic services that satisfy parents and students both in terms of substance and procedure. *Second*, fast, precise, and friendly administrative services. *Third*, responsible and high-quality school management. *Fourth*, there needs to be a good management system to make the school a safe, secure, and comfortable place for students.¹⁴ Then, in terms of management of improving the quality of Islamic education, something is said to be of quality if it provides benefits to both the educational institution itself and to other parties (stakeholders and consumers). Being able to satisfy customers is the goal of providing this goodness. The process

carried out begins with the awareness that doing something of quality must be done seriously.

The problems faced by Madrasah Aliyah YAPIS Al-Oesmaniyah include:

1. The low quality of education at Madrasah Aliyah Yapis. This can be seen from the low national exam scores, the results of graduates cannot enter PTN in Indonesia due to the lack of academic ability they have. This is caused by the low assessment of management, curriculum, and the quality of teaching staff.
2. Madrasah Aliyah Yapis Al-Oesmaniyah is a private madrasah that does not have adequate financial support and facilities, so they cannot manage well, provide adequate educational facilities and equipment, and provide sufficient welfare for their employees.
3. The curriculum burden at the madrasah is quite heavy.
4. In terms of learning methodology, it still faces a learning model that is centered on the activities and roles of teachers (*teacher countered*) such as lectures and indoctrination which are carried out by memorization, mechanically and prioritize material enrichment.
5. The number of students is only 30

people with three levels of class X, XI, and XII, meaning that one class is only filled with 10 students plus the economic support and low parental attention means that their parents' income is not enough to finance their children's education so that they can continue to go to school.

6. The community's interest in sending their children to school at Madrasah Aliyah Yapis is very low.
7. The teacher's honorarium given is far below the Jakarta UMR, the average teacher's honorarium and transportation per month at Madrasah Aliyah Yapis is 1 million rupiah.

Referring to the problems above, the researcher formulates the problems in the scope of the strategy for improving the quality of education at Madrasah Aliyah Yapis Al-Oesmaniyah, 1) Development of Content Standards in Implementing the MA Yapis Al-Oesmaniyah Curriculum, 2) Implementation of Process Standards at MA Yapis Al-Oesmaniyah, and 3) Implementation of Educator Standards in the Qualification of Educator Competencies.

Method

The researcher uses a phenomenological paradigm with a

qualitative approach. Data were collected in a natural setting as a direct data source to describe the Improvement of the Quality of Education of Madrasah Aliyah Yapia Al-Oesmaniyah North Jakarta. The researcher as a key instrument in recording and collecting data through interviews, observing, and collecting documents at MA Yapis Al-Oesmaniyah is often referred to as a suburban madrasah in North Jakarta, the research setting is carried out holistically and contextually. At the research location, the researcher's goal is to understand the context of the data in the context of the overall situation, so that the researcher gets a view of improving the quality of education as a whole, while the researcher collects and records comprehensive information about the context of improving the quality of education as a whole.

Data analysis used by researchers starts from the results of observations, interviews, and documentation, then analyzed from the data that is reviewed, reduced, explained, and concluded, while checking the validity of the source type data, researchers always confirm with new data or information collected from various sources. Researchers equate perceptions between the principal, vice principal, teachers, students, and committee. In one situation, researchers triangulate using various approaches. For example, regarding the conceptualization of

content standards, researchers conducted interviews with the vice principal of the curriculum at various points when researchers saw and read the documents, implementation, and implications of improving the quality of education at MA Yapis Al-Oesmaniyah based on national education standards.

Results and Discussion

Madrasahs are often considered outdated educational institutions or daycare centers for parents who are too busy with their duties.¹⁵ Madrasahs are often considered cheap and ineffective education. Some even consider madrasahs as "workshops" for problematic and "naughty" students who are expelled or "outcasts" from public schools.¹⁶ Ideal madrasah requires preparation. The method to improve quality is to carefully consider the terms "*input*", "*process*", and "*output*" all used to indicate the quality of education. Every learning resource must be available to take place. Input resources consist of the head of the madrasah, teachers (including BP teachers, employees, and students), and additional resources such as funds, equipment, and materials. Madrasah is a transformation from one thing to another. In the process, every important thing is called "*input*", while "*output*" refers to everything that comes from the output produced by the process. Education

determines school performance. The definition of quality includes the overall description and features of products or services that affect the teacher's ability to meet student needs. “*input*”, “*process*”, and “*output*” are all terms used to describe educational standards.¹⁷

Quality improvement theories develop along with school success and quality improvement. Some quality improvement theories are in line with long-known science and are applied to educational conditions and environments. While process standards typically cover things like planning, organizing, leading, and controlling the manager's functions can be seen as based on current standards. In the context of madrasahs, this first theory is represented by the role and leadership of the madrasah principal and teachers who follow the rules and principles. Experts take a second approach to management, which defines management as a process. This theory strongly emphasizes that management practices come from experience.¹⁸ To improve quality, madrasahs must consider their context, namely the learning process and student achievement. Teachers and madrasah principals often use andragogy, or experiential learning processes, to build new experiences with students.¹⁹ Effective management of madrasah quality improvement is closely

related to the quality of the madrasah. This is how madrasahs can optimize organization, learning process, human resource management, and administration and human resources. Effective²⁰ Madrasah and quality management are closely related; a good madrasah can help madrasahs become better.

The above phenomenon has occurred previously from 1960 to 1970, the above assumptions are unavoidable.²¹ Quality management in the world of education is very much needed to organize educational resources, which are designed to motivate everyone involved to carry out tasks with enthusiasm and contribute to improving the implementation of work to produce education that is appropriate and exceeds expectations. A quality madrasah can provide educational services to achieve predetermined goals that include input, process, output, and educational outcomes. Quality is not just an administrative movement; it is more towards consistency and commitment. In the concept of Islam, commitment is a manifestation of faith, then consistent as an embodiment of *istiqomah* and the result is *result-oriented*.²² However, the overall output (spiritual and physical) is not easy to do, especially those concerning the spiritual aspect.²³

Madrasahs will not be separated from the role of individuals in carrying out

their work duties as the driving force of good management, ²⁴As well as the curriculum that has not been implemented properly, thus causing problems that are not good in improving the quality of education in the school. ²⁵One of the ideas developed to implement good performance management for schools is to use an approach known as the concept of School-Based Management (SBM) or school-based management, namely implementing an aspect related to the management or administration of school education. ²⁶Educational quality management can be defined as the discipline of science and the art of managing services to provide customer satisfaction through mutual guarantees so that there are no complaints. Students use madrasahs as a place to learn, and the system consists of *input*, process, and *output*. Based on UNESCO data in 2013, Indonesia was ranked 121 out of 185 countries in terms of the quality of its education. ²⁷Therefore, madrasahs have an important role in creating a good learning atmosphere and learning process so that students can develop their best potential. Infrastructure development and human resource development must be balanced. In terms of human resources namely all components of education, including students, teachers, principals, and administrative staff.

HR must play an active and creative role in improving the quality of education. Better human resource management is the best way to achieve this goal. MA Yapis must use human resources in stages, namely through the process of planning, implementing, and evaluating human resource performance, to produce good and high-quality output that improves the quality of education. MA Yapis also always strives to improve education by creating a good organizational culture, increasing community participation, and improving leadership. Improving the quality and quantity of teacher supervision in the classroom, especially clinical supervision, and helping to provide constructive ideas and recommendations to improve the overall quality of education

Development of Content Standards in Implementing the MA Yapis Al-Oesmaniyah Curriculum

Content standards are minimal standards that cover the scope of space material needed to achieve graduate competencies at a certain level. Content standards will be adjusted to national education goals because the standard for achieving graduate standards will be the goal of educational institutions. Permit standards are made in several elements including perspective, knowledge, and skills. The content standards in a curriculum are the

minimum coverage in a curriculum that is being used nationally.²⁸

Content standards are the scope of material and competency levels formulated in graduate competencies, subject competencies, teaching material competencies, and subject syllabuses that must be met by students at a certain level of education.²⁹ The content standards for each subject of Madrasah Aliyah Yapis Al-Oesmaniyah are designed to meet national education goals related to spiritual views, social views, knowledge, and skills. Therefore, this standard determines the scope of material and the level of student competency by the graduate competency standards. Madrasah Aliyah Yapis Al-Oesmaniyah, namely attitudes, knowledge, and skills. The components in the curriculum include; objectives, content (content, SK, KD), strategies (methods), and evaluation (Assessment and results (SKL)).³⁰

Therefore, the madrasah aliyah content standards are designed to help the thinking process and development of student learning. Some principles in developing student competencies are as follows:

1. Core competencies (KI) are detailed in basic competencies (KD)
2. Core competencies are a categorical

description of competencies in aspects of attitude, knowledge, and skills, or qualities that students must have while KD are competencies that students must learn for certain subjects.

3. KI and KD are prioritized to improve high cognitive intellectual abilities.
4. The accumulative principle strengthens and enriches between fields and levels of education in KD.
5. Each KD is used to create a learning implementation plan for each subject.

Therefore, the content standards in Islamic high schools are designed to help the thinking process and development of student learning, so there are several principles in developing student competencies. The use of content standards is a constantly changing situation. The problems faced by madrasahs have become clearer today. National education standards are not easy to implement in Indonesia. Some madrasahs, teachers, and other education personnel have limited understanding and ability to implement content standards. Policies related to the implementation of content standards for the quality of educational resources do not develop by themselves over time.

To improve the quality of education at Madrasah Aliyah Yapis Al-Oesmaniyah, the vice principal developed a curriculum where the development of this curriculum is based on the following principles:

1. The learning process must be centered on students, namely being able to meet the diversity of their potential, talents, and interests.
2. The addition of Islamic boarding school and non-Islamic boarding school subjects is given by considering the uniqueness and characteristics of the madrasah, social context, environment, and the world of work.
3. Select essential materials that are considered necessary and support the uniqueness of Madrasah Aliyah Yapis Al-Oesmaniyah.
4. Implement a collaborative learning system between related subjects that are considered to have similar material.
5. Local excellence is integrated into all subjects.
6. Many stakeholders, including parents, are involved in the creation of the madrasah curriculum, industrial centers, organizations, da'wah institutions, and formal and

non-formal educational institutions under the coordination and supervision of the Ministry of Religion.

Next, how to organize the curriculum content in organizing learning, including;

1. Intracurricular, Intracurricular content/subjects, local content, Islamic boarding school and non-Islamic boarding school subjects arranged by the madrasah together with the world of work, formal and non-formal education, community institutions and other related parties.
2. Extracurricular, extracurricular is carried out to support character formation, by the spiritual norms of students' attitudes and fostering a caring attitude towards others and the environment also functions as a tool to improve observation-based learning and improve abilities in concrete fields, the principal of its development is that students can participate actively and enjoyably,
3. Co-curricular is an activity carried out outside of class hours, including holidays, and can be carried out at school or outside of school to support the implementation extracurricular by emphasizing more

real learning contexts, which are beneficial for students.

Education in schools or madrasas is carried out to improve human *resources*. Aims for all aspects of student humanity, including developing spiritual, scientific, and intellectual aspects, as well as skill aspects. With the current rapid rate of development, the demand for the availability of human resources is increasing. Extracurricular activities must be developed about this.³¹ Extracurricular activities, according to Mulyono, are additional activities that are not included in the curriculum and are carried out outside the classroom with the aim of increasing the capacity of students' human resources (HR) to apply and understand the knowledge that students learn and help students develop the talents and potential that students currently have.

Implementation of Process Standards at MA Yapis Al-Oesmaniyah

National education process standards include standards for planning, implementing, and assessing learning processes. Standards for regulating the minimum standard process for implementing learning in class based on levels, paths, and types to achieve graduate competency standards.³²

The process standard contains the minimum criteria for the learning process in

elementary and secondary education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. The process standard applies to levels of education for elementary and secondary education levels on formal paths, both in the package system and the semester credit system.³³

The learning process at Madrasah Aliyah Yapis Al-Oesmaniyah is based on the character and behavior of 21st-century humans. Students are taught leadership skills, initiative attitudes, personal responsibility attitudes, and ethical attitudes, which recognize and maintain ethics in running social life together. Students are also given skills to do their tasks. Process standards relate to the implementation of learning in educational units to achieve graduate competency standards.³⁴ The educational process includes teaching and learning, supervision and evaluation, program management, institutional management, and decision-making. When the coordination, harmonization, and guidance of school input are carried out effectively, the process is said to be of quality. This enables a pleasant learning situation, encourages a desire to learn, and empowers students. This enables students to not only learn what the teacher teaches but also learn what they learn themselves, which can be used and practiced in everyday life.

More importantly, it enables students to learn how to be better. Students are trained to have a clear path and principles in their efforts to achieve their ideals as individuals; accountability attitude: Students are accustomed to choosing clear reasons and bases for both the surrounding community and personal productivity; and humane attitude: Students have an awareness to improve human quality through their daily activities, which are in line with the process standards set by the government (see attachment to Permendikbud number 22 of 2016)

The principle of active learning is based on the use of students to observe (see, read, hear, listen), ask (oral, written), analyze (connect, determine relationships, build stories/concepts), and communicate (oral, written, pictures, tables, and graphs). This process is carried out to master students' basic competencies, including core competencies, at a satisfactory level and is developed based on student characteristics. In reality, the ability of teachers to manage learning varies and depends on the teacher's educational background, teacher enthusiasm, and teacher love for work. It is in this context that educational process standards need to be developed.³⁵ The teacher's learning process also encourages the willingness to develop students' potential and creativity, each educational

institution is responsible for planning and implementing learning, assessing learning outcomes, and supervising learning.³⁶ Indirect teaching *occurs* in all learning activities in the classroom, madrasah, home, and community. The indirect learning process is not included in the hidden curriculum *designed* by the teacher. Assessment of learning outcomes covers all aspects of ability, is formative, and the results are ensured by remedial learning. Mastery of skills at a satisfactory level.

Learning at Madrasah Aliyah Yapis Al-Oesmaniyah consists of intracurricular, co-curricular, and extracurricular. Extracurricular learning is carried out by the school curriculum structure and aims to improve students' academic achievement. Co-curricular activities are carried out through structured assignments related to one or more subjects or content. During the learning process, teachers continue to strive to improve student understanding, improve the learning process, encourage students' enthusiasm for learning, and predict learning strategies that can optimize students' thinking skills, so that learning becomes more interesting, efficient, and effective. To make the curriculum easy to use, create an instrument. This instrument is the RPP, which includes learning objectives, open materials, teaching methods, learning resources, and assessment of learning

outcomes. The syllabus includes core competencies, basic competencies, main materials, learning activities, indicators, assessments, time allocation, sources, materials, and learning tools.

By looking at the results of the implementation of process standards, it can be concluded that the learning process at Madrasah Aliyah Yapis Al-Oesmaniyah is carried out interactively, and inspiring, and motivation and challenges for students to participate actively. The learning process also provides sufficient opportunities for students to develop creatively and independently according to their talents, interests, and physical development. The creation of RPP instruments describes the setting of the learning process so that teachers can easily display characteristics according to school culture, creativity, and innovation. In addition, with the existence of RPP learning can be carried out in a programmed manner, teachers have a reference in carrying out learning activities so that the learning process becomes directed, effective, and efficient.

Process standards such as madrasah standards; and providing funding, facilities, and infrastructure are some of the factors considered when implementing planning strategies to improve the quality of graduates at MA Yapis. Other supporting factors include a) Strong cooperation

between teachers and employees; b) Acceptance of the strategic plan by teachers who want to advance; c) Team cohesion that functions well and appropriately; d) Involvement of most of the madrasah's internal personnel in the planning process; e) Direct involvement of external madrasah personnel in the planning process as a result of the increasingly strong relationship between the madrasah and the outside community; f) Maintaining social relations in the madrasah.

The implications of the implementation of process standards at Madrasah Aliyah Yapis Al-Oesmaniyah teachers develop a learning process that refers to the development of 21st-century skills where students are trained in critical thinking or critical thinking, working together or working well together, communicating or communicating, and being creative or creative.

Implementation of Educator Standards in Educator Competency Qualifications

Educators, also known as teachers, play an important role in improving the quality of learning, both process and *output*. Therefore, a teacher needs to improve his/her quality in realizing the quality of education in Madrasah.³⁷ Regarding the need for quality teaching staff, madrasahs have created three scenarios for recruiting

teachers, *First*, we apply for assistance to the Ministry of Religion, *second* to the Ministry of National Education, and *third*, test teachers. The teacher financing system is adjusted to the ability or expertise of new teachers in certain fields.

To move forward in the era of competition, quality management must be implemented effectively. Madrasah, as an education system, consists of various components that must be managed in a quality manner. This includes the objectives of the madrasah, the curriculum used, teachers, students, methods, strategies, media, facilities and infrastructure, evaluation, environment, and leadership. All components must be managed well so that the expected quality can be achieved. In this case, without having to leave the identity of the madrasah as an Islamic educational institution, but in addition, the madrasah must be able to compete with other educational institutions to improve the quality of educational institutions. To realize this, it seems that management is needed for Madrasah quality and its development model.³⁸

The achievements made by the madrasah residents create a positive perception in the community. However, it is not enough to meet the needs of everyone in the madrasah, including teachers, staff, students, and parents of students who get

the best from the new madrasah by providing learning facilities, mentors, and coaches in the madrasah. However, for teachers, staff, and parents, there are still shortcomings that need to be fixed. For example, the office space does not meet standards, the living room is not representative, and there are still many shortcomings that have not been resolved. However, the madrasah continues to try to fix these shortcomings.

Three interrelated components form teacher competency at Madrasah Aliyah Yapis Al-Oesmaniyah. *The first* is learning management, which includes various pedagogical, personality, social, and professional competencies, which are manifested in the creation of learning plans, teaching-learning interactions, assessment of student learning achievement, and implementation of periodic assessment results. *The second* is professional development, and the third is academic mastery. Teachers will be tested on several aspects, including academic qualifications, competence, physical and mental health, and the ability to realize national education goals.³⁹

Implementation of requirements for teachers and staff at Madrasah Aliyah Yapis Al-Oesmaniyah shows that the academic qualifications of educators have met the National Education Standards, where the

academic qualifications of undergraduate education (S1) and (S2) study programs that are by the subjects taught/supervised, and obtained from accredited study programs and have PNS employee status are 10 people, GTT (non-permanent teachers) are 9 people, GTY (permanent foundation teachers) are 4 people so that the total number of teachers is 23 people. A minimum education of S1 is considered an educator who has educational competence (pedagogical, professional, social, and personality). Teachers with higher levels of education will be more beneficial to learning and madrasah accreditation requirements. It is estimated that teachers with higher levels of education have better mastery of the material and learning approaches.⁴⁰

Teachers have the right to, a) appropriate and adequate income and social welfare; b) rewards appropriate to their work and achievements; and c) professional training appropriate to their needs. Quality growth; d) legal protection to carry out responsibilities and rights to the results of intellectual property; and e) the opportunity to use educational resources, tools, and facilities to facilitate the implementation of work, while the obligations of teachers are, a) creating a meaningful, entertaining, innovative, dynamic, and dialogical educational environment; b) being professionally committed to improving the

quality of education; and c) providing an example and maintaining the reputation of the institution, profession, and position appropriate to the support given to it.

Improving the teaching staff is done through professional teaching education and training. Involve teachers in seminars, training, or coaching. Involve teachers in teacher working group (KKG) activities and subject-teacher deliberations (MGMP). Educators who are still undergraduates (S1) must continue to the resume level (S2). Linearize the teacher's field of study by going back to college and taking a major that is by the subjects they teach.⁴¹ To improve the quality of education in madrasahs, especially in Madrasah Aliyah Yapis Al-Oesmaniyah, it is necessary to improve the quality of teachers. Because the role and position of teachers in the world of education are very strategic and important, this effective and serious step is very reasonable. In addition to functioning as a source of knowledge, teachers also function as role models in community life and at school. As educational figures, teachers must continue to promote and improve their abilities through various positive initiatives at school and in the community.

The implications of developing teacher competency standards are that teachers have six teacher competencies, namely pedagogical, professional, social,

personality, and technology, and loyalty is a useful assessment of teacher competency. Provide a map of qualified and unqualified teacher capabilities for individuals, groups, sub-districts, districts, provinces, regions, and nationally. This is intended to help create training program policies, improve competency, improve qualifications, and training by competency test results, and improve teacher career and professional development. To improve professionalism, teachers must understand and understand the work, role, and function of teachers as human resource figures who play an important role in education.⁴² Teachers are a strategic part, and their work is not limited to society. Which plays a significant role in determining the direction of the nation's life.

As an educator, the role of the teacher is one of the important parts of success in efforts to improve the quality of education. Students who are academically qualified, capable, emotional, moral, and spiritual will be produced by teachers. Therefore, teachers are needed who have high qualifications, competence, and dedication to carry out their professional responsibilities.⁴³ Teaching quality can also come from teaching factors that optimize learning for all students. Teachers involve all students as active learners to change knowledge, skills, and attitudes as a whole. Teachers must master basic teaching skills

and be able to deal with student differences consistently.⁴⁴

By using competency standards education is responsible for the management of education at all levels, including students, and is expected to direct educational efforts to achieve these standards as a reference in the educational process. Thus, teachers will have a clear orientation about what students must master at each level and level, and they will also have broad freedom to design and implement their own educational process in any way.

Conclusion

Referring to the discussion above in this study it can be concluded that improving the quality of education at Madrasah Aliyah Yapis Al-Oesmaniyah carries out developments in several components focusing on the development of content standards, process standards, standards, and teaching staff. *First*, content standards develop graduate competencies in the domains of attitudes, spirituality, social attitudes, knowledge, and skills focusing on the learning needs of students, therefore content standards are designed to help the thinking process and development of student learning with a curriculum consisting of extracurricular, extracurricular and co-curricular, in the learning process

standards provide 21st-century human behavioral skills where students are equipped with *leadership, personal responsibility, ethics, people skills, adaptability, self-direction, accountability, social responsibility, personal productivity*. *Second*, the learning process standards encourage students to observe, ask questions, analyze, communicate, and practice in the field where students are guided to apply the theories they have acquired to the real world according to their abilities. *Third*, the concept of teacher competency standards at Madrasah Aliyah Yapis Al-Oesmaniyah is grouped into three, namely (1) Teachers have the responsibility to create learning plans, teaching-learning interactions, dissemination of student learning outcomes, and implementation of assessment results, (2) professional development, and (3) academic mastery including mastery of teaching materials and mastery of academic study materials, teacher recruitment prioritizes the same vision and mission of the institution, congregation and alumni of Madrasah Aliyah Yapis Al-Oesmaniyah.

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