THE IMPLEMENTATION OF QUALITY MANAGEMENT IN IMPROVING EDUCATORS' COMPETENCE AT MADRASAH TSANAWIYAH ALWASHLIYAH GADING IN TANJUNGBALAI

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ABSTRACT

This study aims to analyze the implementation of quality management to improve teacher competence at MTs Alwashliyah Gading in Tanjungbalai City. This research was conducted using a descriptive qualitative research method with a naturalistic qualitative approach. The findings indicate that the planning implemented at MTs Alwashliyah Gading in Tanjungbalai is based on the needs that must be met in anticipating the shortcomings of each teacher personnel, such as competencies that need to be improved, and also maintaining quality to optimize the quality of education services. Efforts made by madrasas and leaders in improving the competence of teachers/educators include enforcing discipline against teachers, holding meetings and discussions on an ongoing basis, providing supportive enthusiasm in improving the competence of teachers, and providing rewards for teachers who excel as well as giving punishment for undisciplined teachers. The quality management process to improve teacher competence at MTs Alwashliyah Gading in Tanjungbalai is going well, in teacher discipline the rules have been made by the leadership in such a way and make continuous improvements, and teachers also comply with these rules.

Introduction

In sharing things, our nation has experienced so many problems, which of course becomes an extra thought, including the question of quality in the world of education. Various activities have been carried out to develop the quality of national education, for example, conducting training and improving the competence of educators, supplying learning media and learning tools, making innovative changes to media equipment, and efforts to maximize the

quality of madrasa governance. Despite such issues, the evaluation of the quality of learning does not show adequate improvement.

Although there are several educational institutions, especially in urban areas, which have made progress in the quality of education which can be pleasant, the number is very small compared to school institutions which in quality are still far from expectations. What is wrong with our education? It has become a public assumption that the desire to improve people who have resources, of course, education is the most valuable investment to advance the quality of education to build the nation and state.

Developing and advancing as well as the size of a nation is caused and measured by the extent to which its population feels education. The benchmark of a country is said to be advanced if the awareness of its citizens is higher to prioritize and prioritize education over other issues. Educational facilities that are bona fide and good do not yet provide a guarantee to create quality education, however, however much the results show that the output of education can produce a generation that can make a positive contribution to the midst of the general public, to produce human resources who have good basic abilities and are of high quality.

The quality of education in Indonesia is very concerning to the results of the Political Economic Risk Consultation (PERC) survey on the quality of education in the Asian region, positioning Indonesia to rank 12 out of 12 countries surveyed and unable to surpass Vietnam (Nurhayati, 2010: 2). Of course, this provides a warning and a hint and at the same time, it is a reality that the quality of human resources in Indonesia at the Association of Southeast Asian Nations (ASEAN) level is very low. This is certainly a realization of a country that has failed in carrying out development in the field of improving the quality of human resources.

From the results of the United Nations Development Program (UNDP) survey, at least the number of human resources in Indonesia has based on the reason that the quality of education is also low at various levels and levels of education. Therefore, an action that can be implemented is the development of national education to improve the quality and compatibility of education. In addition, it is important to focus on the development and equality of education and accountability.

Research Method

This study was carried out by following a qualitative approach, which aims to describe quality management and promote good skills while at the same time advancing the intelligence

of teachers at the MTs Alwashliyah Gading, Tanjungbalai. The observation made is based on a qualitative descriptive method. To collect the data, an instrument that is commensurate with this is used by the researcher.

The researcher as an instrument is responsible for interviewing and observing the school. Researchers interviewed principals, staff, and teachers at the MTs Alwashliyah Gading, Tanjungbalai which have links with Quality Management Implementation and improving teacher competence. Thus, this study tries to show circumstances, events, and places in other groups of individuals and in processing the data does not use statistical methods and tools to make calculations.

Results And Discussion

Based on the research explanation above, the findings related to the implementation of quality management in improving the competence of educators at MTs Alwashliyah Gading in Tanjungbalai can be seen as follows:

Quality Management Planning in Improving Teacher/Educator's Competence

Planning can be used as a benchmark for governance activities as the first policy because all management functions are interrelated and related to what the managerial side does.

Planning is the first step in the implementation of every function and activity of the organization. Design, of course, cannot be separated from governance because planning is a strategy to deliver the basis of activities and is a provision before carrying out activities to obtain or achieve goals and objectives. Then, as for the preparation, it is a holistic picture of activities by optimizing funds, facilities, and so on.

In selecting and setting goals, determining strategies, policies, work programs, or work plans for making work procedures carried out to achieve goals are part of a series of planning and formulation activities. The planning carried out at the MTs Alwashliyah Gading in Tanjungbalai can be considered good because it is seen from the objectives and needs of the madrasa that the madrasah continues to produce various kinds of maximum efforts in advancing the excellence and efficiency of existing Madrasas.

This means that madrasas still need some educators and education staff who can anticipate mistakes caused by the lack of human resources to fill the vacancies in job descriptions, the tenure of teachers, various qualifications, and most importantly teacher competencies such as the teacher's professional competence.

This discussion is in line with the theory that supports planning, which is a series of activities carried out to anticipate activities that will be carried out by the organization or institution in the future and so on to be able to meet the things needed by employees who arise due to the presence of these situations and circumstances. Whereas more narrowly planning means systematically estimating the demand (needs) of the organization itself.

The theoretical study above is very supportive of the implementation of the design process initiated by the manager or on the Madrasah side. The most important thing in carrying out this planning process is how a leader or madrasa head has a clear work program and goals for what will be realized in the future. Even though the madrasa does not have an educational Strategic Plan (RENSTRA), the efforts made by the madrasa head have been well coordinated by focusing on the clarity of the 5W+1H which is the basis for planning in improving teacher performance.

Despite this issue, managers or office holders, as well as madrasa officials or leaders, must produce a policy to develop the professional competence of a teacher, especially for young teachers or young graduates who are still enthusiastic and committed because this is done to anticipate things that will happen. undesirable things such as labor transfers, termination of workers, and also the working period of every worker who may be about to retire.

In this case, the efforts of the madrasah or leadership must always look at future needs related to the quality and quantity of human resources currently owned, by determining what is the shortage of human resources who will retire or change places of work, or also because of dismissal anticipation of future needs is very important with the changing times.

Therefore, it is very important to prepare yourself to face challenges and weaknesses in the future, so that you can anticipate that there will be no losses by making good and correct planning and trying to produce the work and work of educators or good teachers with good quality management. The application of the design that must be applied to madrasas is a model:

a. Provide provisions on what is needed by madrasas, in terms of developing the ability of educators.
b. Focusing on short plans because Madrasahs do not have strategic education plans.
c. Maximal efforts to guard the value and quality of the expected human resources, meaning that all financing distributed to pay teachers' wages or salaries must be by the performance of the teachers. If the performance is good then the incentives given must also be appropriate.

d. Compiling the index as an extra task, namely the teacher schedule can be replaced by a substitute if there are teachers who are unable to follow the schedule in terms of improving their performance better and being disciplined in carrying out their duties as teachers.

e. Creating an inventory of the condition of educators and education staff, such as the number of existing workers, their various qualifications, each working period, knowledge and skills possessed by teachers, talents that still need to be developed, and the interests of the workers concerned and teacher competencies that need to be developed.

Efforts Made To Promote Or Improve Teacher Competence

The efforts made are certainly expected to be a solution to various kinds of problems that can arise at any time and can certainly be used as an action and action to both change and develop the ability of educators, along with the efforts made to improve teacher competence at the MTs Alwashliyah Gading in Tanjungbalai, namely:

Addressing

Discipline Issues for Teachers

Discipline is the most important operative function of human resource management because the better the discipline of a teacher that the higher the work performance that can be achieved. Without good discipline, it is difficult for a company organization to achieve optimal results. In an educational institution, it is important for a teacher or employee in carrying out the rules that have been made by the madrasa to be carried out with full responsibility. Because the discipline of a teacher or employee reflects how the personality of a teacher is to his readiness in carrying out his profession to teach and shows really good competence because he does not hesitate in carrying out his duties.

The type of discipline applied in madrasas is to provide daily shifts for teachers or employees whose duties and functions have been assigned according to the existing schedule. Their duties are to ring the turn of lesson hours, register teachers who are not present and replace teachers who do not come to teach in class. Besides, written rules are also made regarding the presence of teachers to come to school. If the teacher is 30 minutes late after the bell rings, it is considered not to be present at the madrasa. This is done every day, with a written task schedule from the madrasa, which alternates every day for the teacher

Conducting Meetings and Discussions on an ongoing basis

The organization is a forum for the implementation of management activities. In which many groups of people gather and have the same goal in achieving it effectively and efficiently. Not all of the managerial activities carried out in the organization run smoothly without being constrained. Therefore, in an organization or educational institution, a leader or head of a madrasah needs to hold meetings or discussions for its members on matters that need to be improved or on things that are already good to continue to be improved and developed.

Discussionss or meetings are held by the head of the madrasa, teachers, employees, staff, and education staff at the madrasa once a month, which coincides with the time for the salaries of teachers and is also related to important matters that need to be discussed further. In the discussion, usually, the teacher's performance is discussed for one month. Of course, it is related to the problem of teacher attendance and commitment in teaching which is continuously monitored in carrying out their main duties and functions.

Usually, the teacher before being given a salary, the head of the madrasa interviewed him and related his main task in teaching and his discipline in following the rules made by the madrasa. If the teacher's presence is high, the compensation he gets is also high and of course, this is an advantage for the madrasa. if the presence of teachers is still minimal or low, then the resulting performance is also low and the compensation received is not satisfactory or much.

Giving Motivation to Support Teachers' Performance

Motivation is very important in developing and raising the spirit of teaching teachers to remain committed to carrying out their duties properly and correctly. The most important motivation is intrinsic motivation, which is this motivation born from within an individual himself without any external or environmental influences. Thus, it is also necessary to include extrinsic motivation through the example of a leader or head of a madrasa in fostering teachers to be able to work diligently and disciplined by the applicable rules in the organization or educational institution.

The form of motivation given by the head of the madrasa to teachers is in the form of intensive supervision for teachers to be able to support the process of the main task activities and functions. Where supervision can have a positive impact on awareness for teachers to be more responsible in increasing their participation in teaching at the madrasa, this is to increase their social competence. These observations or examinations are carried out once a month to find out the development of the competence of each teacher.

This always provides encouragement and also support in fostering teachers in the madrasa so that the performance made by teachers can be appreciated by colleagues in fostering good relationships to achieve a goal, that is the importance of the social competence of teachers being fostered so that the relationship between teachers is better.

Rewarding Teachers who Performed Well and Giving Punishment to Teachers who are not Disciplined

In carrying out his profession as an educator in madrasas, of course, the performance of a teacher is not always good or without problems, of course, sometimes there is an error so that the results achieved are not satisfactory for him and also for educational institutions.

In response to this, of course, the role of the principal must be objective in assessing the performance of teachers, meaning that teachers with good competence should be rewarded so that teachers feel appreciated for their hard work so that the teacher can be even more active to improve their performance and also for teachers whose performance is low, less, or below average, this needs to be given a warning or follow-up to be able to awaken him and also ask what problems he faces so that his performance is low. In this case, the madrasah principal must carry out intensive supervision of low-performing teachers, compared to high-performing teachers.

The form of reward given by the head of the madrasa for high and good teacher performance is through the expression of feelings or praise to the teacher with the satisfaction which can benefit the madrasa. Of course, the madrasa principal's pride is poured out through the expression of words to the teacher who performs well, so a teacher's sense of respect makes him happier and continues to improve his performance even better in the future.

Based on the above, it can be said that the rewards made by the madrasa or leadership are quite good. Besides that, the punishment given by the head of the madrasa is in the form of an expression of disappointment towards teachers whose performance is low or lacks discipline in teaching.

And also of course it can reduce the incentives he receives, which are different from those whose performance is good if a teacher is not disciplined in teaching. Because awards are very important to be given to teachers who excel and are disciplined in teaching, and reprimand or provide follow-up improvements for teachers who are less concerned with their responsibilities. the answer and also not disciplined in teaching. The form of punishment given

by the head of the madrasa is good enough, so it can make teachers whose performance is low or undisciplined be able to improve their quality and continue to work in good discipline.

Quality Management Process for Teacher Performance at the MTs Alwashliyah Gading in Tanjungbalai

In terms of the stages carried out by madrasas in quality management to develop and advance the potential and work of teachers by doing various things, such as enforcing the value of discipline for teachers, holding regular and ongoing meetings and discussionss, providing motivation that supports the performance of teachers, providing rewards for teachers who excel and provide punishment for teachers who are not disciplined, these efforts have been going well.

In the discipline of teachers, the rules have been made by the leadership in such a way and the teachers also comply with these rules. This of course adds to the discipline of the teachers, regarding meetings and discussions at this madrasa that are going well, and are carried out with a democratic system. About motivating teachers, the madrasa principal always motivates teachers so that their competence continues to improve, this is usually done at meetings, and in this madrasa, there are also rewards for diligent teachers and punishment for teachers who often violate the rules that have been made.

The quality management process that has been carried out by Madrasah Tsanawiyah Alwashliyah Gading, Tanjungbalai City is by the theory in chapter II where in terms of application quality management is a continuous improvement philosophy that uses techniques in management actions to achieve customer needs and expectations.

Achievement and Satisfaction of Customer Expectations

What is particularly remarkable about this paradigm shift is the focus on achieving and satisfying American business strategy for several years (between the 1950s and circa 1980). Similarly, educational institutions for junior high schools, senior high schools, and universities. This is important to be recognized by the leaders of the institutions and their personnel resources who can achieve common goals.

Continuous Improvement

In an act of quality, the process must be improved continuously, the guidance on quality is also a concern for quality management, except in education. These schools offer study

programs with a certain curriculum, then parents and students are satisfied with. A good school building filled with good learning facilities and facilities.

Sharing Responsibilities with Employees

Employees are important in quality improvement. The teachers are highly educated, dedicated, and hard-working. A teacher is a person who should be given a job. Teachers and employees are given responsibility and skills in achieving teacher performance.

At the point of achieving and satisfying customer expectations in improving the competence of school teachers, they do this by providing rewards for achieving teacher performance which has an impact on the emergence of morale for teachers. At the end of the learning process teachers are more passionate about teaching so that students can receive lessons well. In quality management, the principle is the service provided, the principal has given a reward to the teacher so that it affects the service to school customers, namely the students of the MTs Alwashliyah Gading in Tanjung Balai.

At the point of continuous improvement, the MTs Alwashliyah Gading in Tanjungbalai has also made improvements as stated in the interview results.

The division of responsibilities between teachers and employees of the MTs Alwashliyah Gading in Tanjungbalai is carried out by the principal based on a structure that has been determined and jointly approved by all teachers and employees at the MTs Alwashliyah Gading in Tanjung Balai.

The most important thing is how the principal supervises the responsibilities that have been given to the madrasah teachers and employees. The form of supervision carried out by the head of the madrasa is as described in the special finding that the head of the madrasa applies discipline with a picket system. Next is to hold meetings and discussions on an ongoing basis to discuss the performance of teachers related to their responsibilities as teachers. As well as distributing stimuli for teachers to be able to carry out their duties and functions as a teacher with full responsibility.

Main Aspects that Support the Quality Management in the Steps and Stages of Implementing Teacher Performance at the MTs Alwashliyah Gading in Tanjungbalai

The factor that strongly supports the progress of efforts to increase teacher competence is the intrinsic motivation of the teacher because the madrasa only stimulates discipline with

rules, but if the teacher does not care at all about it, of course, these efforts will certainly not succeed.

This is by the theory According to Syafri and Mangkuprawira and Aida Vitayala in Martinis Yamin and Maisah performance is a multidimensional construction that includes many factors that influence it. These factors include teacher intrinsic factors (personal/individual) or human resources and extrinsic factors, namely leadership, system, team, and situational and a detailed description of these factors is as follows: (Maisah: 129-130)

a. Personal/individual factors include elements of knowledge, self-confidence, motivation, and commitment of each teacher.

b. Leadership factors include aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction, and work support for teachers.

c. Team factors include the quality of support and enthusiasm given by colleagues in a team, trust in fellow team members, cohesiveness, and closeness of team members.

d. System factors, including work systems, work facilities provided by school leaders, organizational processes (schools), and work culture in organizations (schools)

e. Contextual (situational) factors include pressures and changes in the external and internal environment.

Conclusion

Based on the results of the study and discussion of the results of the study above, the implementation of discipline can be considered quite good although of course there are still shortcomings that need to be considered again to improve, namely anticipating the shortcomings of each teacher personnel, for example in terms of abilities that need to be improved, and also maintaining quality to optimize quality of education service.

Efforts made by madrasas and leaders in improving the competence of teachers/educators are by enforcing discipline on teachers, holding meetings and discussions on an ongoing basis, providing motivation that supports the improvement of teacher competence, rewarding teachers who have responsibility and intelligence, and giving warnings or reprimands for teachers who do not have disciplinary values.

The quality management process to improve teacher competence at the MTs Alwashliyah Gading in Tanjungbalai is going well. In the application of the value of the discipline of educators, the rules have been made by the leadership in such a way and make continuous improvements, and the teachers also comply with these rules. This issue will

certainly add to the value of the discipline of these teachers and increase teachers' competence. The meetings and discussions in this madrasa are going well, and are carried out with a democratic system, and regarding the provision of motivation to teachers. The head of the madrasa always motivates teachers so that their competence continues to increase, this is usually done at meetings, and in this madrasa, there is also a reward for diligent teachers and punishment for teachers who often violate the rules that have been made. This will also increase the satisfaction of the teachers which is the concept of quality itself.

As for what factors support quality management in the process of implementing teacher competency improvement at the MTs Alwashliyah Gading in Tanjungbalai, these include intrinsic stimulation, namely the motivation of the teacher himself because the madrasah only stimulates discipline with rules. However, if the teacher does not care about that, of course, these efforts will certainly not work.

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