Strategy for Improving The Quality of Ibtidaiyah Madrasah Teachers In The Ministry of Religion, Bandung City

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ARTICLE INFO	ABSTRACT
	This research aims to find out the penomena investigated, about the strategy of improving the quality of madrasah ibtidaiyah teachers in the ministry of religion in Bandung. This study uses qualitative approach with descriptive method. This research was obtained through observation techniques, interviews and documentation. Then analyzed using data reduction stages, data display, and data cocclusion. Based on the results of the study showed, that: 1) The objectives of these three Madrasahs refer to the vision of their respective school missions, 2) The implementation in general has been equally conducting activities in accordance with the planned program,3) The problems faced by these three MIS are almost the same, namely related to some teachers who are less competent, minimal financing and inadequate infrastructure 4) As for the solution by Coordinating with other Teachers, Coordinating with the Foundation and Committee, Coaching of Supervisors/PenMad and Active in kkg (Teacher Working Group).

INTRODUCTION

Indonesian people's awareness of quality education services is getting higher, because it is believed that quality education will produce quality output as well. This view has become a separate motivation for each educational institution to continue to improve the quality of education, especially in the field of education management that is accountable, transparent and accommodating to changing times.

One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education. An educational unit can be said to be of quality if it can lead students to develop abilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. This is in accordance with the objectives of national education as stated in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) Article 3 (Maghfiroh, 2018).

In improving the quality of education, it can be influenced by educational input factors and educational management process factors. Educational input is everything that must be available because it is needed for the process to take place. Education input consists of all existing school resources. School components and resources consist of people (man), funds

(money), facilities and infrastructure (materials) and regulations (policy) (Shobri, 2017).

Through the standards and criteria set in every measurement of the quality of education between nations, each country can see its position among other nations, and easily understand the shortcomings and weaknesses that they still have. The position of the Indonesian state in these standards is still low and requires strategy, and maximum effort. This is based on the 2018 Indonesian Research report, according to Cornell University, INSEAD and the World Intellectual Property Organization, that Singapore with a score of 59.8 is listed as the only Asian and ASEAN country that occupies the top five in the world. Other ASEAN countries that are included in the top 50 are Malaysia at 35th position and Thailand at 44th. Meanwhile, Indonesia is in 85th place with a score of 29.8. In ASEAN, Indonesia ranks second below Cambodia which has a score of 26.7. Above Indonesia are the Philippines (31.6), Brunei (32.8), and Vietnam (37.9) (Scholastica Gerintya, 2019:3).

The era of globalization that continues to move also affects all areas of human life. Likewise education, in this context is Madrasah Ibtidaiyah in Bandung City as the basis for Islamic educational institutions that transform values, religion, science, and knowledge. The development of Madrasah Ibtidaiyah in Bandung City in this globalization era is not something simple. The many aspects of Islamic education (Madrasah Ibtidaiyah) need attention from the Ministry of Religion in Bandung City to develop the Madrasah Ibtidaiyah education system in Bandung City. The performance of Madrasas, including Madrasah Ibtidaiyah, is still very low. Several problems have been identified as the cause. The problem of the Madrasah Ibtidaiyah curriculum which is still not focused and the educational process that does not support the vision and mission of Madrasah Ibtidaiyah are examples of issues at the management level. The low quality of teaching and educational staff is also very pronounced in Islamic schools or those under other Ministries of Religion (Observation at Madrasah Ibtidaiyah (MI) Bandung City, 11 February 2020).

Based on the observations of the researchers, the condition of Madrasah Ibtidaiyah which is under the auspices of the Ministry of Religion of the City of Bandung, has Madrasah Ibtidaiyah. There are 2 State MI students, 1,239 MI Negeri students, 585 female students, while 654 male students. As for The number of MIN PNS teachers is 39 people, the number of private teachers is 18 people, the number of private MI is 75, the total number of MI students is 17,637, 3 people. The number of male MIS students is 9,389, 4. The number of female MIS students is 8,248, the number of PNS teachers in MIS is 85, the number of honorary teachers in MIS is 820, the number of madrasah is mostly located in the city area, while the Madrasah supervisors who have the main task of being supervisors very limited, namely 4 people for 30 sub-districts in the city of Bandung. However, the authors used as research samples only three MIs, namely MI Ad Dimyati, MI AL HUDA and MI YAPISPA 1 Bandung City (Interview with the Head of the Ministry of Religion in Bandung, January 14, 2020).

These three Madrasas, namely MI Ad Dimyati, MI AL HUDA and MI YAPISPA 1, are under the supervision of the Ministry of Religion of the City of Bandung, among them, Madrasah Ibtidaiyah Ad Dimyati is now able to become an exemplary madrasa in various aspects of education and teaching, especially in achievement student learning, has also received an A accreditation certificate and obtained a score of 85.01. This madrasa has a madrasa head named H. Iik Abdul Chalik, SH.CN. which develops so that educational outputs are expected to succeed in achieving the goals of education in general (Observation results at MI Ad dimyati on 12 February 2020).

METHOD

The method used in this study is descriptive research method with qualaitative approach. Descriptive research methods, used to describe the various symptoms and facts found in social life in depth (Beni Ahmad Saebani, 2013). According (Sugiyono, 2017), qualitative research methods are often called naturalistic penelitain methods because the research is done in natural seeting conditions. Sugiyono still thinks in different books that naturalistic research is often referred to as qualitative research methods. Qualitative

research method is a research method used to research on natural objective conditions.

In other words, the qualitative research method is a method that describes the actual situation that occurs at this time, obtaining a clearer, more systematic, factual, and accurate general picture related to the phenomenon under study. The picture obtained is in accordance with the nature of the descriptive method, namely telling and interpreting the existing data. Meanwhile, according to (John, 2013), Qualitative research is a method for exploring and understanding the meaning that a number of individuals or a group of people who are considered from social problems.

Qualitative research on data collection techniques is conducted on natural settings, primary data sources, and more data collection techniques on participatory observation, in-depthinterview and documentation.

In qualitative research researchers used the steps put forward by Saebani (Beni Ahmad Saebani, 2013), namely: (l) Orientation stage, (2) Exsploration Stage and (3) Member check Stage. For more details, rnaka will be elaborated on what is the orientation stage, exsploration stage, and Member Check stage.

RESULTS AND DISCUSSION

1. Goals and Programs to Improve the Quality of Private Madrasah Ibtidaiyah Teachers at the Ministry of Religion, Bandung City

The purpose of education has a very important position. There are four functions of educational goals, namely: 1) The purpose of ending the business. A business that does not have a goal does not have any meaning, in general a business will end when the goal has been achieved. 2) Purpose serves to direct the effort. Without anticipation of the goal, deviations will occur a lot and the efforts made will not run efficiently. 3) Goals can serve as a starting point for achieving other goals, namely the follow-up goals from the initial goals. 4) The function of the goal is to give value to the effort. There are businesses whose goals are higher, nobler, and broader than other businesses. This shows that the formulation of each goal is always

accompanied by the values that are intended to be realized (Nata, 1997).

Goals are the first step in the process of achieving success and goals are also the key to success. The Objectives and Quality Improvement Program for Private Madrasah Ibtidaiyah Teachers at the Ministry of Religion of the City of Bandung will be successful if they have clear and correct goals. School as an institution has one or more goals. In the steps to achieve these goals, it is necessary to develop plans, goals and how to achieve these goals. In general, school goals are reflected in the form of the school's vision and mission. To achieve its vision and mission, including improving the quality of teachers, all schools must plan school programs and activities schools as outlined in the School Development Plan (RPS).

From the goal of improving the quality of teachers from the Ministry of Religion, Bandung City and these three Madrasahs, all of them have goals, and in general the objectives of improving the quality of teachers in these three madrasas refer to the vision and mission of their respective schools, but the difference lies in the program, namely if the Ministry of Religion is through the program: a) Tahfidz Quran Religious Education Development Training for Madrasah Supervisors and Teachers in Bandung City in 2020 b) Quality Improvement of School Health Business Management (UKS) at MI, MTs, and MA in Bandung City in 2020 c) Sports and Arts Week (Porseni) Madrasah Educators and Education Personnel in 2020.

Meanwhile, MIS Ad Dimyati is realized through general programs, core programs which are divided into routine programs and development programs, while the third is through supporting programs. The program at MIS Al Huda has a program in the form of first, training activities, workshops, orientation, seminars on education or sending teachers. . While at MIS Yapispa 1, it is realized through a personal and instructional approach, in the form of a pedagogic, professional, personality and social competency development program.

As has also been stipulated in UUSPN No. 20 of 2003 and PP No. 19 of 2005, and further elaborated in Permendiknas No. 19 of 2007 that "every education unit is required to meet nationally applicable education management standards", several aspects of school management standards that must be met These include: (1) program planning, (2) implementation of work plans, (3) supervision and evaluation, (4) school/madrasah leadership, and (5) management information systems.

The madrasa head or principal as an education manager at school has a very important role in determining or bringing the madrasa he leads to good quality learning. This situation can be realized properly, if the principal is able to create strategies that are relevant to the conditions in improving the quality of education. This is done to understand the challenges of understanding the strategy of the head of the madrasa, therefore it is necessary to first understand the meaning itself. Strategy is a number of decisions and actions aimed at achieving goals (goals) in adjusting organizational resources with the opportunities and challenges faced in the industrial environment (Kuncoro, 2006).

Based on the results of observations and interviews as well as documentation data, in general, the main supporting factors in implementing integrated quality are the leadership of the madrasa principal, education and training, communication and evaluation.

1) Principal leadership.

In general, based on the results of observations, interviews and documentation according to the descriptions of several private Islamic Madrasah teachers at the Bandung City Ministry of Religion, that the leadership of the madrasah principals in these three Madrasas is considered quite good, this is based on the fact:

a) The leadership of the madrasa principal tends to be democratic.
b) Actively involved in solving any problems that occur in the madrasah.
c) Can build and maintain trust.
d) Acting on data and facts.

e) Able to create a conducive and pleasant work situation, and
f) Actively improve teacher competence through programmatic education and training.

The successful implementation of TQM is the responsibility of top management, namely the head of the madrasa. The implications of the leadership pillar as a tool in implementing integrated quality management must have a clear vision and mission or far-sighted future. The leadership aspect is very essential in the development of quality. Leadership is seen from a formal point of view, namely the madrasah principal as the top leader is obliged to make improvements and control the implementation of school activities and teachers in madrasas must be able to establish a context in which students can optimally achieve their potential through the impact of continuous progress caused by collaboration. between the teachers and the students.

2) Education and training

The ability to educate and train teachers varies, so an effort is needed to assist teachers in finding appropriate strategies and methods in learning so as to ensure quality improvement and solve their respective learning problems. For this reason, based on the results of interviews, observations and documentation in these three madrasas, a Working Group program was developed Teachers (KKG) as a means to share knowledge and experiences in learning between fellow teachers, in addition to providing opportunities for teachers to take part in education and training both carried out by the Ministry of Religion of the city of Bandung and other parties, such as the PKKM program and the AKG Instrument.

3) Communication

As a social community, communication is very necessary for the clarity of the targets to be achieved. For this reason, according to the madrasa head's explanation, the

communication that is built is not only two-way but multi-way communication for the sake of the perfection of the program and the targets to be achieved from the madrasa's vision and mission, as well as to find out the commitment of the teacher and his sincerity in making changes and efforts to improve quality. and it seems that the regular meetings that have been held so far have become one of the most effective means of building communication in madrasas.

4) Evaluation

Evaluation or assessment is an activity to find out whether the activities that have been carried out are successful or not. So basically what is judged is:

a. Program; namely the plan of activities that will be carried out both as administrative staff, library staff, and laboratory staff.

b. Process; namely the implementation of the planned program through monitoring and supervision. If someone doesn't do their job well, I usually call specifically to my room and I give directions or warnings.

c. Results; ie if the goal is not achieved means it is not successful. (Results of Observations in three Private Islamic Madrasahs at the Ministry of Religion of Bandung City in April 2020).

In this regard, the program in improving the quality of madrasa teachers is expected to be in line with the national education goals, namely "to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen".

2. **Implementation of the Quality Improvement Goals and Programs for Private Madrasah Ibtidaiyah Teachers at the Ministry of Religion of the City of Bandung**

Implementation of the Quality Improvement Goals and Programs for Private Ibtidaiyah Teachers at the Ministry of Religion of Bandung City is considered sufficient, both in terms of planning, organizing, implementing and monitoring and evaluating so that the quality of education in Private Ibtidaiyah at the Ministry of Religion of Bandung City continues to increase, both seen from the learning as well as from the percentage of graduation. However, efforts to improve it must still be pursued considering that education is a process that always takes place dynamically so that it requires sensitivity from all components of education, especially the head of madrasas to always adapt to developments and changes that occur in every era.

Based on the results of observations, interviews and documentation, that the Implementation of Teacher Quality Improvement Goals and Programs both at the Ministry of Religion of Bandung City and in these three Madrasahs in general has been carried out according to the planned program. However, the difference is that in the Bandung City Ministry of Religion, it is carried out through a) Tahfidz Quran Religious Education Development Training for Madrasah Supervisors and Teachers throughout the City of Bandung b) Improving the Quality of School Health Business Management (UKS) in MI, MTs, and MA in Bandung City and c) The Week of Sports and Arts (Porseni) for Madrasah Educators and Education Personnel, Meanwhile at MIS Ad Dimyati it is carried out through the development of four basic teacher competencies, namely pedagogic, professional, social, and personality competencies.

Meanwhile at MIS Al Huda, it is carried out with 2 (two) main strategies, namely through: 1) Improving academic quality; such as holding training activities, Workshops, Orientations, Seminars, providing direction and guidance to teachers, monitoring and evaluating the implementation of teacher duties 2) Non-academic quality improvement, such as (a) Professionalism improvement, (b) Career development, and (c)) Welfare development. Then in MIS. YAPISPA I is carried out through several steps, namely through: a. Preparatory Activities; b. Learning implementation activities and c.

Evaluation activities through assessments on personal and instructional approaches through pedagogic, professional, personality and social competence development.

Improving the quality of teachers in schools needs to be supported by the managerial abilities of school principals. Schools need to develop from year to year. Therefore, good relations between principals and teachers need to establish a conducive and pleasant working climate and atmosphere (Endang Mulyasa, 2017). Strategic planning provides a forward-looking picture of how an organization/agency can move towards its goals, in accordance with its mission and vision, by utilizing internal potential and fixing internal weaknesses in order to fill opportunities and threats that exist or come from their environment. According to (Keban, 2008), There are nine main steps in the strategic planning process, which consist of:

1) Initial agreement, the strategic plan is a document that must be mutually agreed between all interested actors (stakeholders).
2) Statement of mandate, is what is required or requested by higher authorities, including what is expected by the local community itself.
3) Formulation of vision, each institution or organization is expected to have a certain vision, namely a description of the ideal conditions desired by stakeholders in the future or within a certain period after the institution runs.
4) Mission formulation; Mission is a statement about what an organization or institution is founded on. Or the mission is a justification for the presence of an institution, why the institution does what it does.
5) Analysis of internal conditions, to be able to achieve the mission above, internal support is needed, here an assessment of internal conditions is needed that can describe the strengths and weaknesses possessed.
6) Analysis of external conditions, to be able to achieve the mission above requires a conducive support from external factors. These factors must be assessed because they can be opportunities but otherwise can be threats. Assessment of these factors can be done by analyzing (1) the political, economic, social, technological, physical and educational tendencies, (2) the role played by the parties who can be invited to cooperate (collaborators) and the parties who can become partners. competitors, such as the private sector, and other institutions, and (3) support from parties who are sources of resources such as taxpayers, insurance, etc.

7) Determination of strategic issues, from the results of the analysis of internal and external factors above, it was found that many issues with the level of different strategies. Here it takes a sharp mind to assess whether an issue can be considered strategic or not. Usually the criteria used are (a) the importance of an issue, namely the possibility of achieving the vision and mission if an issue being assessed is allowed or otherwise intervened, (b) the impact or effect if the issue is ignored or otherwise intervened.
8) Formulation of strategies, policies and strategic programs, the most fatal mistake is carrying out the mission and realizing the vision but not through a clear strategy. All strategies must be carried out so that the existing mission can be carried out successfully and at the same time can realize the vision that has been formulated.
9) Principles of strategy implementation, in this section set out how the principles that must be implemented in order to implement strategic programs. These principles relate to the rules of the game that must be followed in (1) annual program/project preparation, (2) program implementation design, (3) program monitoring mechanism, (4) program evaluation mechanism and (5) corrective action mechanism through feedback process.

Thinking strategically requires several stages starting from problem identification to implementing the steps that have been obtained from the conclusions, as stated (Wahyudi, 2016), where the stages of strategic thinking can be explained as follows:

a. Identification of problems. This stage is trying to identify strategic problems that arise by looking at the symptoms that follow. The identification process can be done by holding a brainstorming or opinion poll.

b. Problem grouping. From the identification of the problem will emerge several diverse problems, to facilitate the solution, one needs to group/classify these problems according to their nature.

c. Abstraction process. After the problem groups are formed, the next step is to identify the critical problems from each group. Furthermore, an analysis of the problem is carried out in order to find the factors that cause the problem. This stage requires thoroughness and patience because of these factors, a method / method of solving it will be arranged.

d. Determination of the method / method of solving. After the abstraction stage is complete, the most appropriate method/method is determined resolve/solve the problems identified in the first stage. This solution method must be concrete and more specific.

e. Planning for implementation. The planning stage for implementation is an important step that a person must take in order to apply the method/problem solving method in the fourth stage.

(Altman & Taylor, 1973), put forward a general strategy for fostering discipline as follows:

a) Self-concept, this strategy emphasizes that each individual's self-concept is a factor of every behavior. To foster self-concept, leaders are advised to be empathetic, accepting, warm, and open so that employees can explore their thoughts and feelings in solving problems.

b) Communication skills, the leader must accept all employee feelings with communication techniques that can lead to compliance from within himself.

c) Logical and natural consequences, wrong behaviors occur because employees have developed false beliefs about themselves. This encourages the emergence of wrong behaviors called misbehavior. For that the leader is advised; a) pinpointing the purpose of wrong behavior so as to assist employees in overcoming their behavior, and b) exploiting the logical and natural consequences of misbehavior.

d) Value clarification, this strategy is carried out to assist employees in answering their own questions about values and forming their own value system.

e) Leadership effectiveness training, this method aims to eliminate repressive and power methods, such as punishment and threats through certain communication methods.

f) Reality therapy, leaders need to be positive and responsible (Enco Mulyasa, 2015).

To implement these strategies, principals must consider various situations, and need to understand the factors that influence them.

3. **Problems Faced by Teachers in Implementing the Goals and Quality Improvement Programs for Private Madrasah Ibtidaiyah Teachers at the Ministry of Religion of Bandung City.**

According to (E Mulyasa, Iskandar, & Aryani, 2017), the role and function of the teacher is very influential on the implementation of education in schools. So that teachers must have teacher competence and certification so that the dignity of teachers in their welfare, their rights have a balanced position with other professions.

In line with the opinion above according to (Rifai, 2019), In relation to improving the quality of education, it will not be separated from the existence of several factors. The influencing factors will be explained as follows:

Several factors that influence the improvement of the quality of education are as follows:

a) Clarity of educational goals in Madrasah
b) Knowledge of students
c) Knowledge of teachers
d) Knowledge of supervised activities
e) Knowledge of teaching

a. **Ability to calculate time Education Quality Improvement Goals**

Currently the Indonesian people are facing problems in the education system, many graduates from Madrasas and even universities are not ready to meet the needs of the community. This problem has an impact on the community, students who are not ready to become responsible and productive citizens who end up only becoming a burden on society. The student is a product of the educational system that is not focused on quality, which in the end only burdens the social welfare budget.

The existence of graduates of such educational institutions also has an impact on the criminal justice system, because they are not prepared to meet the needs of future generations, and what is even worse they end up becoming citizens who feel alienated from their society (Dikdasmen., 2011).

In quantity, the progress of education in Indonesia is quite encouraging, but in terms of the quality of its development, it is still uneven. One of the efforts currently being pursued by education practitioners in improving the quality of education is by changing the curriculum. The main purpose of education in improving quality is to produce people who are able to do new things. , not just repeating what the previous generation did, so that they can become creative human beings, inventors and explorers.

While the second goal of quality education is to form a soul that is able to be critical, prove and not take anything that is taught for granted. In addition, quality improvement aims to establish or empower Madrasas through the granting of authority, flexibility and resources to improve the quality of education or Madrasahs.

Madrasah-based quality improvement management is a new paradigm of education, which gives madrasah broad autonomy (involving the community) within the framework of national education policies. Autonomy is given, so that madrasas are free to design and manage resources and funds by allocating them according to priority needs, as well as being more responsive to local needs. Community empowerment is intended so that they better understand, assist, and control the management of madrasa education.

Terry argues that planning is the selection and linking of facts and actions and the use of thoughts for the future by describing and formulating the activities needed to achieve the desired results (Sukarna, 2012). Meanwhile, according to Mulyasa planning is a systematic process in making decisions about actions to be taken in the future (Enco Mulyasa, 2011).

The implementation of madrasa-based quality improvement management is a concept of madrasa empowerment in the context of improving the quality and independence of madrasas. With Madrasah-Based Education Quality Improvement Management, it is hoped that madrasa principals, teachers, and other personnel, as well as stakeholders/local communities can carry out education in accordance with the needs, developments of the times, environmental characteristics, and demands of the times.

This empowerment is a very important tool to improve the performance of the madrasa organization through the distribution of decision making and responsibility, empowering all resources, the potential of madrasas in improving the quality of education, according to Mulyasa there are eight steps that can be carried out, namely: (1) arranging groups of teachers as initial recipients of the empowerment program plan, (2) identify and build groups of students in madrasas/schools, (3) select and train teachers and community leaders who are directly involved in the implementation madrasa-based quality improvement management, (4) forming a madrasah committee, consisting of madrasah elements, community elements under the supervision of the local government, (5) holding meetings of madrasah committee members, (6)

supporting ongoing group activities, developing harmonious relationship between madrasah and community, and (8) organizing workshops for program evaluation (Enco Mulyasa, 2012).

According to (Fattah, 2012), that the standard operational procedure set by the education unit/program has five main steps, namely: 1) SPMP socialization, 2) SPMP implementation guidance 3) standard fulfillment 4) education quality assurance and 5) education quality improvement.

The problems faced by teachers in implementing the goals and programs for improving the quality of teachers at the Ministry of Religion in Bandung City and in these three Madrasahs include, at the Ministry of Religion, the problem is the shortage of supervisors, busy supervisors and the opportunity for teachers to participate in program activities at the Religious Education and Training Center (BDK) Very limited. As for MIS Ad dimyati, the teacher in the field of study is not the same as his educational background and the teacher's discipline is not maximized.

Meanwhile at MIS Al Huda, namely educators and education staff who do not fully support school programs, situations and conditions that are not in accordance with the plan, inadequate facilities and infrastructure, and limited funds. Then at MIS Yapispa, namely Conflicting Time, Diversity of HR Vision and Mission, Limited IT Personnel, Limited Sapras.

For this reason, the madrasa must make efforts so that these problems can be overcome. So that quality educators are a dream for customers or customers, many strategies are carried out by individual teachers and institutions to improve teacher quality, such as: (1) through increasing the academic level, (2) workshops, (3) upgrading, (4) increasing performance, (5) comparative studies, and so on. The addition of knowledge and experience can raise the quality of educators, meaning that they must always develop their capacity to be role models, be examples, discuss and so

forth. The strategic steps taken to improve the quality of teachers in madrasas are (1) lesson study training, (2) English language courses, (3) subject teachers' meetings (MGMP), (4) coaching workshops and extracurricular training, (5) syllabus development workshops. and learning tools, (6) conducting CAR, (7) comparative studies, (8) participation of educators in improving the performance of counselors, (9) training on multi-media devices.

The improvement and development of teacher quality covers various aspects, including the ability of teachers to master the curriculum and teaching materials, the ability to use methods and facilities in the learning process, implementation and learning outcomes, and the ability to use the environment as a source of learning, discipline and teacher commitment to the task. The main purpose of implementing a quality improvement program is to increase teacher competence so that the quality of education is increasing, thus, education and training is an effort to develop Human Resources which aims to ensure that they have the ability and ability to carry out tasks in accordance with their obligations.

For this reason, the principal's task is to assist in developing the professional teacher. Because the teacher is a person who teaches science, the teacher must always update the material and teaching methods according to the progress of the times, and if possible anticipate or precede the existing era to prepare graduates that are suitable for their future. The principal must arrange in such a way and collect information and methods so that teachers can take turns to continue their studies, or take turns following upgrading or other scientific meetings (Pidarta, 1995).

4. **Solutions and Future Improvement Efforts Regarding Implementation of Quality Improvement Goals and Programs for Private Madrasah Ibtidaiyah Teachers at the Ministry of Religion of Bandung City**

The quality of education is not a stand-alone concept but is related to the demands and needs of the community. Quality is something that distinguishes between good and vice versa, quality is also something that distinguishes between success and failure. Quality is a community need to make changes that occur move dynamically along with the times, so education too must be able to balance changes that occur quickly, and be able to produce graduates who are in accordance with the needs of the community (Sallis, 2012).

Quality education is also expected to be able to produce graduates who not only have academic achievements, but also have non-academic achievements, able to become reporters of change. Efforts to achieve good quality education require seriousness from education administrators so that the education they manage is able to develop and produce graduates who have the characteristics of a complete Indonesian human as mentioned above, through operational actions in the education process.

Solutions and future improvement efforts at the Ministry of Religion and in these three Madrasahs have already been carried out. But the difference is in the Ministry of Religion, namely by socializing the activities of Curriculum Development and Evaluation of Madrasah Education, Development of Educators and Education Personnel, Student Development, Development of Facilities and Infrastructure, Institutional Development and Madrasah Information Systems. education that supports school programs, training, seminars or workshops for teachers, participation in education and training, cooperation with related parties, both private and public. The Solutions and Future Improvement Efforts at MIS Ad Dimyati are through the provision of coaching, educators and educational staff who support school programs, training, seminars or workshops for teachers, attending, education and training, collaboration with related parties, both private and public. Meanwhile, Solutions and Future Improvement Efforts at MIS. Yapispa 1 uses several approaches, namely: a personal approach and an instructional approach, through several solutions, namely: Coordination with other teachers, Coordination with Foundations and Committees, Guidance from Supervisors/PenMad,. Active in KKG (Teacher Working Group).

The ability of educational institutions to empower educational resources must be improved as optimally as possible, so that the output has a quality that is in line with expectations. The effective school can be achieved by using a good process approach viewed from an internal institution. Efficiency of existing resources, and success in working mechanisms. It can be ascertained that it has become a must if an educational institution If you want progress in order to improve the quality of graduates so that they are able to meet the needs of stakeholders, they are required to have quality human resources, effective and well-established management.

So what is meant by quality of education is the quality of teachers, both their understanding or ability to teaching and learning interactions whose indicators can be seen from student learning achievements, whether it is achievement in taking semester exams or achievements in taking final exams. The definition of quality is the superiority of a product in the form of goods or services that satisfy and fulfill customer desires and customer needs. In the context of education, the notion of quality in this case refers to the educational process and educational outcomes (Sallis, 2006).

The quality of education is a match between the needs of interested parties (stakeholders) and the services provided by education managers. The educational philosophy framework in the development of quality schools is the suitability of school inputs, processes and outcomes with the needs of stakeholders. This philosophical framework must be the frame of mind for all components of education providers in the education unit.

The education quality standard is called the National Education Standard (SNP). In Law No. 20 of 2003 article 35 paragraph 1 it is stated that the National Education Standards consist of standards of content, processes, competence of

graduates, education personnel, facilities and infrastructure, management, financing and assessment of education must be improved in a planned and periodic manner (UU SIDIKNAS No. 20 of 2003, CHAPTER IX National Education Standards, Article 35 paragraph 1).

The quality of education above, if associated with the quality of madrasas, can be interpreted as quality madrasas or high quality madrasas. The term quality has quite a variety of meanings, contains many interpretations and contradictions. This is because there is no standard measure of quality itself. So it would be difficult to get the same answer whether something is quality or not. However, there are general criteria that have been agreed upon that something is said to be of good quality, definitely when it is of good value or contains a good meaning. Essentially the term quality refers to a measure of assessment or award given or imposed on goods and or their performance (Komariah & Triatna, 2006).

Because education is the main factor in the formation of the human person. Education plays a very important role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very serious in dealing with the field of education, because with a good education system, it is hoped that the next generation of quality will emerge and be able to adapt to live in society, nation and state.

Educational reform is a response to the development of global demands as an effort to adapt an education system that is able to develop human resources to meet the demands of a developing era. Through education reform, education must have a vision of the future that provides guarantees for the realization of human rights to develop all of their potential and achievements optimally for the welfare of life in the future.

Along with the development of a very fast and modern era, the world of education is increasingly full of dynamics. In Indonesia itself, this dynamic can be seen from the incessant number of problems that surround the world of education.

The decline in the quality of education in Indonesia in general and the quality of higher education specifically viewed from a macro perspective can be caused by the poor national education system and low human resources (A Hadis, 2010). Education is basically an effort to develop human resources (HR), although HR development efforts are not only carried out through education, especially formal education (schools). But until now, education is still seen as the main means and vehicle for human resource development which is carried out in a systematic, programmatic, and tiered manner..

Educational progress can be seen from the ability and willingness of the community to capture the process of informatization and technological progress. Due to the rapid process of informatization due to technological advances, the horizon of life in the world is increasingly expanding and at the same time shrinking. This means that various problems in human life have become global problems or at least cannot be separated from the influence of events in other parts of the world, both political, economic and social issues.

According to Crosby in Hadith and (A Hadis, 2010) Quality is conformance to requirements, that is, according to what is required or standardized. A product has quality apabila in according to predetermined standards, these quality standards cover raw materials, production processes, and finished products.

According to Deming in Hadith and (Abdul Hadis, 2003) Quality is conformity to market or consumer needs. Quality is: a dynamic condition related to products, workforce, processes and tasks and the environment that meet or exceed customer expectations. With these quality changes, it is necessary to increase or change the skills of the workforce, production processes and tasks, as well as changes to the company's environment so that products can meet and exceed consumer expectations. Garvi and Davis, in (Abdul Hadis, 2003).

In view Zamroni It is said that improving the quality of schools is a systematic process that continuously

improves the quality of the teaching and learning process and the factors related to it, with the aim that the school's targets can be achieved more effectively and efficiently (Zamroni, 2015).

To improve the quality of education we need to look at it from many sides. Many education experts have expressed their opinions about the causes and solutions to overcome the decline in the quality of education in Indonesia. With expert scientific input, the government does not remain silent so that the national education goals are achieved

From a macro perspective, there are many factors that affect the quality of education, including curriculum factors, educational policies, educational facilities, application of information and communication technology in education, especially in teaching and learning activities, application of methods, strategies and educational approaches that are up to date and modern, evaluation methods proper education, adequate education costs, professionally implemented education management, human resources for education practitioners who are trained, knowledgeable, experienced and professional (Abdul Hadis, 2003).

Teachers are one of the factors that affect the quality of education, which helps children reach their individual maturity (Majid, 2012). The teacher in the professional sense is "every person who has special abilities and expertise in carrying out tasks in the field of teaching to provide knowledge, skills and skills to students with the aim of developing all aspects of their personality (Shobri, 2017). The teacher's role is very decisive in efforts to improve the quality of education. For that the teacher as an agen learning is required to be able to carry out the learning process as well as possible within the framework of educational development.

The teacher has a very strategic function and role in the development of the education sector, and therefore the function of the teacher needs to be developed as a dignified profession. Law No. 14 of 2005 concerning Teachers and Lecturers Article 4 implies that teachers as learning agents function to improve the quality of national education. In Law no. 20 of 2003 concerning the National Education System (SISDIKNAS), in article 42 paragraph (1) that educators must have minimum qualifications and certification in accordance with teaching authority, be physically and mentally healthy, and have the ability to realize national education goals. This is confirmed again by PP No.19 of 2005 concerning National Education Standards (SNP) article 28 paragraph (1) educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize national education goals. Teacher competencies as referred to in this article include; pedagogic competence, personality competence, social competence, and professional competence obtained through professional education (Article 10 paragraph 1).

1) Pedagogic Competence

National Education Standards (SNP), the explanation of article 28 (3) points above states that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize various competencies they have.

2) Professional Competence

National Education Standards (SNP), the explanation of article 28 (3) point c states that what is meant by professional competence is the ability to master learning materials broadly and deeply which allows guiding students to meet the competency standards set out in the National Education Standards. The professional competence of a teacher must at least have mastery including: 1) Subject matter broadly and in depth in accordance with the standard content of the educational unit program, subject, and or group of subjects to be taught, and 2) Concepts and methods of scientific disciplines, technology or art relevant, conceptually overshadowing or coherent with the

educational unit program, subject, and/or group of subjects to be taught.

3) Personality Competence

National Education Standards (SNP), the explanation of article 28 (3) point b, stated that what is meant by personality competence is the ability of a personality that is steady, stable, mature, wise, and authoritative to be a role model for students and have noble character. discipline of psychology which has the meaning as "the intrinsic nature that is reflected in a person's attitude". The word personality is taken from the translation of a word that comes from English, namely the word personality, which has the meaning of a person's characteristic and distinctive behavior that distinguishes him from others.

4) Social Competence

The National Education Standard (SNP), an explanation of article 28 paragraph (3) itemd, states that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community.

Based on the description above, it can be understood that the competency standard for educators (teachers) is a set or required measure in the form of mastery of knowledge and behaving like a teacher to occupy functional positions according to the field of duty, qualification and level of education so that the quality of teachers can be known. Teacher competency standards aim to obtain a standard reference in measuring teacher performance to obtain teacher quality assurance in improving the quality of the learning process. Educators or teachers are the main key for the successful implementation of improving the quality of education. For this reason, teacher professionalism must be improved and developed. The improvement and development of professionalism includes various aspects, including: (1) the ability of

teachers to master the curriculum; (2) subject matter; (3) the ability to use learning methods and facilities; (4) carry out the assessment of learning processes and outcomes; and (5) discipline, commitment to duty (Danim, 2003).

According to Nur Kholis, the teacher development program has 5 phases, namely, Readiness, Planning, Training, Implementation, and Maintenance.
1) Readiness describes a process of identifying a solution to a problem and choosing between one to use.
2) Planning (Planning) relates to the formulation of a detailed long-term plan.
3) Training is related to the mastery of the material, skills and attitudes needed to produce what are the goals of development.
4) Implementation relates to providing resources and helping individuals to learn about the innovation.
5) Maintenance is intended as a continuous monitoring effort in ascertaining whether new behaviors have been practiced and goals have been achieved. (James, Baker, & Swain, 2008).

Implementation of Objectives and Teacher Quality Improvement Program, is an activity to achieve the objectives, carried out by individuals in donating their best efforts through actions that have been set before.

Implementation of Teacher Quality Improvement Goals and Programs conducted by the principal is not only focused on education personnel, especially teachers, but also to non-educational personnel, or other school staff. Because the improvement of the quality of guu has a very important function, especially for teachers who aim to improve pedagogic, professional, civility and social skills and improve the quality of learning, because teachers are the spearhead of the implementation of Teaching and Learning Activities (KBM), and this has a direct effect on the educational process that ultimately impacts the quality of education.

The head of Madrasah and supervisor of the Ministry of Religious Affairs need to conduct sustainable professional coaching in accordance with the needs, providing motivation and perception, tauladan, continuous surveillance system, as well as riward and educational punishment. This provides logical consequences can increase work motivation, provide maximum service in PBM, the emergence of self-awareness to continue to make various changes.

CONCLUSION

Based on the above research on "Madrasah Ibtidaiyah Teacher Quality Improvement Strategy in the Ministry of Religious Affairs of Bandung City" (Research on MIS Ad Dimyati, MIS AL HUDA and MIS YAPISPA 1 Bandung City), it can be concluded as follows: The purpose of improving the quality of teachers from the Ministry of Education and these three Madrasah all have a purpose, and in general the purpose of improving the quality of teachers in these three madasah refers to the vision of the mission of each school , but the difference lies in the Implementation of Objectives and Teacher Quality Improvement Programs in these three Madrasahs in general have been equally carried out in accordance with the planned program. The problems faced by teachers in implementing the objectives and programs of Teacher Quality Improvement in the Ministry of Education and in these three Madrasahs, among others, in the Ministry of Bandung lack of supervisors, busy supervisors and Teacher Opportunities to participate in the program activities in the Religious Training Center is very limited. Solutions and Improvement Efforts in the future in Kemenag and in these three Madrasah have been both done. But the difference in Kemenag, namely by socializing the activities of Curriculum Development and Evaluation of Madrasah Education, Development of Educators and Educational Personnel, Student Developers, Development of Facilities and Infrastructure, Institutional Development and Information Systems, is being in the three Madrasah solutions through the provision of coaching, Educators and educational personnel who support the school program, Training seminars or workshop Teachers, Following, Education and Training, Cooperation with Related Parties either private or state.

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