THE IMPLEMENTATION OF ISLAMIC EDUCATION TEACHERS' COMPETENCY QUALITY IMPROVEMENT PROGRAM AT MADRASAH IN ACEH TAMIANG

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Abstract. This research aims to demonstrate the implementation of Islamic Education Teachers' Competency Quality Improvement Program at Madrasah in Aceh Tamiang Regency, Nangroe Aceh Darussalam. Teachers' quality improvement become a significant program that should be implemented by stakeholders of education especially in Islamic education such as Madrasah. It is because quality improvement of teachers underpin the successful of education. In reality, quality improvement effort for Islamic teachers is still applied in low frequency, it is because the attention to this problem by stakeholders of education is still far from the purposes. Therefore, it is needed some real activity such as quality improvement of Islamic education teacher to held applied in solving this problem. The research is done in Aceh Tamiang regency in which the reason is that the majority people in this regency are Muslim, therefore, Islamic education become a specific site that need to be recognized to go forward. This is qualitative research which data finding are explained descriptively by showing the real evidences from finding. As the result, the implementation of Islamic education teachers' competency quality improvement need to be applied with its rule. The role of teachers Islamic education become one of important thing that need to be recognized in order to get better in the future Islamic education.

Keywords: Teachers' competency quality, Madrasa, Aceh Tamiang

INTRODUCTION

Various programs that have been rolled out by the government to improve the ability of teachers have been implemented, but the community's disappointment at

teacher performance has not been eliminated. Education that has not fully met the expectations of the community which is marked by the low quality of graduates, the resolution of educational problems that are not finished, or tend to be patchy, even more project-oriented will result in disappointing educational outcomes for the community. The community continues to question the relevance of education to the needs of the community in the dynamics of economic, political, social and cultural life. The quality of education graduates is not in accordance with the needs of the labor market and development, both industry, banking, telecommunications, and the labor market in other sectors which tend to challenge the existence of schools. Even human resources prepared through education as the next generation have not been fully satisfactory when viewed in terms of morals, morals, and national identity in the diversity of national culture. Unfortunately all of them only accuse and accuse the teacher, they think that the teacher is less able to teach well. Perhaps this accusation has a point. But in fact the policy factor is the most decisive. Therefore, the government must improve programs to improve the quality of teacher competencies.

The ideal expectation of the program rolled out by the government in an effort to improve teacher competency looks promising. Therefore, the hope for the realization of quality Indonesian people rests on the ability of teachers to educate their students as the next generation of the nation. It is undeniable that one of the highlights of the low quality of education in Indonesia is in part related to teacher professionalism. Teachers have a very important role in national education reform and reform. It is likened that the teacher is the heart of education, and therefore without the active role of the teacher, education reform and reform policies will not produce optimal results. As stated by Fullan; Educational change depends on what teachers do and think. Educational reform depends on what the teacher thinks and does. [1]

On the basis of this thought the writer will raise; "The implementation of the program to improve the quality of competence of Islamic Religious Education (PAI) teachers in Madrasah in Aceh Tamiang" initiated by the headmaster of Madrasah in Aceh Tamiang, to be evaluated in its implementation. Is this program can provide a glimmer of hope in improving the quality of education in Aceh Tamiang as well as to

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[1]M. Fullan, *The New Meaning of Educational Change* (Toronto: Irwin Publishing, 2001), h. 49.

answer the weakness of the nation's education, especially in the Aceh Tamiang research site

LITERATURE REVIEW
The Concept of Evaluation to Program

Theoretically the program implementation can be done on the basis of the time of its implementation. First ex-ante evaluation. This type of evaluation is intended to determine whether a policy or program is appropriate for implementation. In terms of implementation time, this evaluation is carried out before the program is implemented. The second is the evaluation which is referred to as ongoing process s evaluation. This evaluation is carried out while the program is running. The purpose of this evaluation is to ascertain whether the program reaches the target group appropriately, according to the specified indicators, such as on time as scheduled, on target as outlined in the policy / program document, the exact amount or volume of output that must be accepted by the target group, and so on. Third is ex-post evaluation, which is an evaluation activity to assess whether a policy or program is able to realize the goals set. This type of evaluation is carried out after a policy or program has been completed. The main focus of this evaluation is to find out if there are changes in the conditions of the target groups between before and after the policy or program is implemented.[2]

The idea of a program evaluation description above shows that an evaluator must first understand what information is the main issue to be explored in the evaluation research to be carried out, so that it can easily determine the methods and data collection tools used.

METHODOOGY

This research is a qualitative research with an evaluation approach.[3] Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive

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[2]Erwan Agus Purwanto & Dyah Ratih Sulistyastuti, *Implementasi Kebijakan Publik, Konsep dan Apikasinya di Indonesia* (Yokyakarta: Gava Media, 2012, p.113.

[3]Evaluation research is broadly divided into two; (1) Formative evaluation, and (2) Summative evaluation. Formative evaluation in principle is an evaluation carried out while the program is still ongoing. The purpose of formative evaluation is to find out the extent to which the program designed can take place, as well as to identify the obstacles found in the implementation of the program, so that it can be known what causes the program to not succeed in accordance with the objectives, therefore it is necessary to have improvements that support the smooth implementation of the program in order to achieve program

data in the form of written or oral words from people and observable behavior.[4] The evaluation research approach was chosen not only to intend to see the reasons why the program has not succeeded perfectly, but also to see the effectiveness of program implementation. Therefore, in the implementation of the PAI teacher competency quality improvement program in Madrasah in Aceh Tamiang that will be evaluated includes four components using the CIPP Evaluation Model evaluation research model developed by Stufflebeam. CIPP Evaluation Model stands for Context, Input, Process and Product[5]

FINDINGS AND DISCUSSION
The Result of Quality Improvement Program to Islamic Education Teachers at Madrasah

The Result of Evaluation

The product evaluation results collect all the information obtained, both from the context, input, and process objects, as shown in the following table.

Table 4.21 : Product evaluation results from context, input and process objects.

No.	Program Evalatio Component	Total Criteria	On Criteria	Less Criteria	%	Notes
1.	*Context*	7	6	1	86%	Very Good
2.	*Input*	26	18	8	69%	Good
3.	*Process*	5	3	2	60%	Good
4.	*Product*	38	27	11	71%	Good
	Total Persentase		71 %	29 %		Good

Data sources: The results of the product evaluation identification of context, input and process objects.

Value remarks: 76- 100 =   Very good
                                  51-75   =   Good
                                  26-50   =   Enough
                                  0 -25   =   Less

Table 4. Concerning the product evaluation results from the context, input and process objects above shows that the implementation of the program for improving the quality of PAI teacher competency in Madrasah in Aceh Tamiang initiated by the madrasah head who is part of the Madrasah Head Working Group (K3M) is generally in good category. This can be seen from the total number of criteria set. as many as 38 criteria, 27 criteria are in accordance with the provisions, with a percentage of 71% in the good category.

While specifically, the implementation of the program for improving the quality of PAI teacher competencies in madrasa in Aceh Tamiang consists of; context, input, and process describe the various categories of results, between very good and good as can be seen in table 4.21 above, as described below;

1. *Context* Component

    The context component in this study shows how the environmental conditions of the implementation of quality improvement programs for PAI teachers competency in Madrasah in Aceh Tamiang. As many as 86% of the conditions of the implementation of the PAI Teacher Competency Quality (PMKG) Improvement program in Madrasah in Aceh Tamiang have been very good. While the weakness is about providing accommodation and consumption that has not been maximized.

2. *Input* Component

    The results of the input evaluation identification are obtained by comparing the program criteria with the findings found in the field. The findings as in table 4.21 above show that 69% of the capacity of resources as an implementor in the program implementation input is already in the good category.

3. *Process* Component

The process of implementing the PAI teacher competency quality improvement program in madrasas in Aceh Tamiang is in accordance with the results of the process evaluation identification by comparing the program criteria with the findings in the field showing that some 60% of the process implementation is in the good category. While the weaknesses in the process of the program are the weak coordination of committee services and the lack of monitoring implementation.

4. *Product* Component

From the results of the context, input and process evaluation, which shows the implementation of the program for improving the quality of PAI teacher competencies in madrasas in Aceh Tamiang in the good category, the product component results automatically in the good category. This is consistent with the percentage results that show 71% of product results in good category.

The Impact of Program

Good product results on the implementation of the PAI Teacher Competency Quality Improvement Program (PMKG) at madrasas in Aceh Tamiang will certainly have a good impact on improving the quality of teacher competency. Therefore, the implementation of the program carried out by the Aliyah Level Madrasah Working Group (K3M) can have a good impact on the standard of the learning process for teachers as program participants.

1. This statement is proven from the 8 points expected by the program committee as stated in the program objectives, as many as 6 points the teachers have been able to implement in the field in their respective madrasas, namely;
2. Can make learning plans, (Professional Competence)
3. Can carry out a quality learning process, with mastery of the method (Pedagogical Competence)
4. Can assess and evaluate learning outcomes (Pedagogic Competence)
5. Improve skills in preparing RPP, (Professional Competence)
6. Mastery of PAI (Professional Competence) field of study material
7. Can Increase teacher commitment and love for the task (Personality competence).

CONCLUSION

The impact in the implementation of the program carried out by the Aliyah Level Madrasah Head Working Group (K3M) on the standard of the learning process for teachers as program participants is evident from a number of 8 points expected by the program committee as stated in the program objectives, as many as 6 points the teachers have been able to implement in the field in each madrasa, namely;

1. Can make learning plans, (Professional Competence)
2. Can carry out a quality learning process, with mastery of methods (Pedagogical Competence)
3. Can assess and evaluate learning outcomes (Pedagogic Competence)
4. Improve skills in preparing RPP, (Professional Competence) Mastery of PAI (Professional Competence) field of study material
5. Can Increase teacher commitment and love for the task (Personality competence).

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