

IMPROVING STANDARDS AT DAARUL FIKRI ISLAMIC ELEMENTARY SCHOOL, WEST CIKARANG, BEKASI REGENCY

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IMPROVING STANDARDS AT DAARUL FIKRI ISLAMIC ELEMENTARY SCHOOL, WEST CIKARANG, BEKASI REGENCY

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Abstract - In every education administration, there are deficiencies that need to be improved continuously by following the academic qualifications and competencies that are in accordance with the SNP in elementary schools which have not been realized properly, as indicated by the application of some schools where there are still high school graduate teachers who are assigned to be classroom teachers. So it is necessary to review the quality of the standards of educators and efforts to improve them so that educators are more professional and meet school expectations and targets. The aim is to improve the quality of the standards of educators themselves to be more professional in their fields by using descriptive qualitative research methods. The conclusion is that the standard quality of educators at SDIT Daarul Fikri has not fully followed the SNP because there are still teachers below the S1 level. Efforts made to improve the standard of educators have their own uniqueness which is marked by the presence of key performance indicators, peer teaching, supervision and recapitulation of student absorption as an evaluation of the learning process. Then there is continuous training and coaching for educators so that they can help meet the needs of teacher competence.

Keywords: *Quality of Educator Standards; Efforts to Improve Quality of Educator Standards; SDIT Daarul Fikri*

1. Introduction

The progress or decline of the quality of a civilization in a country is tied to the quality or quality of an education held by the community in an educational environment. Historically, it shows that only the nation is aware and understands the importance of education so that it can achieve the development of civilization and can rule the world. Therefore, education is the most effective tool for change and achieving success in various aspects of life.

²
The SISDIKNAS Law affirms that number 20 of 2003 explains that national education functions in developing capabilities and shaping 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, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on the mandate of the law above, it can be interpreted that education includes various aspects of needs that must be carried out in order to support the

improvement of the ¹character and civilization of the nation so as to be able to realize the national mandate.

Coaching of educators is one of the important aspects ¹⁷in improving the professionalism of teachers in order to achieve the expected quality. Principals are required to create professional teachers as conveyed by the ministry of education and culture that the principal is directly responsible for increasing professionalism in the education unit, namely teacher professionalism.

The quality and quantity of qualified teachers is, "Teacher must meet three general requirements: have a bachelor's degree, be licensed or certified by the state, and demonstrate subject matter competence in each academic subject they teach". What it means is that a qualified teacher must have a bachelor's level qualification, license or certification from the state, and have academic competence according to his field.

However, in reality, most teachers do not carry out the learning process according to their competence in teaching. There are still teachers who teach subject ¹matter that is not in accordance with the scientific field they master on the grounds of meeting the learning needs of students. Less professional teachers in terms of mastery of the material, preparation of learning such as lesson plans, learning assistance, and lack of attention to administrative accuracy that supports existing problems. This is evidenced in the teacher performance assessment document, including that the average curriculum, student and discipline assessment is still at 75% - 90% while the target to be achieved is 100% of the existing indicators.

Based on initial observations during an interview with one of the teachers at SDIT Daarul Fikri school that the average teacher at SDIT Daarul Fikri school is not from PGSD teachers but S1 teachers from various scientific fields as well as high school teachers, and all teachers here are required to at least master all the material learning in SDIT. General teachers are also required to teach Islamic ¹²religious education material, be it fiqh, Al-Qur'an, hadith, sirah and other materials that are not in accordance with the qualifications of the teacher's ability so that it has an impact on some students who get remedial because of the lack of absorption of material from the teacher. Furthermore, service teachers ¹who come from high school graduates become classroom teachers and have limited facilities and infrastructure in the learning process. Furthermore, it is evidenced by the data on teacher problems at SDIT Daarul Fikri, namely from a total of 33 registered teachers, there are only 5 teachers who are PGSD graduates and only 1 has been certified, 6 service teachers who teach Al-Qur'an lessons and come from high school graduates, 9 teachers graduated from the Islamic Religious Education Department who taught religious material and 9 general teachers graduated from undergraduate programs who taught material beyond their competence, while the other teachers taught material according to the criteria being taught. Then, based on the report document of teacher performance assessment which is carried out every 3 months at SDIT Daarul Fikri Cikarang Barat that at least from the 100% target of teacher achievement of mastery of learning materials, an average of only 85% is achieved, mastery of learning methods is 80%, completeness of the material students (KKM and Qur'an targets) 82%, administrative completeness 70%, attendance and

standby at work an average of 85% and several other indicators that can affect teacher professionalism.

The phenomenon that occurs above, it is deemed necessary to investigate the cause because it has an impact on the quality and quality of the school produced. Of course, the management of the principal in this case has a big role in improving the quality of educator standards through the professional competence of the teacher. Therefore, school principals face the challenge of implementing directed, planned, and sustainable education and establishing policies that are considered to be able to improve the quality of education. This motivates researchers to examine the issue of the quality of educator standards and their efforts to improve the quality of these educator standards scientifically, systematically and comprehensively with the title: "Improving the Quality of Educator Standards at the Daarul Fikri Integrated Islamic Elementary School, West Cikarang, Bekasi Regency."

¹ 2. Research Method

This research was conducted using a descriptive qualitative approach, the authors analyzed and described the research objectively and in detail to obtain accurate results.

According to Bogdan and Taylor as quoted by Moleong, qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

While descriptive is research that describes research activities carried out on certain objects clearly and systematically. In this research, they carry out an exportation, describing with the aim of being able to explain and predict a phenomenon that applies on the basis of data obtained in the field.

Qualitative research is descriptive because the data analyzed is not to accept or reject the hypothesis (if any), but the results of the analysis are descriptive of the observed symptoms.

According to the researcher, this qualitative approach is very relevant in this study because it aims to describe the actual conditions found in the field and find out the quality of educator standards and efforts to improve the quality of educator standards through SDIT Daarul Fikri Cikarang Barat, Bekasi Regency.

²
The data collection technique in this study uses a snow ball sampling technique such as a rolling snowball to obtain an accurate data source so that this process stops when there are similarities. Starting from the standards of educators regulated by the government as a benchmark for the quality of education then combined with the standards of educators at SDIT Daarul Fikri Cikarang Barat. Through the guidelines for observation, interviews and documentation studies as follows:

1) Observation

In language, observation means paying attention to someone or something, paying attention attentively means observing what is happening.

Observations are made on activities that aim to provide a realistic picture to answer questions, behaviors and evaluations.

Observations made by researchers are related to supporting instruments and observing and observing the object of research but are not directly involved in various existing school activities. This observation aims to support researchers in obtaining existing instruments that can meet research needs including: Observing school conditions and conditions and observing school facilities and infrastructure.

2) Interview Guide

1
Data collection was carried out through face-to-face interviews between the interviewer (interviewer) and the party being asked or the person being interviewed (interviewee). The informants needed in this study were the principal, the person in charge of the curriculum, educators, teachers and students.

1
Researchers prepare interview materials so that the interview process can take place effectively and efficiently which is based on the problems that exist in the background of the problem in chapter I, namely related to the quality of education in SDIT Daarul Fikri Cikarang Barat, especially regarding the standards of educators then efforts made to improve the standards of educators in SDIT Daarul fikri West Cikarang. This study aims to make the data obtained more tested, varied and valid so that the results of the interview will be developed while at the research location, then to ensure the validity of the data, a triangulation method will be used.

3. Result and Discussion

a. Quality Standards of Educators

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Based on the research findings, it is known that the education quality of SDIT Daarul Fikri has been accredited A with a completeness score of 98.43 and the percentage of success is 95%. This shows that the school has produced a generation that excels both in terms of academics and religion, so that it can compete with other schools around it. This is marked by the school's vision of realizing the Qur'an generation in the frame of Islamic morality.

Then in line with the school's mission, namely to print the Qur'an generation, make Rasulullah and his companions as role models in life, become a barometer of Islamic educational institutions, respect differences in human intelligence, make a generation that is skilled in communication, sharp in writing, capable and capable of jihad on the road. God and ready to be a superior generation.

The expected goals are to have true aqidah and have noble character, have an independent attitude and life skills, master the world's languages, have intellectual, spiritual, emotional, physical and social intelligence, have broad and dynamic thinking insights in attitude, foster and develop professional educators with the ability to high competitiveness and Islamic personality, presenting students who agree on principles and are tolerant in matters of difference on the basis of science.

Then it is proven by the achievements that have been achieved by students, including:

1. Winner of the MHQ Competition, District level. West Cikarang

2. First Place in Science Competition, District level. West Cikarang
3. First Place in Bekasi Level Futsal Competition
4. Second Place in IMAD Fantasy MHQ Contest Daarul Fikri
5. Second Place in the MHQ Contest for the PAI Stage in Kec. West Cikarang
6. Second Place Winner of the Smart Contest on PAI Stages in West Cikarang District
7. Second Place in the OSN Science Competition at the District Level. West Cikarang
8. Third Place in the National Science Olympiad Competition
9. Top 6 Best Libraries in Bekasi Regency

In addition, SDIT Daarul Fikri has a curriculum design with a learning concept that focuses on mastering strategic subjects by engineering the curriculum at each level of education according to the specifications described as follows:

1. Class I to class III focus on thoroughly reading the Qur'an, mastering reading and writing and arithmetic.
2. Grades IV to grade VI, memorizing the Qur'an target 3 - 5 Juz Successful Final School Exams with honesty standards Learning theoretical worship and practice of developing Islamic insight (Aqidah, Fiqh, Hadith, Siroh Nabawiyah, Date of Friends).

Quality Standards of educators at SDIT Daarul Fikri West Cikarang refer to Islamic standards, which must be in accordance with the same understanding where the aqidah is Ahlus Sunnah wal Jama'ah. Every teacher at SDIT Daarul Fikri must have the same point of view in the aspect of aqidah which is termed muwassofat, namely: 1) Salimul 'aqidah (the aqidah is straight according to the manhaj of the Prophet SAW), 2) Shahihul 'ibadah (true worship), 3) Matinul khuluq (morals) strong and noble), 4) Mutsaqoful Fikri (broad insight), 5) Munadzomun fii syu'nihi (Discipline or order in all affairs), 6) Naafi'un li ghairihi (beneficial to others), 7) Mujahadatun linafsihi (serious for his soul), 8) Haritsun 'ala waqtihi (able to keep his time), 9) Qowiyyul jismi (strong and physically fit), 10) Qadirun 'alal kasbi (independent).

The advantages of SDIT Daarul Fikri in terms of teacher quality can be seen from the standards of educators above so that the teacher specifications if contained in the points above are in line with the professional competencies regulated in government regulations. Although in application, not all teachers get the same rights in assignments according to their competencies and qualifications. Because basically every teacher at SDIT Daarul Fikri is required to have more abilities than their qualifications in order to support learning needs and streamline the recruitment process so that all teachers play an active role willing and able to work in every field of science.

As for when compared to government regulations, educators must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. The standard of educators at SDIT Daarul Fikri Cikarang Barat has similarities and advantages in the field of Islam. So that it is in accordance with the goals of national education. However, if it is adjusted

to the qualification standards of educators that are applied as an application of government regulations, they still do not meet the qualification criteria in question.

The qualifications of educators at SDIT Daarul Fikri as a whole do not meet the qualification standards set out in government regulations. Shown by the percentage of homeroom teachers and class teachers as much as 90%: 10%. The comparison is that 90% of teachers are at the S1 level and 10% of teachers are from high school and D3 graduates where the high school graduate teacher is carrying out service for 1 to 2 years. In terms of academic qualifications, high school teachers are not in accordance with government regulations through the Minister of Education and Culture that elementary school teachers must have a minimum education of D IV or S1. Educators at SDIT Daarul Fikri do have different levels of qualifications or positions according to their ability and experience standards, namely related to service teachers, apprentice teachers, trial teachers and temporary teachers until permanent teachers.

The new teachers who are accepted at SDIT Daarul Fikri experience a temporary probationary period marked by: 1) Each new teacher carries out a probationary period of 3 months; 2) Every new teacher who holds the position of homeroom teacher; 3) obtain recommendations based on the assessment; 4) obtaining a temporary teacher decree after passing the probationary period; 5) is appointed as a permanent teacher of the foundation or GTY when it has had a working period of 5 to 5 years running. However, with the terms and conditions that apply, among others, it is marked by its performance in activities at school, both KBM and outside KBM.

Mastery of teachers in the learning process at SDIT Daarul Fikri includes preparation of lesson plans, implementation and assessments carried out by educators in carrying out classroom learning. Based on the findings above, the authors get what criteria need to be prepared by educators in implementing the learning process through school supervision assessments. Based on the supervision assessment criteria at SDIT Daarul Fikri, there are criteria that include professional competence, including the teacher's mastery in managing the classroom atmosphere so that he is able to master all aspects both emotionally and materially so that from the assessment it can be seen the professional abilities of the teacher. From the data above, the average value of teachers from the results of supervision is 85%. This proves that the competence of teachers at SDIT Daarul Fikri needs to be further improved with various existing training or development programs so that teacher competence is maximized in the teaching process.

Based on data on the condition of teachers at SDIT Daarul Fikri Cikarang Barat, there are 8 high school teachers accepted as classroom teachers and only 1 teacher has received certification or a feasibility test both from the school and from the government so that the school needs to upgrade its teachers to become professional teachers in accordance with school expectations. In addition, to upgrade the teacher, the school carries out peer teaching or teaching practice which is carried out once a month in order to be able to boost the mentality and ability of teachers to be better in the teaching learning process. Other findings are also contained in the report document of the recapitulation of student absorption which is always reported once a week through

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parallel meetings and joint meetings to determine the extent to which students are able to receive material from the teacher so that there is relevance between the professionalism of teachers in teaching and the acceptance or absorption of students in receiving theory.

b. Efforts to Improve the Quality of Educator Standards

This training is carried out either by government agencies or private institutions or the school itself, such as: upgrading, seminars, courses, and so on. The efforts that have been made by the school are holding teacher training once a month to increase the level of teaching so that it becomes better. This training is carried out either by government agencies or private institutions or the school itself, such as: upgrading, seminars, courses, and so on. The efforts that have been made by the school are holding teacher training once a month to increase the level of teaching so that it becomes better. Performance assessment at SDIT Daarul Fikri Cikarang Barat has been carried out every 3 months to measure teacher abilities and improve teacher qualifications to be more professional in the administration of education.

Based on the findings in the teacher performance assessment for the 2021-2022 school year, the percentage is 87%. This shows that the level of professionalism of teachers at SDIT daarul Fikri is still considered lacking because it does not meet the 100% success target. As has been mentioned in the findings of interviews and existing documents that every teacher who excels will get a reward or prize, even though it is not much, but aims to increase motivation and work dedication to teachers within the scope of the school.

1 4. Conclusion

Based on the research findings, the authors draw conclusions from several aspects of the research discussion, are:

1. The quality of education at SDIT Daarul Fikri West Cikarang has received good achievements marked by the achievement of "A" accreditation and a score of 98.43 while the results obtained from existing quality indicators are around 95%.
2. The standard quality of educators at SDIT Daarul Fikri has an additional Islamic basis that every teacher must have the same understanding, namely having aqidah ahlussunnah wal congregation and referring to 5 skills, namely strong aqidah, true worship, noble character, love of the Qur'an and love knowledge. Based on the results of the study, although on average they have a bachelor's qualification, only 1 teacher is certified and some teachers still teach material that is not in accordance with their competence. There is 1 teacher currently taking the S1 level because his position is still D3, Meanwhile, there are high school teachers who become class teachers even though they are only given the opportunity to hold tahfidz lessons. But this is not in accordance with the qualification standards set by the government. So that the application does not comply with the qualification standards of government regulations. However, the school provides debriefing and training as well as career

path opportunities for teachers through promotion and taking higher education levels independently or as a reward for the choice of teachers who excel.

3. Teacher competence at SDIT Daarul Fikri is marked by the results of the learning process with graduation results reaching the category of 85% successful with an average passing grade of students above the KKM 87. In terms of mastery of the material and the use of teaching materials creatively is quite adequate based on the results supervision and performance appraisal (key performance indicators). The relationship with teacher professional competence includes planning, learning mastery, management and evaluation of teaching materials and teacher discipline at SDIT Daarul Fikri West Cikarang has not been realized properly because it has not reached the 100% target. This is indicated by the performance assessment (key performance indicator) every three months. From the results of the assessment, the main problem is the lack of orderly administration of the teacher so that it hinders the course of education. In addition, it is marked from the recapitulation of the assessment of student absorption as an evaluation of the teacher's mastery in delivering the material and the ability of students to absorb the material.
4. Efforts to improve the quality of teacher standards carried out by school principals have met the standards of educator competency needs, which include supervision that has been carried out even though it has not been evenly distributed, the existence of peer teaching or teaching exercises to improve the ability of teachers to further increase in mastery of learning even though not all teachers have had the opportunity. the same, there is training and self-development through training by the school committee every month, joint training with tentative material every year by the foundation. Then through the evaluation of the performance of educators, a KPI teacher performance assessment (key performance indicator) is carried out to measure the extent of the development of teacher competence. In addition, there is a career path program for outstanding teachers and rewards as a form of appreciation for teachers who excel with the highest scores from the KPI results with the hope that teachers are motivated to increase professionalism, dedication and develop for the better.

Recommendation

Based on the research explanation above, there are several suggestions that can be recommended, namely:

1. The local Education Office continuously supervises so that schools remain consistent and always make improvements in various educational needs to face the challenges of the times. In addition, the data also facilitates schools to undergo training in order to improve teacher competence and school quality.
2. Principals are required to carry out continuous supervision and peer teaching in order to achieve better quality to support teacher development. Schools try to increase rewards for teachers and rewards for classes by assessing conditions and creativity to create comfortable teaching and learning activities. The principal specifically conducts the training needed by teachers to better understand the material and

abilities expected by the school, namely being able to understand all the subjects in the school.

3. SDIT Daarul Fikri teachers ²are expected to be able to improve their own quality so that they can support improving school quality through self-development programs both at school and outside school.

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