PROBLEM MANAGEMENT
MADRASAH
FIELD RESEARCH APPROACH

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Tim Penulis
Program Studi Manajemen Pendidikan Islam
Pascasarjana IAIN Curup

Dr. Sumarto, M.Pd.I

Rajab Effendi, Putri Susilawati, Fera Yuliana, Surya Adi Pratama, Asni Neli, Nila Sa' adah, Ahmad Qodri, Meri Susiyanti, Usar Naely dan Meti Meliawati, Enilawati, Jalilah, Anggi Mantara, Dedi Ristiono, Nikku Panduning Hutami, Cucu Rahayu, Eristiana

Literasiologi Indonesia

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Writer team
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Penerbit Buku Literasiologi

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AUTHOR'S FOREWORD

بسم الله الرحمن الرحيم

الحمدلله رب العالمين والصلاة والسلام على أشرف الأنبياء والمرسلين

وعلى اله واصحابه أجمعين

Alhamdulillahi Rabbil 'Aalamiin, praise and gratitude to Allah SWT, because thanks to His grace and strength, the author was able to finish this book smoothly without any significant obstacles. Do not forget shalawat and greetings, may always be poured out to our lord, Prophet Muhammad SAW. and his family, his companions, and his followers, may we be recognized as the Ummah of Prophet Muhammad SAW. and get His intercession on the Day of Judgment. Amiin.

The author would like to thank all those who have provided encouragement and assistance to complete this book with the title "PROBLEM MANAGEMENT MADRASAH FIELD RESEARCH APPROACH" A study of the problems faced by Madrasahs/Schools. There are many steps that must be taken with sincerity and learn not to give up. Because giving up is a big part that can change life for the worse and has no meaning. Passion should be a force for the achievement of usefulness with passion will give birth to many talents which become important capital to achieve the goal of a better life. This should be instilled in educators and students.

This book is only a small part of the many life experiences of other friends who inspire and provide motivation about educating in Madrasas/Schools. However, we from the Writers, Writers and Editors Team would like to share about the experiences we went through in order to achieve a better personality, become more useful people and role models for others. The discussion presented in this book is about how the efforts made by

Madrasah principals and educators in changing Madrasah/School management are better in accordance with the studies in theory that can be implemented.

The author realizes that this paper is not a perfect work, therefore constructive criticism and suggestions are highly expected so that this paper is as expected and becomes a study that provides benefits, especially in the world of Literacy. Hopefully this book can be a source of inspiration and motivation for all of us.

Curup, January 2022
Writer team,

Dr. Sumarto, M.Pd.I, Dkk
NIP. 19900324 201903 1 013

FOREWORD RECTOR STATE ISLAMIC INSTITUTE IAIN CURUP

I welcome the publication of this book, which was written by a team of writers, authors and editors. In my opinion, as a leader, this title is very interesting to read, especially in the study of scientific literacy development, efforts must be made to increase the works that can be published from every seminar study and discussion in class. One of the biggest roles of each university is to be able to publish every study discussed to the wider community to become a useful source of knowledge and experience.

In particular, I give high appreciation for the perseverance and enthusiasm of the Team of Writers, Writers and Editors so that the book in front of us can be completed properly. There are several studies in each work why it is so important to publish; Writing is a scientific form of a person, group or institution that must be published to the public, as a form of conveying new and innovative things that can be useful and change public conditions. form new knowledge in the public environment.

Written works should not only be stored in libraries, but must be informed or submitted to the public online so that anyone can access them properly and provide benefits. in the update, new ideas appear that are more innovative and useful., Written work must become a culture in every educational institution, government and society, because writing can open a window of ideas, a window to the world and create stability in thinking for everyone, so that the literacy spirit grows. fertile with awareness and care.

Publication is the last stage in writing a paper, so it can be concluded that publication is a scientific paper publication that informs the public of a

work. Composing written works and publishing them is not only the responsibility of teachers, lecturers, students, researchers, and other developers, but the responsibility of many people. Therefore, the publication of works becomes a very important agenda for academics, not only as a prerequisite. However, this is also done for the future progress of education in Indonesia. However, before publishing his work, a writer is required to be able to convey his knowledge, solve problems by reading the circumstances around the existing environment, stimulate problems from various points of view and express his emotional expression in viewing a problem into a written work.

By publishing a paper, we can contribute to being able to solve a problem that does not yet have a solution. By doing a lot of publications, of course everyone will know our work and we have a wider network of brotherhood, so that we can add and enrich knowledge. The importance of publishing works for the benefit of many people and saving scientific documents as useful references for future generations. Of course, this book is very interesting to read.

With the presence of this book, it is very helpful for every person, group and institution to gain new knowledge and knowledge. Hopefully the work that has been produced will not stop here, and the next monumental works will be born, as reference material and the development of subsequent scientific studies throughout the Indonesian homeland and internationally. May Allah give blessings. Amen.

Curup,   January 2022
Rektor,

Dr. Rahmad Hidayat, M.Ag., M.Pd
NIP. 19711211 199903 1 004

FOREWORD
FOUNDER OF OUR LITERATURE FOUNDATION,
INDONESIA

We, from the Indonesian Literasiology Book Publishers – Yayasan Literasi Kita Indonesia, welcome the publication of this book. In particular, we Publisher of Indonesian Literasiology Books – Yayasan Literasi Kita Indonesia feel proud, very appreciative and give high appreciation for the perseverance and enthusiasm of the Team of Writers and Editors, so that this book can be published and can be used as a Motivational and Inspirational Book for every group, both students , students, teachers, lecturers, every community, institution and the general public both at the national and international levels.

From the Indonesian Literacyology Book Publisher – Our Literacy Foundation Indonesia. The book that is in front of us together, is a book from the thoughts, ideas and experiences of the writing team, which can become motivation and enthusiasm for making changes in life. Because change cannot occur without a continuous learning and learning process, so in the process there are many values of struggle and sacrifice that can become motivational stories for others, be useful and build awareness for a better life. This book is very worthy to be owned, as a material for further discussion and learning.

With the presence of this book, it can help everyone to make changes in their lives, their families, their environment and the nation. This book can also be one of the literatures that can be used in the learning process. There is still much to be learned and explored in this book, so suggestions from the public are needed to develop this book even better. Thanks.

Bengkulu,   January 2022
Founder,

Dr. Emmi Kholilah Harahap, M.Pd.I

CONTENTS

MANAGEMENT OVERCOMING MADRASAH PROBLEMS

Dr. Sumarto, M.Pd.I
Institut Agama Islam Negeri (IAIN) Curup
sumarto.pasca@iaincurup.ac.id

Madrasah have their own characteristics compared to other educational institutions. Madrasah have an integration of subjects, namely general science and religious science into one, because they have similarities and are very compatible. When studying general subjects such as mathematics, chemistry, physics, geography, accounting and so on, everything comes from religious teachings. Madrasah are in great demand by the public, Madrasah have the advantage that they can be a reference for educational institutions nationally and internationally, but Madrasah in various regions of Indonesia have many problems, one of which is the lack of good management in managing Madrasas. Postgraduate IAIN Curup, tried to do a mini research on these problems, wrote the results of his research in this book, theoretical delivery and solutions given for better changes for Madrasahs.

The Liang Gie explained that management is the entire process of organizing in every cooperative effort of a group of people to achieve certain goals.[1] Management is an activity, its implementation is called managing and the person who does it is called a manager. In the management process there are main functions that are performed by a manager/leader, namely planning, organizing, leading, and controlling. Therefore, management is defined as the process of planning, organizing, leading and controlling organizational efforts with all its aspects so that organizational goals are achieved effectively and efficiently.[2]

Planning functions, among others, determine the goals or framework of actions needed to achieve certain goals. This is done by assessing the

strengths and weaknesses of the organization, determining its opportunities and threats, determining strategies, policies, tactics and programs, all of which is done based on scientific decision making. The organizing function includes the determination of functions, relationships and structures. Functions in the form of tasks that are divided into line, staff and functional functions.

Relationships consist of responsibility and authority. While the structure can be horizontal and vertical. All of which facilitate the allocation of resources with the right combination to complement the plan. The function of the leader describes how a manager / leader directs and influences his subordinates, how other people carry out essential tasks by creating a pleasant atmosphere to work together. The supervisory function includes setting standards, supervising, and measuring performance/implementation of standards and providing assurance that organizational goals are achieved. Supervision is very closely related to planning, because through supervision the effectiveness of management can be measured.

Understanding the word from Madrasah, namely the word madrasa in Arabic is a form of adverb of place (Zaraf Makan) from the root word darasa. Literally madrasa is defined as a place for students to learn, or a place to give lessons. From the root of the word darasa, the word midras can also be derived which means a book to be studied or a place to study; The word al-midras is also interpreted as a house for studying the Torah. Madrasa problems include; Unclear Madrasah Mission, Vision and Goals, Unclear structure and work procedures, Lack of madrasa involvement, Weak network, Weak management. To overcome the problem of madrasa weakness above, there are at least three approaches that can be offered, including; Islamization of science, institutional legality, education curriculum and quality of educators.[3]

Madrasa management is more organized than traditional pesantren (*salafiyah*), but in terms of mastery of religious knowledge, santri are more qualified. This situation is natural because these students only study religious knowledge, while the burden of madrasa students is doubled. Likewise, it is natural when in mastering general knowledge, general school students are more mastered than madrasa students because the burden of general school students is not as much as madrasa students.

Various efforts to improve the quality of Madrasah continue to be rolled out, as well as efforts towards a unified national education system in the context of increasing development. This effort is not only the duty and authority of the Ministry of Religion, but is a joint task between the community and the government. This effort began to be realized, especially with the issuance of a joint decree (SKB) of 3 ministers, between the Minister of Home Affairs, the Minister of Religion, and the Minister of Education and Culture in 1975, regarding improving the quality of education in madrasas.

Madrasah are self-organized organizations to grow and develop according to their characteristics. And this self-management is carried out by madrasa leaders through an operative management mechanism. However, because Madrasah in Indonesia are a sub-system in the macro national education system and the responsibility for its management is borne by the Ministry of Religion, the self-management of individual Madrasah is not sufficient to have a significant and broad change impact on improving the quality of life of the Indonesian Muslim community today. This is because the condition of Madrasah which are classified as must always be increased in various sources, including human resources and this is one of the problems that surrounds madrasa life.

Indonesian Islamic education has historically had the experience of how to survive in the crush of a strong current of modernization without losing its identity. The tangible manifestation of this experience is an attempt

to reform the Islamic education system in response to the challenges of colonialism and Christian expansion.[4] The Islamic education system, which was originally in the form of surau and pesantren, has transformed into two forms of modern Islamic educational institutions: first, Dutch-style schools but given Islamic teaching content, and second, modern Madrasah which have limitedly adopted the substance and methodology of modern Dutch education.[5]

Education should be used as an effort to make humans more dignified and used as a means to make people aware of the importance of human values. Therefore, according to Sudarwan Danim, the main agenda of education is the process of humanizing humans to become humans. The humanization process can be pursued through various learning activities that can encourage the growth and development of awareness of human values, including through religious education.

In Law no. 20 of 2003 concerning the National Education System, article 37 paragraph 1 explains that as an agenda for the humanitarian and humanitarian process, education can be viewed from 2 sides, namely: first, as a process of maturation of students to live in a democratic world and, second, as a process of preparing students enter the productive sector of the economy. Positioning education as a means to prepare students to enter the productive economic area is a false thing, because the learning process in schools does not encourage the formation of enthusiasm and awareness of students about the importance of independence and skills in dealing with real life.[6]

The presence of religious education in the national education system is important to encourage the realization of Indonesian people who have spiritual strength, personality and have the skills needed by society. Lickona explained that to realize effective religious education for students, three things are needed: first, moral knowing, including: moral awareness, knowing moral values, perspective-taking, moral reasoning, desicion making

and self-knowledge; second, includes: conscience, self-esteem, empathy, loving the good, self-control, and humanity; and third, Moral action, including: competence, will and habit. Besides these three things, Muhaimin added the importance of a strong religious atmosphere and social control in Madrasah to realize effective religious learning.[7]

Islamic education in Islamic educational institutions including PAI learning in Madrasahis currently in the spotlight, not even a few education experts say that the practice of Islamic religious education has failed to carry out its role in realizing a society that has an Islamic personality. According to Suyata, one of the causes of the failure of religious education in carrying out its main mission is that religious learning is separated from its context. People live religion well when they are in places of worship.[8]

Religious learning is too normative and textual, ignoring the contextual aspects so that religious practice cannot awaken its adherents from moral depravity that can harm themselves and the environment. More than that, Mochtar Buchori added that the failure of religious learning was due to educational practice only paying attention to the cognitive aspect of growing awareness of religious values and ignoring the development of affective and conative-volative aspects, namely the willingness and determination to practice the values of religious teachings. As a result, there is a gap between knowledge and practice.

According to Azyumardi Azra, the exponents of Islamic educational institutions appear not to be too hasty in transforming Islamic institutional changes, but tend to maintain a prudent policy, they accept limited renewal or modernization without having to make changes to the Islamic education system as a whole. Because in fact the educational praxis in each Islamic educational institution has its own uniqueness and characteristics, which are sociologically and philosophically different according to the traditions and scientific disciplines developed by the founders.[9]

Madrasah as educational institutions with Islamic characteristics attract attention in carrying out the ideals of national education, not only because of the significant number of students but also the characteristics of Madrasah that are relevant to the spirit of reforming the national education system. In the midst of the government's efforts to roll out a policy on education decentralization, Madrasah have become very familiar with the essence of the policy. Because most Madrasahwere born from the community (private) to meet the religious education needs of their children. The independence of Madrasah can be observed since the Dutch colonial period and the New Order government, by limiting themselves to not being willing to accept subsidies or relying on the government.[10]

It can be understood in the various descriptions in this paper that there are various problems of Madrasah that can be taken seriously, one of the efforts made by implementing good management. There are three basic problems facing Madrasah today, among others: first, the problem of madrasa identity. This problem stems from the madrasa's response to the reality that develops in society. The reality of Indonesian society today is that it is in a transition period as a result of the reform process. Issues of democracy, human rights, plurality, press freedom and globalization are the main issues in the lives of Indonesian people today.[11]

Meanwhile, the reality that develops in Madrasah is generally slow in responding to issues that develop in the community. Second, the problem of madrasah internal human resources and their use for future madrasa development. The majority of human resources owned by Madrasah are homogeneous, graduates from Islamic universities, tend to have the same scientific discipline. So that the development of Madrasah becomes less dynamic and innovative. Judging from the scientific structure developed in madrasas, it is time for skills, qualifications and competencies to be the main consideration in recruiting educators in madrasas. Of course, apart from these

considerations, teachers must also be introduced to the madrasa tradition as an Islamic institution that is close to the pesantren tradition. So that the values of the pesantren are not ignored. Third, the problem of madrasa management. According to HAR Tilaar, the problem of madrasah lies in its uniqueness that Madrasah grow from below, from the community itself.

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[2] Abdullah Zawawi. Manajemen Madrasah yang Idial. Jurnal Ummul Qura Vol IV, No. 2, Agustus 2014.

[3] Abdullah Zawawi. Manajemen Madrasah yang Idial. Jurnal Ummul Qura Vol IV, No. 2, Agustus 2014.

[4] Azyumardi Azra, Pendidikan Islam: Tradisi dan Modernisasi Menuju Milenium Baru (Ciputat: Logos, 2000), 99.

[5] Moh. Miftachul Choiri dan Aries Fitriani. Problematika Pendidikan Islam Sebagai sub Sistem Pendidikan Nasional di Era Global. Jurnal Al-Tahrir: Jurnal Pemikiran Islam. IAIN Ponorogo

[6] Sudarwan Danim, Agenda Pembaruan Sistem Pendidikan (Yogyakarta: Pustaka Pelajar, 2003), 4.

[7] Muhaimin, Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah dan Perguruan Tinggi
(Jakarta: Rajawali Pers, 2005), VII.

[8] Mochtar Buchori dalam Jurnal Al-Tahrir: Jurnal Pemikiran Islam. IAIN Ponorogo."Posisi dan Fungsi Pendidikan Agama Islam dalam Kurikulum Perguruan Tinggi Umum," Makalah, pada Seminar Nasional di IKIP Malang, 24 Februari, 1992

[9] Nurcholish Madjid, Bilik-Bilik Pesantren: Sebuah Potret Perjalanan (Jakarta: Paramadina, 1997), xvi.

[10] Abdul Wahid, "Manajemen Berbasis Madrasah: Ikhtiar Menuju Madrasah yang Mandiri" dalam Dinamika Pesantren dan Madrasah, (ed.) Ismail SM et.al. (Yogyakarta: Pustaka Pelajar, 2002), 267.

[11] H.A.R Tilaar, Membenahi Pendidikan Nasional (Bandung: Rineka Cipta, 2004), 80.

LEADING SCHOOL MANAGEMENT AND MODELS INPUT, PROCESS, OUTPUT

[1]Cucu Rahayu, [2]Eristiana

Institut Agama Islam Negeri (IAIN) Curup

Email: [1]cucurahayusfile@gmail.com
[2]eristiana090@gmail.com

INTRODUCTION

Islamic education institutions such as madrasah, schools, and Islamic boarding schools are institutions that have an important role in achieving success Muslims and the development of Islamic civilization. Quality and good quality education, can be achieved if the institution has a leader who is able to manage or to empower resources its well, resource management education institutions will determine the extent to which the achievement of an institution in the vision and mission of education in these institutions, then therefore The role of the principal is factor a very influentialin the development of the quality and quality of education in an institution.[1] Today, the quality of Islamic educational institutions must be able to compete with the quality of institutions that prioritize general education. The welfare of a nation is closely related to education, especially the quality of education and the quality of educational *inputs*, processes and *outputs* of the nation itself.[2] Currently, nations that are able to achieve prosperity and prosperity are nations that are able to build quality education. With the development of science and technology, improving the quality of education in various aspects. Such as aspects of *input*, process, and *output.* This becomes important if it is associated with the development of today's

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[1] Luthfi Zulkarmain, "Analisis Mutu (Input Proses Output) Pendidikan Di Lembaga Pendidikan MTs Assalam Kota Mataram Nusa Tenggara Barat," *Manazhim* 3, no. 1 (2021): 17–31, https://doi.org/10.36088/manazhim.v3i1.946.

[2]Dianah Rofifah, "Analisis Mutu Dan Kwalitas Input-Proses-Output Pendidikan MAN 1 Tulang Bawang Barat," *Paper Knowledge . Toward a Media History of Documents*, 2020, 12–26.

era whose life is increasingly open.[3]

In the world of education, quality is a very important issue for an educational institution to produce good output. This is because the higher the quality of the graduates produced, the more the selling value and interest of the educational institutions will increase. On the other hand, if the educational institution that carries out education is just mediocre, the quality of its graduates will also be less than perfect.[4] Quality and quality in education serves as a process for measuring progress, as a support in planning, and improving an education system. In Islamic educational institutions, education functions as a responsibility and a mandate in producing graduates who are able to become drivers in religious social activities, so that they can solve problems with a wise attitude. Therefore, efforts are urgently needed to improve the capacity and quality of Islamic educational institutions.[5]

Quality assurance is a set of interrelated processes in analyzing and reporting data on the performance and quality of education personnel, educational programs and institutions. The quality assurance process includes areas to be achieved prioritizing its development, presenting an evidence-based planning data and decision making. Then, to produce quality education at the primary and secondary education levels, it can be assessed through the eight National Education Standards (SPN) developed by the National Education Standards Agency (BSNP). SPPMP at the primary and secondary education levels includes: education quality assessment, analysis

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[3] Daulat P. Tampubolon, "Perguruan Tinggi Bermutu: Paradigma Baru Manajemen Pendidikan Tinggi Menghadapi Tantangan Abad Ke-21," *PT. Gramedia Pustaka Ilmu* XX, no. 4 (2001): 345–346.

[4] Ngationo Di et al., "Implementasi Sistem Moving Class Pada Proses Pembelajaran Pendidikan Agama Islam Siswa Kelas 6 Di Sdit Iqra ' 1 Kota Bengkulu," 2015, 387–396.

[5] Agung Agung, "Pendidikan Islam Dalam Meningkatkan Kualitas Sumber Daya Manusia," Al-Tarbawi Al-Haditsah : Jurnal Pendidikan Islam 2, no. 1 (2017): 1–20, https://doi.org/10.24235/tarbawi.v2i1.2026.

and reporting of education quality and education quality improvement.[6]

Uswatun Hasanah's research on Quality Analysis and Quality of *Input,* Process, and *Output* Education at MAN 2 Yogyakarta. According to him, quality is a degree of excellence of a service. It is said to be of quality if a service or product can meet the standards that have been set in accordance with its objectives. The results of this study are the quality of MAN 2 Yogyakarta can be seen from various aspects, namely: (1) Accredited A school, (2) has a clear vision, mission and goals, (3) has professional education staff, (4) facilities and infrastructure adequate. (5) have many academic and non-academic achievements, sixth, alumni are able to compete with other schools to enter higher education in Indonesia.[7]

Another research that also discusses the quality of education is the research conducted by Achmad Sunani Miftachurrohman and Atika on the Management of Quality-Oriented Educational Institutions at Ali Maksum Junior High School Krapyak Yogyakarta. In his research, he also discussed quality in Islamic educational institutions showing that quality is an important thing, starting from the process to the results. The results of the research are: the management of junior high school education institutions in Ali Maksum is oriented to the quality of education both in terms of human resources and in terms of human beings. Capabilities can be improved from input, process, and education.[8]

Based on existing research, the researcher can conclude that to be able to improve the quality or quality of Islamic educational institutions in the form of input, process and output is a series that is very important to continue to be improved and this will certainly involve stakeholders in

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[6]The Comparative Morphology, "Implementasi Penjaminan Mutu Pendidikan Di Madrasah Aliyah An-Najiyah Bandung," n.d., 137–153.

[7] Zulkarmain, "Analisis Mutu (Input Proses Output) Pendidikan Di Lembaga Pendidikan MTs Assalam Kota Mataram Nusa Tenggara Barat."

[8] Azhari Aziz Samudra and I Made Sumada, "Sistem Penjaminan Mutu Internal," Perspektif 1, no. 1 (2021): 11–21, https://doi.org/10.53947/perspekt.v1i1.54.

educational institutions. The educational input of an institution can be said to be of quality if an institution is ready to proceed, and the educational process of an institution can be said to be of quality if it is able to create educational conditions that can be active, innovative, effective, creative and fun. Then, the output of education can be said to be of high quality if it can create high student learning outcomes, both academic and non-academic.[9]

Meanwhile, MAN 2 Lahat is one of the religious madrasa-based educational institutions with its plus activities, Eradicating Al-Qur'an Illiteracy and Tahfidz Qur'an. Although it is not included in the favorite Madrasah category for senior high schools, it is due to the large number of senior high schools in the neat sub-district. Nevertheless, the achievements oflearners and educators in MAN 2 Lahat considered very good. Be it at the regional, district, provincial, or national levels. In this case the achievements are not only in the academic sphere but also in the non-academic sphere. This shows that the achievements of MAN 2 Lahat certainly not far behind other madrasas. The proof that there are achievements that have been achieved, can prove that MAN 2 Lahat have a very good quality of education. Therefore, the researcher wants to raise a theme related to the analysis of the quality and quality of *inputs,* processes, and *outputs* at MAN 2 Lahat.

RESEARCH METHODS

This research uses descriptive qualitative research methods. With data collection techniques in the form of observation, interviews, literature studies, and internet media. This study uses primary data sources obtained through interviews and secondary data sources obtained through online media. Data analysis was carried out by using several steps including data collection, data reduction, data display, and drawing conclusions. The informant in the study was the principal of the school. For the location of the

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[9] Wahyuli Lius Zen, "Manajemen Peningkatan Mutu Lembaga Pendidikan Islam," Jurnal Almufida 1, no. 1 (2016): 123–140.

research carried out at MAN 2 Lahat which is addressed at Jalan Raya Lintas Sumatra, Arahan Village, East Merapi District, Lahat Regency, South Sumatra Province. This study aims to determine the quality and quality of inputs, processes, and outputs at MAN 2 Lahat . The reason the researcher chooses this Madrasa as the research location is not only because it has an "A" accreditation score, but also because this Madrasa has been able to have adequate facilities for teaching and learning and extracurricular activities , and has many achievements, both in the academic and non-academic fields up to the academic level. national.

DISCUSSION

Research Results and Discussion

Good education is quality education. This is the basis for the development and progress of an educational institution, both Islamic educational institutions and general educational institutions. If education has good quality, it will produce quality and good human resources as well. Therefore, the quality of education is a must that must be improved and can always be a concern for education managers.[10]

Quality of Education

Quality according to the Big Indonesian Dictionary (KBBI) means a good measure of an object, level, level or degree and quality.[11] Quality is related to the product or service. Ikesawa believes that quality and customer satisfaction are the same.[12] The meaning of quality in the context of education is always based on the education system as a whole, starting from

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[10] I Mustofa Zuhri, "Model Pengembangan Mutu Sumberdaya Guru Lembaga Pendidikan Islam," Fenomena 20, no. 1 (2021): 19–32,

[11] Sri Winarsih, "Kebijakan Dan Implementasi Manajemen Pembiayaan Dalam Meningkatkan Mutu Pendidikan Di Sekolah," International Conference of Moslem Society 1 (2019): 124–35, https://doi.org/10.24090/icms.2016.2409.

[12] Bunga Wati, "Kebijakan Pimpinan Pondok Pesantren Dalam Meningkatkan Mutu Madrasah Salafiyah Wustho (Msw) Hidayatul Qomariyah Kota Bengkulu," An-Nizom: Jurnal Penelitian Manajemen Pendidikan 3, no. 1 (2018): 8–16,

planning, the educational process, evaluation, and educational outcomes.

According to Sallis quoted by Imam Machali and Hidayat in his book "*The Handbook of Educational Management: Theory and Practice of School/Madrasah Management in Indonesia"*, states that quality is a contradictory concept, because quality is defined as an absolute concept or as a relative concept. Quality in absolute terms is interpreted as a basis for assessment for improvements that allow the highest standards and cannot be surpassed, meaning that an item is said to be of quality if the highest standards have been met. In the world of education, this absolute concept can only be reached by elitists because it is very rare for educational institutions to be able to offer high quality standards to students, and the lack of students who are able to pay due to the high costs offered.[13]

Relatively quality, is a contextual product, meaning that something that is currently considered quality, does not mean that something will be of quality in the future. This shows that basically quality is subjective and dynamic. In a relative concept, quality is a concept that refers to two aspects, namely: finding customers who need and having specific actions. This is in line with Deming's opinion quoted by Imam Machali and Ara Hidayat, which is translated into quality according to context, customer perceptions and customer needs and desires.[14]

Based on the National Education System Law number 2 of 2003, the notion of quality is a conscious effort that has been planned to create learning conditions and learning processes so that students can actively develop the potential that exists within themselves in order to have religious spiritual strength, noble character, personality, self-control, intelligence. , as well as

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[13] Rofifah, "Analisis Mutu Dan Kwalitas Input-Proses-Output Pendidikan MAN 1 Tulang Bawang Barat."
[14] Rofifah.

skills that need to be applied to himself, society, nation and state.[15] According to Hoy, Jardine and Word quoted by M. Fadli, stating that the quality of education is the evaluation of the educational process in increasing the needs to be achieved and as a process in developing the talents of students, so that there is satisfaction that arises in them with the services or outputs provided. provided by the educational institution itself.[16]

According to Adam quoted by Nuryanto, said that there are several components contained in the quality of education, namely: effectiveness, efficiency, equality and quality itself. According to the UNICEF formulation, there are several elements that are included in the quality of education[17], including:

1. Students who are healthy and ready to participate in the learning process, supported by their families and environment.
2. Have a safe, clean and gender sensitive learning environment and provide adequate facilities.
3. The teaching materials and curriculum applied must be relevant in order to acquire basic skills in certain fields, especially in the areas of literacy, numeracy, life skills, knowledge fields and so on.
4. In the learning process, educators use a learner-centered teaching approach that takes place in well-structured classrooms and schools.

The quality of education is also said to be one way to measure the management of education effectively and efficiently. So as to create academic and non-academic excellence for students.[18] The definition of

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[15] Sri Warsono, "Pengelolaan Kelas Dalam Meningkatkan Belajar Siswa," Manajer Pendidikan 10, no. 5 (2016): 469–476.

[16] Ully Muzakir, "Manajemen Peningkatan Mutu Pendidikan Tinggi," Visipena Journal 4, no. 2 (2013): 130–145

[17] Nuryanto Nuryanto, "Peningkatan Mutu Madrasah Ibtidaiyah: School-Based Management Dan Kompetensi Guru Madrasah," Elementary: Jurnal Ilmiah Pendidikan Dasar 4, no. 1 (2018): 21, https://doi.org/10.32332/elementary.v4i1.1075.

[18] Modern Bamboo Structures, "Peran Sistem Penjamin Mutu Pendidikan Dalam Meningkatkan Mutu Pendidikan Di Madrasah," n.d.

quality in the context of education includes *input,* process, and *output of* education.[19]

Input Educational

Input is everything that is required to exist and is already available because it is very necessary for a process to run. What is meant by all of the above are in the form of: (1*) input* of human resources (principals, teachers, employees, and students) and input of non-human resources (equipment, equipment, materials, funds, and so on). (2) *input* softwarewhich includes the school's organizational structure, statutory regulations, assignment descriptions, educational planning, educational programs, and so on. (3) *input* expectations such as vision, mission, goals, targets to be achieved by the madrasa. So the higher levels on the readiness of *the input,*the higher the quality of *Input.*the resulting

Table 1. Vision and Mission of *MAN 2 Lahat*

Vision of MAN 2 Lahat	Mission of MAN 2 Lahat
Realization of Madrasah Aliyah which is trustworthy, accountable, and produces human beings with good character by optimizing performance.	1. Improve the ability of students to understand, appreciate, practice Islamic teachings and appropriate science and technology; 2. Improving human resources regarding educators and education; 3. Improving cooperative relations with all interested parties (Stake Holders) 4. Increasing the procurement of educational facilities and infrastructure; 5. Improve administrative management quickly, accurately, and accountably.

[19] Zulkarmain, "Analisis Mutu (Input Proses Output) Pendidikan Di Lembaga Pendidikan MTs Assalam Kota Mataram Nusa Tenggara Barat."

This is in line with the vision and mission of MAN 2 Lahat to make madrasas capable of producing superior, skilled and independent students with the following motto: (1) Faithful, knowledgeable and virtuous, (2) MAN schools have vocational skills, (3) Move, change, tough and dynamic. The vision and mission of MAN 2 Lahat is as follows.

Table 2. Commodity Strategy Program *Lahat MAN 2*

Competitive ProgramMAN 2 Lahat Strategy	
Academic	Non Academic
1. Computer 2. Arabic club 3. English club 4. Art 5. Tahfidz Qur'an 6. Calligraphy	1. Sport: table tennis, badminton, basketball, volleyball,and football . 2. Scout. 3. Art and culture. Among them: dance, drama, and music. 4. KIR 5. UKS 6. PMR 7. OSIS 8. Paskibra 9. Skills.

In realizing the quality of education, an educational institution must first have a vision and mission with the aim of creating superior madrasas, both in the academic and non-academic fields. That way an institution has pictures and hopes to be achieved. As for the vision of an educational institution, it is in the form of a picture of the future desired by madrasas to make quality madrasas according to their development and in line with the corridors of national policies and must also be in accordance with the needs

of students and the community. Meanwhile, the mission is an action that will be taken in realizing a vision with various indicators.[20]

Based on the table above, MAN 2 Lahat have hopes and desires or targets to be achieved. To achieve this expectation, a leader or principal must always be able to communicate with stakeholder*s* madrasah. In addition, this vision and mission is also supported by various strategic superior programs, both academic and non-academic activities.

Flagship program Strategic carried out by MAN 2 Lahat This is done to create norms and values with the aim of producing students who have good character in terms of religion and social skills. This makes madrasas not only focus on the success of students only through cognitive aspects, but must also focus on affective and psychomotor aspects as well.

MAN 2 Lahat also do good planning in the activities of accepting new students. The planning includes prior socialization to make procedures for student admissions. Then a committee was formed which had their respective duties divided, such as: selecting, verifying files, administering tests to the determination of new prospective students. This is done in order to know and manage the presentation of new student admissions in accordance with the qualifications that will be used as students of MAN 2 Lahat. The education staff and educators at MAN 2 Lahat This is a total of 34 people. For the qualifications, there are 10 PNS teachers, 15 non-PNS teachers which include: the S2 strata level there are 2 people and the S1 strata level there are 23 people and there are 14 certified teachers. Then 4 PNS employees and 6 non-PNS employees which include: 1 person S2 strata level, 4 S1 people and SMA 5.

In improving the quality of education, MAN 2 Lahat also provides facilities and infrastructure to support learning activities. MAN 2 Lahat has facilities and infrastructure that can be said to be good, including: principal's

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[20] Rofifah, "Analisis Mutu Dan Kwalitas Input-Proses-Output Pendidikan MAN 1 Tulang Bawang Barat."

room, administration room, teacher's room, BK room, study building, one-stop integrated service, mosque, chemistry laboratory, physics laboratory, biology laboratory, computer laboratory, language laboratory, UKS, guard post, AULA, library, GSG, bathroom,activity room extracurricular and so on. This shows that the facilities and infrastructure of MAN 2 Lahat already meet the standards above the minimum.

The Educational

Process The educational process is the changing of one thing into something else. something that affects the running of the process is called *input*, while the process of a result is called *output*. The purpose of the process here if in the scope of education at the madrasa level is a process of decision making, program management, institutional management, learning processes, and review and assessment processes. In this case, the learning process must be prioritized because this learning process is the most important thing when compared to other processes.[21]

A process can be said to have quality if it can combine *inputs* well. So that it can create pleasant teaching and learning conditions, be able to foster motivation and interest in learning in students, and be able to make students not only master the knowledge that has been given by the teacher but also be able to master the knowledge that already exists in the students themselves as they can live and understand. can be applied in everyday life and continuously.[22] Therefore, it can be concluded that the process in education is an action that will be carried out in accordance with the procedure. Such as the process of teaching and learning, the assessment process, the process of the management system and the input process. With the aim of producing *output* quality.

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[21] Sulastriningsih Djumingin, "Strategi Dan Aplikasi Model Pembelajaran Inovatif Bahasa Dan Sastra," *Makasar: Badan Penerbit UNM*, 2016, 198.

[22] The Comparative Morphology, "Manajemen Mutu Informasi Kesehatan I : Qualiti Asurance," n.d.

MAN 2 Lahat for the curriculum already using the 2013 curriculum (K-13). In the process of learning activities, MAN 2 Lahat perform several stages including:

a. Preparation, this stage an educator must prepare before the start of the learning process.

b. Implementation of learning, at this stage an educator is required to be active in fostering the spirit of students and making it easier for students to accept learning according to a predetermined plan.

c. Conducting evaluation, this stage aims to see how much success or failure is obtained in the learning process.

Then, for the head of the madrasa himself here, he also plays an important role in deciding a stage that has been selected and will be used. What is certain is that the head of the madrasa must make decisions effectively and professionally in formulating problems, determining, identifying, selecting, and determining a solution to a problem.

Output **EducationalEducational**

Output is the result of the madrasa performance process in the form of madrasa achievement. Madrasa performance can be assessed in terms of quality, productivity, efficiency, innovation, and quality in work morale. *Theoutput* educationalthat is understood is the finished material produced through transformation. This is related to madrasa graduate students. With the holding of assessment activities, it will help to determine whether students can pass or fail. This is done as a tool in quality screening.[23]

The level of *output* according to Imam Machali and Ara Hidayat is the highest level, then followed by a process where the level is one level lower than the *output*, then *input* occupies the lowest level between output

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[23] Asep Habib and Idrus Alawi, "Kinerja Guru Dan Hubungannya Dengan Madrasah Aliyah Asep Habib Idrus Alawi Sekolah Tinggi Agama Islam Shalahuddin Al-Ayyubi Jakarta," *Journal of Islamic Education* 1, no. 1 (2019): 177–202.

and process. *The output* here is a madrasa achievement resulting from the ongoing learning management process in the madrasa. As for the distribution, the output is divided into two, namely in the form of academic achievements and non-academic achievements, such as arts, scouting, crafts, honesty, tolerance, high curiosity, and good cooperation.[24] Meanwhile, to produce *output* in terms of graduate quality, there are four steps, namely: *review*, *benchmarking*, *quality assurance*, and *quality control*.[25] Therefore, *input*, process and *output* are a series that is very important to continue to be improved and this will certainly involve *stakeholders* in educational institutions.

MAN 2 Lahat although it is not included in the favorite Madrasah category for senior high schools. Nevertheless, the achievements oflearners and educators in MAN 2 Lahat it's been pretty good. Be it at the regional, district, or provincial levels. In this case, the achievements achieved are not only in the academic sphere, but also in the non-academic sphere. Some of the achievements that have been obtained by MAN 2 Lahat these are: MAN 2 Lahat has won championships in the Madrasah Arts and Sports Competition (AKSIOMA) and scouting.

MAN 2 Lahat has also been able to succeed in theprogram and the Tahfidzul Tahfidzul Qur'anQur'an graduation has been carried out. Which Tahfidzul Qur'an is one of the flagship programs of the Ministry of Religion Institutions, Regional Offices and Lahat. In this Tahfizul Qur'an graduation, MAN 2 Lahat has contributed as many as 21 tahfiz in the grand graduation ceremony of Tahfizul Qur'an. The head of the madrasa stated that studying at MAN 2 Lahat This is not only gaining general knowledge, but also having to get religious knowledge, one of which is Tahfidzul Qur'an.

Then, achievements that are no less interesting are the achievements

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[24] Sewang. Anwar, *Manajemen PendidikaN*, n.d.
[25] Sewang. Anwar.

of the alumni of MAN 2 Lahat who have been accepted into universities. The following is the percentage of graduate students:

Table 3. Number of students who have continued their higher Education in the last 6 years.

| No. | Year | High Kepergeruan General | | | | Curup IAIN | |
| | | Public | | Private | | | |
		Students	%	students	%	students	%
1	2015/2016	6	20.8	-	-	1	41.7
2	2016/2017	7	11.4	-	-	2	22.7
3	2017/2018	4	11.9	1	2.4	2	23.8
4	2018/2019	5	8.9	1	1.8	2	17.9
5	2019/2020	5	8.6	4	6.9	1	17.2

Table above shows that every year graduates of MAN 2 Lahat are able to be accepted into the universities they want.

CONCLUSION

Good education is quality education. This is the basis for the development and progress of an educational institution, both Islamic educational institutions and general educational institutions. Input, process and output are a series that is very important to continue to be improved and this will certainly involve *stakeholders* in educational institutions. The meaning of quality in the context of education is always based on the

education system as a whole, starting from planning, educational processes, evaluations, and educational outcomes.

MAN 2 Lahat is one of the educational institutions that can be fairly good quality of education. This can be proven through several aspects including: MAN 2 Lahat accredited "A", has a clear vision, mission and goals, has educators and educational staff who are quite professional, adequate facilities and infrastructure, has both academic and non-academic achievements, and graduates from MAN 2 Lahat able to compete to continue their education in the best universities.

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ACHIEVEMENT WITH LIMITATIONS IN BUILDING A CHARACTER AND RELIGIOUS SCHOOL
(PRACTICAL STUDY OF FEASIBILITY STUDY OF FACILITIES AND INFRASTRUCTURE SMK IT KHOIRU UMMAH REJANG LEBONG)

[1]Rajab Effendi, [2]Meri Susiyanti
Institut Agama Islam Negeri (IAIN) Curup
Email: [1]rajabeffendi257@gmail.com
[2]merisusiyanti06@gmail.com

INTRODUCTION

Learning activities have a position and position for educational institutions, learning activities that are designed to help with learning goals/targets teachers in carrying out learning to deliver students to goals and overcome problems that may arise in learning holistically.[1] The learning process carried out, both in formal and non-formal institutions, is the core of school/madrasah activities. A teacher is obliged to create an effective and conducive learning situation so that students can master the material well.

But various learning problems that are often complained of by the community include the low interest of teachers in teaching, the inability of teachers to overcome difficulties in compiling learning documents, the difficulty of teachers carrying out teaching tasks using teaching skills that are in accordance with the demands of the subject matter, there are teachers who always miss information on updating the learning field, lack of coordination among colleagues, ineffective learning models and strategies and other problems related to learning.[2]

Along with the emergence of ideas for renewal of religious education, the Integrated Islamic School also participates in reforming from within. Some organizations implementing Integrated Islamic Schools have

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[1] Maulana Arafat, "The Problems of Learning Islamic Religious Education at SMP Negeri 5 Padangsidimpuan," *Darul Ilmi: Journal of Islamic Education and Science* 6, no. 2 (2020): 77–98, https://doi.org/10.24952/di.v6i2.2796.

[2] I Gede Nuarta, "Relationships with the Quality of Principal Supervision," Scientific Journal of Teacher Professional Education. 2, no. 2 (2019): 130–138.

modified the curriculum issued by the Ministry of Religion, but adapted to their environmental conditions, while some Integrated Islamic Schools use their own curriculum according to their respective abilities and perceptions. With this, the function and task is to realize the ideals of Muslims who want their children to be educated to become Muslims who believe, are pious and do good deeds and have noble character and become citizens of the State with personality, physically and spiritually healthy in their life. Organize future lives, and be knowledgeable. "In order to achieve a prosperous life in this world and a happy life in the hereafter. To achieve this goal, higher quality educational professionalism is needed than in public schools".[3]

The role of quality human resources (HR) is very important for the development of a nation. Even the limited quality of human resources is believed by many to be the main key to successful development. To realize quality human beings and society, the world of education, especially schools, is required to play an active role in improving the quality of human resources.[4] Many factors determine a school to be of high quality, but various studies on the effectiveness of teaching teachers, it can be concluded that teachers have a very dominant influence on student learning achievement. This can be understood because the teacher is an active resource, while other resources are passive. As good as the curriculum, facilities, learning infrastructure are, but the level of teacher quality is low, it will be difficult to get high-quality educational outcomes.[5] In short, the teacher is the *"main proxy"* for educational success.

Facilities and infrastructure is one that plays an important role in the smooth teaching and learning process and improving student academic achievement, or all that can support the smooth implementation in

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[3] Nuarta.

[4] Khoirul Adib et al., "Dr. Khoirul Adib, MA is a teaching staff at JSA Faculty of Letters – State University of Malang 1," nd, 1–20.

[5] Sri Hartini, "Strategic Factors to Improve Teacher Competence in Learning at SMP Negeri Se-Salatiga," 2006,

schools/madrasas to achieve educational goals. As for the facilities and infrastructure in education, namely the availability of school buildings, classrooms, tables, chairs, cupboards, lamps, blackboards, chalk, erasers, books, maps/globes, pictures, models. objects and so on.[6]

Based on the observations of researchers, there are still learning problems at the SMK IT Khoiru Ummah Rejang Lebong Rejang Lebong Bengkulu which involve human resources, facilities and infrastructure. The problems with HR which include teachers/educators are; indiscipline in teachers, lack of teacher welfare levels, and non-existent administrative staff. Meanwhile, the problems concerning the students/students are; there are still some students who have not been able to read and write the Qur'an, and there are still children students who find it difficult to understand the material taught by the teacher. The problems related to facilities and infrastructure are; the lack of facilities and infrastructure at the IT Rabbi Radhiyya Rejang Lebong Bengkulu Vocational School where there is no teacher's room/office, the prayer room which is attached to the office which is only limited by a cupboard, some chairs and tables that have been damaged, a typewriter/computer that does not exist, as well as textbooks and ATK (Office Stationery) which is very lacking.

With the above problems the reason for the author to examine the problems that occur in the madrasa, thus giving impetus to the author to carry out research with the title: "Achievement With Limitations in Building a Character and Religious School (Practical Study of Feasibility Study of Facilities and Infrastructure SMK IT Khoiru Ummah Rejang Lebong)"

RESEARCH METHODOLOGY

Based on the place, this research includes field research (*field research),* namely research conducted in certain fields/media. In this case, the research field is the SMK IT Khoiru Ummah Rejang Lebong.. Based on

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[6] AT Mawati et al., *Educational Innovation: Concepts, Processes and Strategies* (We Write Foundation, 2020),

the data analysis/work method, this research uses qualitative research, namely "research conducted with a phenomenon-oriented approach to phenomena, events, events that occur around us which are observed and processed using scientific logic". Based on the method, this research uses a descriptive method which aims to describe the actual situation in the field according to the facts systematically.

STUDY OF THEORY OF

Learning Problems in Madrasah/School

Problematics comes from the word problem which means problem or problem. While problematic is still causing problems, still not solved or problems.[2] While the English language *is problematical is difficult to deal with or understand; awkward and complex* (problematics are problems of difficulty or not being understood. Learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives.[7]

Facilities and Infrastructure

Facilities are everything that directly supports the smooth learning process. For example, learning media, learning tools, school supplies. While infrastructure is everything that can indirectly support the success of the learning process. Thus, facilities and infrastructure are important components that can affect the learning process. Complete facilities and infrastructure in the learning process can affect success. In accordance with the above principle that means is one of the important things for achieving learning objectives. This standard of facilities and infrastructure includes:[8]

1. Minimum criteria for facilities consisting of furniture, educational equipment, educational media, books and other learning resources, information and communication technology, and other equipment that

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[7] Siti Julaeha, "The Problem of Curriculum and Character Education Learning," *Journal of Islamic* Education *Research* 7, no. 2 (2019): 157,
[8] Julaeha

must be owned by every school/madrasah.

2. Minimum criteria for infrastructure consisting of land, buildings, spaces, and power and service installations that must be owned by every school/madrasah.

3. Meanwhile, the problems related to facilities and infrastructure which generally education at Integrated Islamic Schools do not have adequate facilities and infrastructure both physically, personally and financially. So this becomes a problem in the madrasah.

The problems related to facilities and infrastructure are; the lack of facilities and infrastructure at SMK IT Khoiru Ummah Rejang Lebong Bengkulu, where there is no teacher's room/office, the prayer room which is attached to the office which is only limited by a cupboard, some chairs and tables that have been damaged, a typewriter/computer that does not exist, as well as textbooks and stationery (office stationery) which are very lacking.

Facilities and Infrastructure Factors Facilities

Are everything that directly supports the smooth learning process. For example, learning media, learning tools, school supplies. While infrastructure is everything that can indirectly support the success of the learning process. "Thus, facilities and infrastructure are important components that can influence the learning process. Complete facilities and infrastructure in the learning process can affect success. In accordance with the above principle that means is one of the important things for achieving learning objectives. In Laws and Government Regulations of the Republic of Indonesia concerning Education relating to facilities and infrastructure, it is stated in Chapter VII Article 42 paragraphs 1 and 2 states:

"Each educational unit is required to have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support an orderly and sustainable learning process, and every educational unit is required to have infrastructure that includes: land, classrooms, education unit leadership room, educator room, administration room, library room, laboratory room, workshop space, production unit room, canteen room, power and service installation, place to exercise, place of worship,

playground, place to be creative , and other spaces/places needed to support an orderly and continuous learning process".[9]

In this case, educational facilities can be divided into 2 parts, namely: (1) educational facilities in the sense of "physical educational facilities", such as: school buildings, classrooms, desks and chairs, cupboards, lamps and other school physical facilities. The function of this facility is as a means of completing the school to support the smooth implementation of educational activities in schools. (2) educational facilities in the sense of teaching facilities/tools or teaching aids. As a teaching tool such as: blackboard, chalk, eraser, books and so on. Meanwhile, as teaching aids, for example: maps/globes, pictures, object models, and other teaching media. The function of this educational facility is to help facilitate teachers and students in the educational process (teaching and learning process).

Thus, there are several advantages for schools that have complete facilities and infrastructure. *First, the* completeness of facilities and infrastructure can foster the passion and motivation of teachers to teach. Teaching can be seen from two dimensions, namely as a process of delivering subject matter and as a process of setting an environment that can stimulate students to learn. *Second, the* completeness of facilities and infrastructure can provide various options for students to study. Universally, Integrated Islamic Schools do not yet have adequate facilities and infrastructure.

The problem of completeness of facilities and infrastructure such as physical, personal and financial so that it becomes a form and kind of problem in Madrasah Diniyah Awaliyah. On the other hand, the facilities and infrastructure at the Integrated Islamic School have not received a serious response from the government itself. This can be seen immediately that the facilities and infrastructure are still minimal and other equipment is inadequate, so that the learning process can be disrupted.

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[9] Ahmad Fauzan, "Management of Hezbollah Natar Facilities and Infrastructure, South Lampung," *Journal of Educational Studies* 3, no. 1 (2018): 249–276.

From the quote above, it can be concluded that teachers must be able to be creative and manage the study room both in terms of cleanliness, decorating a room that reflects beauty, choosing the right and comfortable paint color for walls, and avoiding unpleasant odors and away from noise that can interfere with the process, learn how to teach.

RESEARCH RESULTS

1. The Development Process of the SMK IT Khoiru Ummah in Building a School of Religious Character

With regard to the Dikmenjur Policy on the Repositioning of Vocational Education by 2020 which implies that the direction of School Guidance and Development is oriented to the preparation of Human Resources (HR) whose graduates are then expected to Not only can it become a government asset but also prepare a workforce that has competence and competitiveness to face the global era, the logical consequence is that SMKIT Khoiru Ummah as one of the educational institutions under the auspices of the Al-Amin Rejang Lebong Foundation, feels obliged to participate and equip Graduates with life skills (life skills) in an integrative manner, which combines generic and specific potentials.

Life skills that should be possessed by every graduate who will enter the community include the ability to know oneself (personal skills), rational thinking skills (thinking skills), social skills (social skills), academic skills (academic skills) and vocational skills (*vocational skills*).

On the other hand, seeing the continuous development of science and technology continuously, and to face a future full of challenges, more qualified, moral, and economically independent human resources are needed. Efforts to support the ownership of life skills that are beneficial to the community. So, SMKIT Khoiru Ummah tries to

increase its role, and also demands to have creativity, both in terms of improving the quality of education and developing life skills which will later support the lives of students when they are in the midst of society.

SMKIT Khoiru Ummah was founded in 2015 and has only started the New Student Admission (PPDB) process in early 2017. In July 2017 SMKIT Khoiru Ummah started the learning process with 49 students at that time. There are 25 male students and 21 female students. Then over time SMKIT Khoiru Ummah immediately got an Operational Permit, NPSN Number and also BOS funds to help school operations.

In 2018 SMKIT Khoiru Ummah participated in the Accreditation program and Alhamdulillah the results were SMKIT Khoiru Ummah got Accreditation B. In this second year, SMKIT Khoiru Ummah has received 80 students. Office Management Expertise Competencies, Visual Communication Design Skills Competencies and Motorcycle Business Techniques developed at SMKIT Khoiru Ummah refer to the development of the National Education mission and are determined to produce graduates who are truly useful in society, if ideal conditions are met. These include adequate practice equipment, up-to-date training curriculum (syllabus) and competent teaching staff. These three things will be realized by SMKIT Khoiru Ummah with full support from the Bengkulu Provincial Education Office and the Directorate of Vocational Secondary Education.

a. School Profile

NO	Identity	Description
1	Full Name of School	SMKIT Khoiru Ummah
2	NPSN	69969153
3	Skill Competencies	a. Office Management (MP)

NO	Identity	Description
		b. Visual Communication Design
		c. Engineering and Business Motorcycle
4	School Address	Jl. TVRI transmitter in Tasik Malaya Village
5	School Status	Private (Al-Amin Curup Foundation)
6	District / Regency	North Curup / Rejang Lebong;
7	No. School Phone	0732 3345042
8	Implementation time	07.30 to 15.30 PM
9	Land Area	11,756 m²
10	Principal Name	Rajab Effendi, S.Pd.I, S.Pd.
11	Address	Air Putih Baru Curup
12	No. Principal's Phone/HP	082280450024

b. Vision, Mission and School Goals
   1) Vision of SMKIT Khoiru Ummah To create a generation that is Rahmatan Lil'alamin.
   2) Mission of SMKIT Khoiru Ummah Vocational School
      a) Organizing an educational process and adhering to the Qur'an and As-Sunnah.
      b) Produce students who are able to memorize the Qur'an with tahsin and tartil standards.
      c) Produce students who are able to memorize the Qur'an at least 3 juz 4).

d) Print students who have Islamic character and are beneficial to the surrounding community as part of da'wah.

e) Forming students who love their homeland and nation.

f) Organizing expertise that leads to life skills and is environmentally sustainable.

g) Forming students who are able to interact with technological advances and mastery of science.

c. The purpose of SMKIT Khoiru Ummah is to form the character of students who have:

a. *Salimul aqidahcreed* (a straight).

b. *Shahihul Ibadah* (true worship).

c. *Matinul Khuluk* (Good morals).

d. *Qowiyul JizmStrong* (body).

e. *Mustaqoful Fikri* (Broad insight).

f. *Qodirun ala Kasbi* (Independent).

g. *Munazamun Fii Su"uihi* (Order of all Affairs).

h. *Haritsun ala Waqtihi* (Keeping time).

i. *Nafi"un Lighoirihi* (Beneficial for others).

2. **Development of Data on Facilities and Infrastructure in the Process of Building Schools with Religious Character Each Year.**

	NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
A	**Land**				
	1	Land Grant	2017	-	The vast size thorough land 11756 M^2
	2	Soil mother Emi	2017	-	
B	**Building**				

	NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
	1	Building Class	2017	8	
	2	Room of Headmaster	2017	1	
	3	The TU	2017	1	
	4	Room Teacher	2017	2	
	5	Hall	2017	1	
	6	Library Room	2017	1	
	7	Kitchen Room	2017	1	
	8	WC	2017	6	
	9	Mushola	2019	1	
	10	UKS	2017	1	
	11	Practice Room	2019	3	
C	**Equipment**				
	1	Active Speaker	2021	2	BOS
	2	Student Desks	2017	80	
	3	Chairs Students	2017	80	
	4	file cabinet Treasurer	2018	1	
	5	Folding Student Chair	2018	40	
	6	Principal file cabinet	2018	1	BOS
	7	Wakasis file cabinet	2018	1	BOS

NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
8	TU file cabinet	2018	1	
9	TedmondPractical	2018	1	
10	laptop	2018	6	
11	Whiteboard	2018	8	
12	Long Prayer Mat	2018	4	
13	Notice Board	2018	1	
14	Printer	2018	2	
15	Telephone	2018	2	BOS
16	LCD Projector	2018	3	BOS
17	Infocus Screen	2018	1	BOS
18	Hand Grinder	2019	1	
19	Cup Cabinet	2019	1	
20	School Brand Board	2019	1	BOS
21	Brand BoardDepartment	2019	1	BOS
22	Calligraphy Wall Clock	2019	1	
23	Double Tank Dispenser	2019	1	
24	Governor Figure	2019	1	
25	Mat	2019	4	
26	Megaphone	2019	2	
27	Dell Laptop	2019	1	

NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
28	Printer EPSON L110	2019	1	
29	Teacher Work Chair	2019	20	
30	Principal Work Chair	2019	1	
31	School Data Board	2019	5	
32	Flag Banner	2019	1	
33	Bookshelves 1 face	2019	3	Diknas Province
34	bookshelf 2 Advance	2019	2	Diknas Provincial
35	Chairs	2020	1	BOS
36	Work desk Principal	2020	1	BOS
37	Filing Cabinets	2020	1	
38	Dispenser	2020	1	
39	Canon	2020	2	
40	Laptop	2020	1	
41	Laptop	2020	1	
42	LCD Monitor	2020	1	
43	Motor	2019	2	
44	Welding Machine	2018	1	
45	DSRL Sony	2019	1	

NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
46	DSRL Canon	2018	1	
47	Digital Camera	2018	1	
48	Drone	2018	1	
49	Clip On	2020	1	
50	Lens	2018	1	
51	Lens	2019	1	
52	Lightning	2019	3	
53	Fan	2019	2	
54	Compressor	2017	1	BOS
55	Lens Kit Sonny	2020	1	
56	Tripot Hp	2020	3	BOS
57	Mic Stand	2020	1	BOS
58	Spray Tank	2020	1	BOS
59	Little Tedmond	2020	1	BOS
60	Principal Computer	2020	1	BOS
61	Paper Cutter	2019	2	
63	Digital Multimeter	2021	2	
64	Key L	2021	1	
65	Shock Key	2021	1	
66	Key K Combination	2021	1	
67	Ring Wrench	2021	1	

	NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
	68	Treker	2021	1	
	69	Impact Engine	2021	1	
	70	Hammer	2021	2	
	71	Micrometer	2021	1	
	72	Digital caliper	2021	2	
	73	T key	2021	1	
	74	Screwdriver -	2021	1	
	75	Screwdriver +	2021	1	
	76	Knock screwdriver	2021	1	
	77	Tang Crocodile	2021	1	
	78	Tang Cut	2021	1	
	79	Drill Bits	2021	1	
	80	Key Ban	2021	1	
	81	Key Busi	2021	1	
	82	Puller Gaugge	2021	1	
	83	Tang Spie	2021	1	
	84	Key L Stars	2021	1	
	85	Eyeglass Las	2021	1	
	86	Netbook Principal	2021	1	BOS
	87	100 M hose	2021	1	BOS
	88	Vollyball	2021	1	BOS

NO	FORM OF ASSETS	IN PEROLE HAN	Total Project AH	DESCRIPTION
89	Switch Sport	2021	1	
90	Wifi Extender	2021	1	
91	Sandist Flashdisk 32 GbSales window	2021	1	
92	Lan USB	2021	1	
94	Refrigerator	2021	1	
95	Tablecloth 4-sided	2021	20	
96	Podium Speech	27/10/2021	1	BOS
97	Sony A7 Mark III Body Only	22/10/2021	1	Teffa
98	Lens Sonny 24-70 F2.8GM	23/10/2021	1	Teffa
99	Dell Inspiron 3881	24/10/2021	3	Teffa
100	Flash ElectronicYongnuo YN-560 IV	25/10/2021	1	Teffa
101	Krisbow DRY Cabinet 40x37x65	26/10/2021	1	TeffaLighting
102	Pack Studio Kit	27/10/2021	1	Teffa

3. **Learning Problems at SMK IT Khoiru Ummah Rejang Lebong in Building a School with a Review of Facilities and Infrastructure.**

The learning problems that occur in the Integrated Islamic School are very diverse, such as those relating to human resources, which among others, productive teachers experience difficulties, so that

the school accepts several non-vocational teachers to maximize the learning process.

According to Miarso, a qualified teacher is a teacher who meet the standards of educators, master the material/content of lessons in accordance with the standards of content, and appreciate and carry out the learning process in accordance with process standards learning.

This means that Miarso defines qualification as an ability or competence that a teacher must have in carrying out their duties can be said by a good teacher teaching in accordance with educational qualifications more skilled in carrying out the process classroom learning.

Based on the results of an interview with the Head of IT Vocational School Khoiru Ummah Rejang Lebong that the problem with learning at the school that concerns human resources is that teachers are still not skilled at teachingforteachers considering that most of the qualificationsvocationalare not education so it takes a long process of adaptation and intensive coaching in improving skills. in teaching. This data is also supported by the results of interviews with teachers who represent the curriculum that the problem with learning for teachers is that some teachers are on-site staff, which can be seen in terms of their administration, which still needs to be guided.

As well as from the results of interviews with teachers and curriculum representatives that the problems related to teachers are that teachers who teach at SMK IT Khoiru Ummah often complain about the limitations of practical tools, especially in the Visual Communication Design department to support learning in class, but for now teachers are trying to work around this by taking turns or by using block system.

Through the observations of researchers in the field, it is clear that the learning problems related to human resources that have been

described above are true of these problems at SMK IT Khoiru Ummah Rejang Lebong Curup.

Meanwhile, the learning problems related to facilities and infrastructure are still minimal, including; the physical building (room) in which the non-existent teacher's room is still combined with the TU room, is still in the process of gradual construction and the integrated office is only limited by a cupboard, some broken benches and desks, inadequate laptop practical equipment, library room, hall, and, very minimal learning tools/resources and very lacking textbooks at the SMK IT Khoiru Ummah Rejang Lebong.

The data above is also supported by the results of interviews with curriculum representatives that the madrasa facilities and infrastructure are still lacking, but the lack of facilities and infrastructure at SMK IT Khoiru Ummah does not make teachers not enthusiastic about learning with superior programs in building a culture of religious character for vocational students. SMK IT Khoiru Ummah Rejang Lebong is able to create quality graduates with character.

In accordance with what was stated in the self-thesis research, implementing religious culture is an attempt to develop some of the main problems in religious life that come from Allah SWT. It consists of three main elements, namely aqidah, worship, and morals which become behavioral guidelines in accordance with divine rules to achieve prosperity and happiness of life in this world and the hereafter. Religion is the most noble source for humans because what religion is working on is a fundamental problem for human life, namely behavior (morals).

Then this aspect is brought to life by the power of the spirit of monotheism or aqidah and worship of God. The implementation of religious education, which is manifested in the implementation of religious culture at various levels of education, should be implemented.

Because with the embedded religious values in students, it will strengthen their faith, and the application of Islamic values can be created from the school environment. For this reason, the implementation of religious culture is very important and will affect attitudes, traits and actions indirectly. Some of the findings of religious culture at SMK IT Khoiru Ummah with limited facilities and infrastructure include implementing the habit of carrying out sunnah prayers and obligatory congregational prayers in mosques, Carrying out Monday-Thursday fasting, coaching on a weekly basis known as Hamalan Quran which is the flagship program of the Khoiru Ummah IT Vocational School and the high tolerance instilled in students so it is not surprising that the behavior of graduates from integrated schools has better morals.

CONCLUSION

From several descriptions of the discussion of this thesis, the following conclusions can be drawn: Learning problems at SMK IT Khoiru Ummah Rejang Lebong Bengkulu are: Problems related to human resources, namely the lack of skilled teachers in teaching because basic education is not in accordance with educational qualifications so it requires a special coaching process. Meanwhile, the problems related to the facilities and infrastructure are still minimal, so that the schools carry out block system learning. In addition, with the flagship program of religious culture at the SMK IT Khoiru Ummah Rejang Lebong, it is able to create graduates with religious characteristics, even with limited facilities and infrastructure. It is hoped that in the future the school and the school committee will be able to collaborate in supporting the completeness of school equipment, especially when practicing vocational subjects.

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EMPLOYMENT ON A POSITIVE AND EFFECTIVE LEARNING CLIMATE AT SMAN 2 REJANG LEBONG
(MASTERY OF SKILLS AND CULTURE OF READING, WRITING, ARITHMETIC AND LITERACY)

[1]Fera Yuliana, [2]Putri Susilawati
Institut Agama Islam Negeri (IAIN) Curup
Email: [1]feranikita@gmail.com
[2]putri@iaincurup.ac.id

INTRODUCTION

Student achievement is influenced by many factors, including the ability of students to master the learning material being taught. There are many factors that influence the success or failure of students in mastering learning materials, one of which is the quality of the learning process. If students' enthusiasm for learning also increases, the quality of the learning process will increase, which is emphasized by increasing curiosity, skills, high enthusiasm for asking questions, diligent in writing, arithmetic, literacy and always being sensitive to current knowledge issues.

The learning process must be able to create a conducive classroom atmosphere or classroom atmosphere to support the creation of a quality learning process. But unfortunately the learning process that has occurred so far still tends to be one-way, and the active participation of students in the learning process is not considered. In the learning process where students are more the subject of learning, teachers often do not position themselves as facilitators, motivators, and dynamists. Teachers are more likely to think of themselves as the only source of learning, and students are more likely to be considered as objects of learning and must accept everything that the teacher gives. Such a learning atmosphere is certainly not conducive to developing creativity, analytical skills and students' critical attitude in the learning process.

As a result, the learning process that has taken place so far has been less meaningful for students, so it cannot develop students' abilities and potential more optimally.

The learning process is basically a learning interaction process between teachers and students and between students and other students. The success or failure of an interaction in the learning process is influenced by many actors, both factors from the teachers themselves, students, supporting facilities, and the atmosphere of the learning interaction process.[1]

To create an effective and conducive classroom atmosphere, of course, a good class is needed so as to create a comfortable and pleasant atmosphere. According to reference states that, the requirements of a good class are: (1). Neat, clean, healthy, not damp, (2). Enough light to illuminate it, (3). Adequate air circulation, (4). The furniture is in good condition, sufficient in number and neatly arranged, and, (5). The number of students is not more than 40 people in Managing the class.[2]

Teachers in teaching should always encourage students to carry out self-discipline and teachers themselves can be examples of self-control and implementation of responsibilities. Thus, teachers must be disciplined in various ways if they want their students to be disciplined in all things.

1. Positive learning climate

Schools with a positive learning climate have high student achievement, this can happen to people with high or low incomes. By the

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[1] Ali Muhtadi, "Menciptakan Iklim Kelas (Classroom Climate) Yang Kondusif Berkualitas Dalam Proses Pembelajara," *Majalah Ilmiah Pembelajaran* 1 (2005): 200, https://media.neliti.com/media/publications/220185-menciptakan-iklim-kelas-classroom-cumate.pdf.

[2] Evina Cindi Hendriana, "Pengaruh Keterampilan Guru Terhadap Hasil Belajar Peserta Didik," *Jurnasl Pendidikan Dasar Indonesia* 3 No.2 (2018): 46, https://journal.stkipsingkawang.ac.id/index.php/JPDI/article/view/780/790.h.46

same logic, a negative learning climate in schools is associated with a low level of student achievement.[3]

An effective school is a school that produces high student academic achievement, uses resources carefully, has a school climate that supports quality learning activities, is satisfied with every element in the school, and school outputs can benefit the environment.[4]

The positive learning climate is classified:

a. Beliefs about the school consist of:

  1) The belief and behavior of the teacher that students should be able to achieve academic achievement with high standards.

  2) Students' perception of the learning climate at school, if they are able to achieve great academic achievements.

b. Organizational structure in schools consists of:

  1) The expectation of a suitable attitude position is the position expected by organizational actors in schools, namely teachers, organizational actors in schools, namely teachers, students and school principals.

  2) Teachers can teach students to achieve higher

  3) Students can get school achievements, the principal can lead his staff to lead all students in achieving higher achievements.

  4) The reward system and structure in excellent schools is focused on success. Teachers receive awards for their success in bringing all students to high achievements, students receive awards for their great achievements and for striking achievement improvements.

  5) Stratification of students is kept to a minimum, schools are to diagnose learning progress through tests, and not through selection based on the grade level of students.

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[3] HM. Musfiqon, *Mendesain Sekolah Unggul* (Sidoarjo: Nizamia Learning Center, 2015).h.38

[4] Sumarto, "Mewujudkan Sekolah Efektif Melalui Manajemen Mutu," *Al Ashlah* 2 No1, no. 2581-107X (2018): 175, http://repository.iaincurup.ac.id/86/.

6) The mechanism for parental involvement is arranged by the school, to facilitate the achievement of school goals.

These phenomena make us ask how students can learn well, for that to get success in teaching it can be started by improving the learning climate which has been underappreciated so far, a negative learning climate must be changed to a positive one and this is the duty of all school communities, especially teachers. and school principals to create a more intensive atmosphere in a better system.

Learning outcomes are abilities that have been achieved by a person after carrying out learning activities, which create a change for the better in that person, both in terms of knowledge, description, expertise, values, or behavior that is permanent and does not change. The three domains as learning outcomes that Bloom put forward are the cognitive, affective, psychomotor domains, both in the old version and in the new version.[5]

Cognitive domain is a domain that includes mental (brain) activities. In the cognitive domain there are 6 (six) levels of thought processes, starting from the lowest level to the highest level, namely a) knowledge b) understanding (comprehension), c) application, d) analysis, e) synthesis, f) assessment / award (evaluation). The six levels of thinking in the

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[5] Dedi Sutedi, *Bahasa Jepang: Evaluasi Hasil Belajar (Teori Dan Praktik)* (Bandung: Humaniora, 2019), https://books.google.co.id/books?id=eFa9DwAAQBAJ.h. 14

cognitive domain are continuum and everlap (overlapping), where the higher realm includes all the realms below.[6]

Affective domain is a domain related to attitudes and values. The characteristics of affective learning outcomes appear in students in various behaviors.[7] The measurement of the affective assessment domain of student competence in the affective domain requires the main value concerning student behavior and interest in learning.

The psychomotor domain is a domain related to skills or the ability to act after a person has received a certain learning experience. There is a difference in meaning between skills and abilities. Skills are more related to psychomotor while abilities are related to cognitive.[8]

1. Effective Learning Climate

One of the determinants of student learning success in the classroom is the creation of an effective learning climate. Successful learning will give birth to students who are able to think creatively, increase knowledge and change behavior in responding to everything around them. This expectation is used as an indicator of learning success because the main orientation in education is to give birth to people who think, have knowledge and behave well. Thus, it takes appropriate efforts for education providers to find the right way to realize these goals.[9]

According to Mulyasa a conducive learning climate is expected to support an effective learning process, so that all parties involved in it, especially students feel comfortable learning. Thus, an effective and fun

[6] M P Ika Sriyanti, *Evaluasi Pembelajaran Matematika* (Jawa Timur: Uwais Inspirasi Indonesia, 2019).h.66

[7] M I Ismail, *Evaluasi Pembelajaran* (Depok: PT. RajaGrafindo Persada, 2021).h.104

[8] L M N Wathoni, *Hadis Tarbawi : Analisis Komponen-Komponen Pendidikan Perspektif Hadis* (Lombok: Forum Pemuda Aswaja, 2020).h. 263

[9] Ma'as Shobirin Taslim Syahlan, "Membangun Iklim Belajar Efektif Melalui Metode Hypnoteaching Di Madrasah Ibtidayah," *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman* 9, no. 1 (2018): 2, https://doi.org/10.31942/mgs.v9i1.2199.

learning climate will be created (joyful instruction), a conducive learning climate will also raise the spirit of learning, raise the potential and learning outcomes of students so that they can develop optimally.[10]

In addition, school principals can improve the learning atmosphere better by increasing governance standards, enacting and increasing in harsher actions against students who violate and making the school environment cleaner and creating a clean learning atmosphere with better teaching situations.

Good classroom management can support the realization of an effective learning or classroom environment. If class management is not good, then the learning environment is not organized. An organized learning environment encourages students to seriously study behavior in the classroom through careful classroom management planning, encourages students to be attentive, responsive, controlled, active in social and personal interactions in class, and excellent self-discipline.

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The effectiveness of teaching and learning is the target of the materials being taught that are achieved by teachers in schools, which are based on the curriculum that is still in effect. The number of teaching materials contained in the curriculum sometimes does not match the

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[10] Mulyasa, *Manajemen Kepemimpinan Kepala Sekolah* (Jakarta: PT. Bumi Aksara, 2013).h.92

[11] Warneri Abdul Azis, Nuraini Asriati, "Prestasi Belajar Siswa Kelas Xi Akuntansi Di SMKN 3 Pontianak," *Pendidikan Dan Pembelajaran Khatulistiwa* 8, no. 2 (2011): 98, https://jurnal.untan.ac.id/index.php/jpdpb/article/view/36460/75676583352.

implementation time on teaching days. In addition, teachers are required to be able to achieve these targets, so an effective strategy is needed when teachers are at school.

The task and role of the teacher becomes very large which is the most important element in education. Thus, teachers can place their existence as professional education personnel in accordance with developments that occur in society. As educators, teachers have the task of teaching and instilling values and attitudes to students, for carrying out their duties teachers must have attractive personality competencies.

Teaching is an activity of transferring knowledge carried out by a teacher and students as recipients of the knowledge. To achieve the goals that have been determined, it is necessary for the learning process carried out by the teacher to take place effectively.[12]

Effective teaching is teaching that can lead to effective learning. To be able to teach effectively, teachers must be able to create a learning climate that supports the creation of optimal conditions for the learning process to occur. Mursel, in this case, suggests that the six teaching principles are not used/placed properly, so a learning climate that supports the creation of conditions for the learning process to be achieved. [13] There are six teaching principles, namely:

1. Context

It is a situation that includes tasks in learning that are stated in a contextual framework that is considered important and requires students to become active students who have their own goals. The characteristics of the context are: making students as opposed to dynamic and strong interactions, the existence of actual and concrete experiences, and dynamic concrete experiences.

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[12] H S *Azyanti*, *Motivasi Kepala Sekolah* (Jakarta: Yudha English Gallery, 2018), https://books.google.co.id/books?id=sUHHDwAAQBAJ.h.51

[13] Afriza, *Manajemen Kelas* (Pekanbaru: Kreasi Edukasi, 2014).h.53-53

2. Focus

In achieving learning effectively, a focus must be chosen, which has the following characteristics: mobilizing goals, giving form and uniformity to learning, organizing learning as a process of exploration and discovery of focus.

3. Socialization

The quality of meaning and effectiveness of learning depends on the social framework in which learning applies. Class social conditions depend on the influence of the teaching and learning process.

4. Individualization

Learning becomes an individual matter, which becomes the difference in the way of learning.

5. Order

Teachers consider effectiveness to be part of lessons that are arranged in a timely and sequential manner.

5. Evaluation

Evaluation is carried out to examine student learning outcomes and processes and to find out the difficulties inherent in the learning process.

Emphasis On a Positive and Effective Learning Climate at SMAN 2 Rejang Lebong

The emphasis on a positive learning climate at the high school level has the goal of students having the ability and being able to change circumstances in the face of various lives that continue to experience various world developments which can be done through various exercises in taking action and having a logical, rational, critical, and rational rationale. act honestly, efficiently and effectively.

At SMAN 2 Rejang Lebong the teachers in providing a positive and effective learning climate, it was found that the teacher had something good when doing the right learning between students and teachers.

Teachers of SMAN 2 Rejang Lebong in a positive and effective learning climate are good things in learning between teachers and students and are supported, and there is communication between teachers and parents to achieve these goals.

The emphasis on a positive and effective learning climate carried out by teachers in learning is carried out well, with various emphases made by teachers such as an emphasis on students' reasoning in learning lessons at school by being given exercises, assignments and homework. The emphasis given ultimately gives direction to the formation of student attitudes and various skills.

Furthermore, the efforts made by SMAN 2 Rejang Lebong teachers emphasize the learning climate trying to provide various positive reinforcements in order to avoid negative things that can disrupt the learning process.

In conducting classroom management, it is also applied by developing self-discipline. The teacher as a motivator for students to be able to carry out self-discipline so that they become role models can control themselves and have a sense of responsibility.

Constraints Faced in Emphasizing a Positive and Effective Learning Climate at SMAN 2 Rejang Lebong

The harmonious relationship between teachers and students has an effect on the learning process. Teachers who are apathetic towards their students make students stay away from their teachers which results in students turning away from their teachers so that hatred is embedded and causes students to find it difficult to accept lessons, this is what separates teachers from students.

There are many obstacles faced by teachers when creating a learning climate for students. Efforts to shape behavior, various approaches to solving problems encountered, Finding and solving behaviors that cause problems, approaches are carried out with prohibitions and suggestions, accepting and respecting students as human beings, open attitude, democratic attitude, empathetic attitude, the approach taken can Overcoming obstacles in managing the classroom is to use the power approach, threat approach, freedom approach, teaching approach.

Students' age and interest in learning become obstacles in a positive and efficient learning climate when receiving lessons in class, the obstacles faced are students cannot receive the material properly which is influenced by the age of students who are still unstable, sometimes some students have the intention to learn, sometimes some of his friends directed him not to be active when they were studying.

Another obstacle encountered with increasingly sophisticated technological developments, affects teachers in carrying out learning because many students are influenced by the beginning of online learning they are more interested in cellphones than learning. There is no motivation to learn to be ignorant, rather than studying.

The constraints faced, mean that each student has a different character from one another due to age, age affects the behavior of fellow friends.

Individual differences by someone can affect learning outcomes for students, so these individual differences should receive attention for teachers and parents, because these individual differences can affect student learning outcomes positively and negatively.

The ability of students when interacting and adapting in the learning environment can be influenced by the quantity and quality of the abilities, skills, expertise and mentality of students who are continuously nurtured and

supported by teachers in learning activities, as well as influenced by environmental conditions that support the teaching and learning process.

Efforts are Being Made to Emphasize a Positive and Effective Learning Climate at SMAN 2 Rejang Lebong.

A positive and effective learning climate is an absolute requirement in the teaching and learning process. The learning climate is seen as an important aspect of implementing the learning system. The learning climate is created from the harmonious relationship between the teacher and students which is formed from the interaction of the two. The birth of optimal interactions that depend on efforts in emphasizing a positive learning climate.

The teacher's learning climate is carried out in various ways that are considered good, by increasing various skills, developing interest in reading, writing, arithmetic and literacy.

A friendly atmosphere, and the latest methods in teaching and learning need to be carried out by teachers with students as an effort to create a positive and efficient learning system, the efforts made by teachers are based on interviews with Mrs. Darti in a more familiar way, and using the latest method, which changes are not instantaneous, with In this way, students finally have the enthusiasm to learn

In carrying out their duties, teachers must not only create the best and quality learning, but also be a reliable motivator, able to create innovative learning models, utilize information technology and utilize learning resources so that the learning process is more interesting and encourages students to learn more actively.

Watching students doing study assignments sooner or later provide individual choices and services for students, especially those who are slow learners, will increase their enthusiasm for learning and make them happy at school.

The quantity and quality of abilities, skills, professional knowledge, and psychological skills that are continuously developed and supported by parents are the interests of students, such as the ability to guide their thoughts, habits, emotions, attitudes and behavior to overcome the tensions and problems they face. face it, and move towards the same goal of developing his personality. Adult adaptability in this field is related to the process by which students form beliefs and abilities after they know themselves, objectively understand their own strengths and weaknesses, and can objectively see the reality they face.

CONCLUSION

1. Emphasizing a Positive and Effective Learning Climate at SMAN 2 Rejang Lebong is a good thing when doing learning between students and teachers properly. with various emphases made by teachers such as emphasis on student reasoning in learning lessons at school by being given exercises, assignments and homework. The emphasis given ultimately gives direction to the formation of student attitudes and various skills.

2. Obstacles faced in emphasizing a positive and effective learning climate at SMAN 2 Rejang Lebong are influenced by different ages from one another, less interest in learning, more influenced by cellphones when online learning.

3. Efforts are being made to emphasize a positive and effective learning climate at SMAN 2 Rejang Lebong in a friendly atmosphere between teachers and students, as well as applying new methods of teaching and learning so that students become motivated in learning.

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ACHIEVING MAXIMUM ACADEMIC ACHIEVEMENTS MADRASAH PROBLEM MANAGEMENT

[1]Dedi Ristiono, [2]Surya Adi Pratama
Institut Agama Islam Negeri (IAIN) Curup

Email: [1]azzamalqois@gmail.com
[2]suryaadipratama16@gmail.com

INTRODUCTION

Success and success is the hope that every individual has. A person's success and success cannot be separated from the competence of that person. One way to hone competence is through education. Education is one of the important things in preparing someone for the future. Because of the importance of education for each individual, Education programs are created and given from a young age so that individuals have truly qualified competencies for the future.

Learning achievement is the learning result achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students. Every learning activity, of course, always expects to produce maximum learning. One of the main factors that are very influential in the success of learning is the presence of teachers. Given the existence of teachers in the process of teaching and learning activities are very influential, then the quality of teachers should be considered.

The initial effort made in improving the quality of education is the quality of teachers. Teacher education qualifications are in accordance with the minimum prerequisites determined by the requirements of a professional teacher. Professional teachers in question are teachers who are qualified, competent, and teachers who are desired to bring learning achievement and

are able to influence the teaching and learning process of students which will later produce good student learning achievements.

The success of a teacher in teaching tasks can be seen from the results achieved by his students. How can an educator know whether his students are progressing in their learning if they do not conduct an assessment of their students' learning outcomes. Likewise, how can a teacher know which parts of the lesson are considered difficult by students, if he does not conduct a careful assessment of the results achieved by them. The success of a teacher in carrying out his teaching duties can be seen from the results achieved by his students.

Evaluation is a systematic and continuous process to collect, describe, interpret and present information to be used as a basis for making decisions, formulating policies and further programs. Evaluation or assessment is an activity that is always carried out by every teacher, has a very big meaning for success in teacher and student learning activities.

Learning evaluation is a process of assessing and measuring systematically and continuously to determine the quality (value and meaning) of learning towards various learning components, based on certain criteria and predetermined objectives, as well as to obtain information in the form of feedback for learning improvement (Zainal Arifin, 2012, p.9). Evaluation activities include measurement and assessment. Measurement is related to quantitative, while assessment is related to quality.

The results of these evaluation activities will provide an overview to the teacher in preparing the next program. Thus, it will provide opportunities for teachers to carry out remedial programs. In the learning process, the terms test, measurement and evaluation are an inseparable part. These three terms are related but each has a different meaning.

DISCUSSION

Academic Achievement

Academic achievement is a term used to indicate an achievement obtained from a person's learning outcomes within a certain period of time in the form of understanding, application, analytical power, and evaluation expressed in the form of certain numbers or symbols through an assessment carried out directly by the teacher or using a test that standardized.

Academic achievement is a change in behavioral skills or abilities that can increase over time and is not caused by the growth process, but by a learning situation. The embodiment of the results of the learning process can be in the form of oral or written solutions, and skills and problem solving can be directly measured or assessed using standardized tests.

The following is the definition and understanding of academic achievement from several book sources:

1. According to Djamarah (2002), academic achievement is the result obtained in the form of impressions that result in changes in the individual as the end result of learning activities.

2. According to Azwar (2002), academic achievement is evidence of improvement or achievement obtained by a student as a statement of whether there is progress or success in educational programs.

3. According to Suryabrata (2006), academic achievement is the last learning result achieved by students within a certain period of time, which in school students' academic achievement is usually expressed in the form of certain numbers or symbols.

4. According to Chaplin (2001), academic achievement is a special level of acquisition or result of expertise in academic work that is assessed by teachers, through standardized tests, or through a combination of the two.

5. According to Winkel (1996), academic achievement is a learning process experienced by students to produce changes in the fields of knowledge, understanding, application, analytical power, and evaluation.

6. According to Sobur (2006), academic achievement is a term to indicate an achievement of a level of success regarding a goal, because a learning effort has been carried out by someone optimally.

Academic Performance Assessment Function

Assessment of academic achievement serves to determine the readiness of students in the learning process, which from this assessment will also facilitate educators in monitoring the process, progress, and improvement of student learning outcomes on an ongoing basis.

According to Djiwandono (2002), several functions of academic achievement assessment are as follows:

1. To determine the level of readiness of students to take a certain level of education. This information is very valuable for educators in teaching students in the classroom. The information is useful for three things, namely 1) classifying students in classes based on their level of readiness, 2) knowing the weaknesses and strengths of students in basic learning so that they are in accordance with the weaknesses and strengths of these students, and 3) as a basis for conducting a diagnosis of learning difficulties. faced by students.

2. To get information in providing guidance about the type of education that is suitable for these students. With the assessment carried out it can be seen all the potential possessed by students. Based on the potential possessed by students, it can be estimated which majors are the most suitable for these students in the future. With an academic assessment, the wrong choice of majors can be avoided.

3. To compare whether the achievements achieved by students are in accordance with their capacities. If in a subject students get a lower

value than their capacity, it is necessary to look for the inhibiting factors so that students can achieve achievements according to their capacities.

4. To find out if students are mature enough to continue to higher education institutions. If the results of the student's academic assessment get good results, it can be considered that the student is mature enough to continue to a higher educational institution.

5. To conduct a selection in order to obtain students who are in accordance with the requirements of a certain type of education, it is necessary to hold a selection of prospective students. The results of the assessment carried out can provide a fairly clear picture of which prospective students qualify for this type of education.

Academic Achievement Measure

According to Azwar (1995), academic achievement can be seen or measured based on several indicators, including the following:

1. Report value. With report cards, we can find out student achievement. Students with good report cards are said to have high achievements, while those with poor grades are said to have low learning achievements.

2. Academic achievement index. Academic achievement index is learning outcomes expressed in the form of numbers or symbols. The achievement index can be used as a measure of a person's learning achievement after undergoing the learning process.

3. Graduation rate. Graduation rate is a result obtained during carrying out an education in a particular institution, and this result is also an important indicator of learning achievement.

4. Graduation predicate. The predicate of graduation is the status carried by a person in completing an education which is determined by the amount of achievement index he has.

5. Education travel time. The travel time of a person's education in completing his studies is one measure of achievement, those who finish

their studies early indicate good achievements, on the other hand, education travel time that exceeds the normal time indicates poor performance.

Various Academic Achievements

According to Crow (1989), academic achievement can be grouped into three types, namely:

1. Language skill. The development of a person requires him to have a higher reasoning, it is very dependent on the use of language. Language is a tool for building and forming relationships that expand knowledge.

2. Math ability. The ability to count has a function that emphasizes thinking in dealing with situations that require experiences related to numbers.

3. Ability of science / science. In a world filled with scientific work products, scientific literacy is a must for everyone. Everyone needs to use scientific information to make choices they face every day. Through the study of science students' knowledge of the world increases.

Factors Affecting Academic Achievement

According to Shah (2002), there are several factors that are considered to affect a person's academic achievement, including the following:

1. Intellectual ability

   Individual intellectual level determines the learning success of students. The higher the individual's intelligence, the greater the opportunity for the individual to achieve success. Vice versa, the lower the individual's intelligence, the smaller the individual's opportunity to achieve success.

2. Interest

   Interest is an individual's tendency to feel interested and happy in the field of study or learning material. Achievement of academic

achievement can be influenced by individual interests. For example, are individuals who are very interested and interested in English subjects. The individual always focuses his attention and will study harder and in the end the individual will achieve satisfactory achievements as well.

3. Special talent

   Special talent is an individual ability that stands out in a field. A person's talent can predict academic achievement in the future. The achievements of the individual will reflect the individual's talents.

4. Motivation for achievement

   Motivation is an encouragement to individuals in doing something to achieve success. Motivation is an internal drive (ideas, emotions, physical needs) that causes someone to do something. Achievement motivation is a willingness that encourages individuals to perform tasks to get an achievement or success. Low motivation in individuals will cause individuals to be less enthusiastic about participating in the learning process. Vice versa, the higher the motivation, the faster the success to be achieved.

5. Attitude

   Attitude is a decision to take an action based on individual beliefs. Individuals who have a positive attitude will always view the learning process as something that is beneficial for the individual. Vice versa, individuals who have a negative attitude towards the learning process will consider the process as something that is not useful.

6. Physical and mental condition

   Individual learning achievement can be influenced by physical and mental conditions. Unhealthy physical conditions will affect individual thinking processes and result in decreased concentration to follow the learning process. Mental conditions that affect individual learning achievement can be mental stability and emotional state. Mental

stability and emotional state can be factors that affect individual concentration when studying or taking exams at school.

7. Independence

   Independence is an experience to regulate behavior, take initiative, select and direct decisions to determine life goals without the influence of parents or group norms. Independent students are students who are creative, initiative, diligent and responsible. Independent students will improve their learning achievement.

8. School environment

   One of the environments that affect academic achievement is school. The learning process is determined by facilities and infrastructure, teacher teaching effectiveness, teaching curriculum and teacher interaction with students. Student learning achievement can be achieved if the school environment also plays a role in improving achievement, for example organizing quiz competitions between students or classes, complete school facilities (LCD, projector, blackboard), competent educators.

9. Family environment

   The family environment also affects academic achievement, especially parents. Parenting patterns of socio-economic and socio-cultural conditions determine individual success. If the family encourages and guides children's learning activities such as choosing schools, providing learning facilities, direct support from parents, then children will get high academic achievements.

10. Situational environment

    The factors included in it are socio-cultural conditions, state conditions and economic politics. These circumstances can affect the learning process. An example of socio-cultural factors that affect academic achievement is the association with peers. State conditions that

affect achievement are policies and budgets provided for schools and the poor for schools. An example of political-economic factors that affect performance is the state of the economic crisis.

Evaluation

Evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in order to make decisions (Zaenal Arifin, 2009: 5). Meanwhile Ralph Tyler as quoted by Farida Yusuf Tayipnapis (2008: 3) said evaluation is a process that determines the extent to which educational goals can be achieved. Guba and Lincoln also said the same thing as quoted by Zaenal Arifin (2009: 5), they mentioned evaluation as "a process for describing an evaluation and judging its merit and worth".

Evaluation according to Mahrens & Lehman is a process of planning, obtaining, and providing information that is needed to make decision alternatives. Evaluation or assessment is a process that is deliberately planned to obtain information or data; Based on the data, then try to make a decision. Therefore, the information or data collected must be appropriate data and support the planned evaluation objectives (Ngalim Purwanto, 1994: 3).

According to Arif Marwanto, et al (2014: 129) evaluation is an activity that is planned and carried out continuously. Evaluation is not just the final or closing activity of a program. Rather, 8 are activities carried out at the beginning, during the program and at the end of the program. In line with this understanding, Bob Kizlik stated that the evaluation is as follows. Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value". When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation (Bob Kizlik, 2014).

According to Fitzpatrick, et.al. in Badrun Kartowagiran (2013:14), evaluation is a systematic activity to identify, clarify and apply a criterion to determine the success of a program. Meanwhile, Merten (2010) explains that evaluation is a systematic and objective effort to assess the progress and achievement of a program's goals. Thus what is meant by evaluation is a systematic activity to collect, analyze and present information accurately and usefully to interpret the success of a program and as material for making new decisions. In line with this understanding, according to Imam Muchoyar, et al (2013: 327) educational evaluation is a systematic procedure carried out to obtain information that can be used to see whether or not the goals of the education program have been set.

1. Evaluation Function

According to Farida Yusuf T. (2008: 4) evaluation has two functions, namely formative and summative functions. The formative function is used for the improvement and development of ongoing activities (programs, people, products, and so on). Summative function, evaluation is used for accountability, information or follow-up. So evaluation should help develop implementation, program needs, program improvement, accountability, selection, motivation, increase knowledge and support from those involved.

Evaluation is basically functioned to improve the quality of education. Evaluation will provide an overview of how much success in learning is applied to students. In addition, evaluation is also used by teachers and education supervisors to measure or assess the effectiveness of the methods and learning media used (Ngalim Purwanto, 1994: 5). Meanwhile, Zaenal Arifin (2009: 16) suggests that the function of evaluation in learning is as follows :

a. Psychologically, students always need to know how far the activities that have been carried out are in accordance with the goals to be

achieved. In learning, they need to know their learning achievements so that they feel satisfaction and calm. For this reason, teachers need to carry out evaluations in learning, including assessment of student learning achievements.

b. Sociologically, evaluation serves to determine whether students are capable enough to enter the community. Able in the sense that students can communicate and adapt to all levels of society with all its characteristics.

c. In a didactic-methodical manner, evaluation serves to assist teachers in placing students in certain groups according to their respective abilities and skills and to assist teachers in efforts to improve the learning process.

d. Evaluation serves to determine the position of students in the group, whether they are smart, moderate or less intelligent children. This relates to the attitudes and responsibilities of parents as the first and foremost education in the family environment. Parents need to know their children's progress to determine next steps.

e. Evaluation serves to determine the level of readiness of students in taking educational programs. If students are considered ready (physical and non-physical), then the educational program can be implemented. Conversely, if students are not ready, the educational program should not be given first, because it will lead to unsatisfactory results.

f. Evaluation assists teachers in providing guidance and selection, both in order to determine the type of education, majors, and grade promotion. Through evaluation we can find out the potential of students so that we can provide guidance in accordance with the expected goals.

g. Administratively, evaluation functions to provide reports on the progress of students to parents, authorized government officials, school principals, teachers, and the students themselves. The results of the evaluation can provide a general description of all the results of the efforts carried out by educational institutions.

2. Evaluation Principles

According to Suke Silverius (1991: 11), there are several principles that need to be considered in conducting an evaluation, namely as follows:

a. Integrated Evaluation cannot be separated from the objectives, materials and teaching methods. Therefore, the evaluation plan must have been determined at the time of compiling the teaching unit so that it can be adapted to the objectives and teaching materials to be presented.

b. Student Involvement Students need evaluation to be able to know the extent to which students are successful in teaching and learning activities. Thus, evaluation for students is a necessity, not something to be avoided.

c. Coherence The principle of coherence means that the evaluation must be related to the teaching material that has been presented and in accordance with the realm of ability to be measured.

d. Pedagogical Evaluation apart from being a tool for assessing learning outcomes or achievements, it also needs to be applied as an effort to improve attitudes and behavior from a pedagogical perspective.

e. Accountability Accountability is a form of accountability report to what extent the success of the teaching program is conveyed to interested parties. The parties in question include parents, the community, the environment, and the educational institution itself.

CONCLUSION

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TEACHER'S DEDICATION IN IMPROVING THE QUALITY OF EDUCATION AT SMPIT KHOIRU UMMAH

[1]Asni Neli, [2]Enilawati, [3]Nikku Panduning Hutami
Institut Agama Islam Negeri (IAIN) Curup

Email: [1]asnineli134@gmail.com
[2]enilawati80@admin.sd.belajar.id
[3]nikku.panduning26@gmail.com

INTRODUCTION

Nowadays, improving the quality of education is an important thing that must be done. In educational organizations, the quality of schools needs to be improved in order to develop for the better. To be able to create quality education, teachers must be able to respond to various policies from the government and the community in order to improve quality, creativity, innovation and better system management (optimization of *inputs*, processes, and *outputs*). All of this needs to be supported by good or quality teacher performance, because the teacher is a very important and influential factor in education, this is because for students, teachers are figures who should be imitated. For this reason, teachers should have behaviors and abilities that are able to develop their students for the better. To carry out their duties properly as a teacher, it is necessary to have pedagogic competence, personality competence, professional competence, and social competence.[1]

Quality education will be born from quality teachers. The quality of teachers can be seen from their ability to educate their students, to form good characters for their students, to be able to make their students have role models for others and to be able and caring to help students with learning difficulties. This is another form of teacher dedication which is also very necessary in improving the quality of education.

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[1] Cece Wijaya and A. Tabrani Rusyan, *Kemampuan Guru Dalam Belajar Mengajar* (Bandung: PT. Remaja Rosdakarya, 1991).

Teacher dedication is not only limited to the process of distributing knowledge from teachers to students and evaluating the learning process that has been carried out. Teachers are also required to educate in a wider scope, such as disciplining them against the rules at school and outside of school, making students obedient and respectful towards their parents, siblings, and neighbors, and so on. Professional and competent teachers will produce students who are in accordance with the learning objectives to be achieved. To achieve this cannot be separated from the auspices of quality educational institutions.

STUDY OF THEORY

Teacher Dedication

In the Law on the National Education System, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through basic education, secondary education[2]. The function and role of the teacher is very important because it affects the implementation and development of the quality of education in school. Based this, it can be said that this study are in accordance with the opinion Cece Wijaya and Tabarani. Rusyan regarding the function and role of teachers, in his book teachers as educators and teachers, community members, leaders, administrators and managers of the teaching and learning process.[3]

Imam al-Ghazali's opinion in his book Ngainun Naim, says that the task of a teacher or educator is divided into two parts. First, purification, development, cleansing, and lifting of the soul of its creator, keeping it away from evil and keeping it always in His nature. Second, teaching, namely the transfer of various knowledge and belief in reason and hearts of believers, so

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[2] Art Pustaka, Undang Undang Guru Dan Dosen (Yogyakarta: Pustaka Pelajar, 2009).

[3] Wijaya and Rusyan, Kemampuan Guru Dalam Belajar Mengajar.

that they realize the behavior and life.[4]

The conclusion from the opinions of the two scholars is that the task of a teacher is not only to provide aspects of knowledge, but also how to bring or direct his psyche so that he becomes more pious and has faith in Allah. Almost the same as the goal of education is to develop the potential of learners to have a religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed him, the community, the nation and the State[5]. With this, a teacher does not only deal with cognitive aspects but also has the task of instilling good moral values into the souls of students.

The obligations that must be possessed by an educator or teacher according to Imam Al Ghazali in his book Ngainum Naim are (1) Must have love for students and treat them like their own children, (2) Do not expect a reward or thanks. Carrying out teaching duties only intends to seek pleasure and draw closer to God, (3) Provide advice to students whenever there is an opportunity, (4) Prevent students from taking actions that reflect bad morals, (5) Talk to students according to with the language and abilities they have, (6) Do not cause hatred in students regarding other branches of knowledge, (7) To underage students, provide clear and appropriate explanations for him, so as not to disturb his mind, (8) Educators must practice his knowledge and not to be different with his actions.[6]

Educators or teachers are people who are responsible for the intellectual life of students. A capable moral personality is what is expected of every student. No teacher expects his students to become the scum of society. For that only teachers with full dedication and loyalty business, which can guide and nurture students in the future in order to be useful to the

[4] Ngainun Naim, Menjadi Guru Inspiratif (Yogyakarta: Pustaka Pelajar, 2018).

[5] Undang-Undang RI, "Sistem Pendidikan Nasional Dan Peraturan Pemerintah R.I Tahun 2010 : Penyelenggaraan Pendidikan Serta Wajib Belajar, UU RI No. 20 Tahun 2003" (2012).

[6] Naim, Menjadi Guru Inspiratif.

nation and the State[7]. Thus, the role of a teacher is not only sufficient to provide scientific insight and moral cultivation to students, but also needs to be supported with high dedication in carrying out their duties as a teacher.

Dedication in English, *dedicate* has the meaning of offering[8]. In the Popular Scientific Dictionary, dedication is a dedication that is a sacrifice of energy, thought, and the time for the success of noble aims[9]. When the teaching profession only prioritizes material and feels that the salary or wages are too low, it will have a direct impact on their work that is not optimal, on the contrary if the teacher feels the salary or wages they receive are decent or more than adequate, the teacher will have optimal dedication.

From the opinion of the figures above, the dedication meant by the author is a sacrifice of energy, thought, time, which is carried out by the teacher for the success of a business that has a noble goal, such as improving the quality or quality of education. The teaching profession is not only limited to teaching subjects in the classroom as a form of responsibility for the profession, but teachers are indirectly required to form good characters for their students, be able to educate their students, make students have role models for others and be able to create a quality learning process.[10]

Sincerity and self-sacrifice are important points for a teacher in carrying out their teaching duties, if it is not based on love can afflict even the teachers themselves learners.[11] Therefore a teacher must really enjoy his role as a teacher, this will make the heavy work light and enjoyable.

One of the teachers who really enjoys their role is a teacher who has a dedicated spirit, while the indicators of a dedicated teacher include (1) having

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[7] Syaiful Bahri Djamarah, Guru Dan Anak Didik Dalam Interaksi Edukatif (Jakarta: Rineka Cipta, 1997).

[8] John M. Echols and Hassan Shadily, Kamus Inggris-Indonesia (Jakarta: PT Gramedia, 1988).

[9] Haetamy Eljaid, Kamus Ilmiah Populer (Yogyakarta: Pustaka Pelajar, 2012).

[10] Dedy Mulyasana, Pendidikan Bermutu & Berdaya Saing (Bandung: PT Remaja Rosdakarya, 2012).

[11] Naim, Menjadi Guru Inspiratif.

abundant energy reserves, this is because their energy or energy comes from the motivation to always love their work, (2) a willingness to work hard. sacrifice, the love of teachers and students will bring up the desire to always sacrifice for the progress of their students, (3) always want to give the best, this trait will appear when the teacher is really committed to the profession he has been involved in Quality of Education. Quality Education is education that is capable of maturation of the quality of education developed by freeing students who are developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, from bad morals and faith[12]. Improving quality or quality means increasing the degree, level, heightening, intensifying (production)[13]. Good quality can also be interpreted badly to an object, the level or degree level (skill, intelligence, and so on)[14]. The purpose of improving quality here is the effort or role of dedication made by teachers in improving the quality of education at SMP IT Khoiru Ummah.

Basically, one of the main keys to improving the quality of education is a commitment to change, if all teachers and school staff are committed to change existing and agreed upon, leaders easily encourage them to find new ways to improve productivity and quality in education[15]. The quality of education can be seen in two ways, namely the educational process and educational outcomes. The education process is of quality if the educational component is involved in the education process itself. The factors that occur in the education process are various *inputs*, such as teaching materials, methodologies, administrative support, infrastructure, and other resources that can create a conducive atmosphere. The quality of education in the context of educational outcomes refers to student achievements that have

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[12] Mulyasana, Pendidikan Bermutu & Berdaya Saing.

[13] Depdiknas, Kamus Besar Bahasa Indonesia (Jakarta: Balai Pustaka, 2001).

[14] Depdiknas.

[15] Nana Syaodih Sukmadinata, Pengendalian Mutu Pendidikan Sekolah Menengah (Konsep, Prinsip, Dan Instrumen) (Bandung: PT Refika Aditama, 2006).

been achieved in a certain period of time. Achievements can be in the form of educational outcomes in the form of academic abilities such as general tests, school final exams, national final exams. This achievement can also be in the form of non-academic achievements, such as achievements in sports, technology, arts, services, and so on. Even school achievement that could only be observed as well as the atmosphere of discipline, solidarity, mutual respect, cleanliness, tidiness school, and so on.[16]

In the context of education, the quality in question is a relative concept, which relates to the satisfaction of internal customers and external customers. The internal customers here are principals, teachers and education staff. While external customers are divided into three groups, namely primary external customer (student), secondary customers (parents and government) and tertiary customers (labor market and society at large).[17] In order to realize the national quality education, the government made a national standard of education that serves as a basis for planning, execution, and monitoring of education in creating a national education quality, and aimed at educating the nation and form the character and dignified civilization.[18]

To maintain the consistency of these functions and objectives, the curriculum, learning process, and overall governance system must refer to and be guided by the National Education Standards. National Education Standards include graduate competency standards, content standards, process standards, education standards and education personnel, facilities and infrastructure standards, management standards, financing standards, and assessments. What is meant by national education standards according to

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[16] B. Suryosubroto, "Manajemen Pendidikan Di Sekolah" (Jakarta: PT. Renika Cipta, 2004).

[17] Nurkholis, Manajemen Berbasis Sekolah, Teori, Model Dan Aplikasi (Jakarta: PT Gramedia Widiasarana Indonesia, 2003).

[18] Mulyasana, Pendidikan Bermutu & Berdaya Saing.

regulation No. 19 of 2005 can be explained as follows:[19]

1. Graduate competency standards are qualifications of graduate abilities related toattitudes, knowledge, and skills.

2. Content standards are the scope of the material and the level of competence as outlined in the criteria for graduate competence, study material competence, subject competence, and learning syllabus that must be met by students at certain levels and types of education.

3. Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competency standards.

4. The standards of educators and education personnel are the criteria for pre-service education and physical and mental feasibility as well as in-service education.

5. Facilities and infrastructure standards are national standards relating to minimum criteria regarding study rooms, libraries, sports venues, places of worship, playgrounds and recreation, laboratories, workshops, other learning resources needed to support the learning process. This standard also includes the use of information and communication technology.

6. Management standards are national education standards relating to planning, implementation and supervision of educational activities at the education unit level, education management at the district/city, provincial and national levels. The purpose of this standard is to increase the efficiency and effectiveness of education delivery.

7. Financing standard is a standard that regulates the components and the amount of operating costs of an educational unit which is valid for one year.

8. Educational assessment standards are national education standards relating to mechanisms, procedures, and instruments for assessing

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[19] Redaksi Sinar Grafika, Permendiknas 2006 Standar Isi Dan SKL (Jakarta: Sinar Grafika, 2006).

student learning outcomes.

Based on the opinion of the leaders regarding efforts to improve the quality of education, it can be done in several ways, namely (1) a good planning system, (2) learning materials and a good governance system, (3) delivered by good teachers, and (4) supported by quality education component. This will raise or improve the quality of education in schools.

RESEARCH METHODOLOGY

The type of research conducted at SMP IT Khoiru Ummah is qualitative research. Qualitative method is a research method used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups[20]. Qualitative research can also mean working to build people's views are researched in detail and formed with words, pictures holistic (comprehensive, in-depth and complex).[21]

The subjects in this study were teachers of SMP IT Khoiru Ummah, while the object of the research was the dedication of teachers in improving the quality of education at SMP IT Khoiru Ummah. This research uses three data collection techniques, namely interviews, observation, and documentation. While the data analysis technique used is the analysis technique according to Miles and Huberman which consists of *data reduction, data display,* and *conclusion drawing/verification.*[22]

RESEARCH RESULTS AND DISCUSSION
Research Results

[20] Nana Saodih and Sukmadinata, Metode Penelitian Pendidikan (Bandung: Remaja Rosdakarya, 2012).

[21] Tohirin, Metode Penelitian Kualitatif Dalam Pendidikan Dan Bimbingan Konseling, Jurnal Fokus Konseling, vol. Volume 2 N, 2016.

[22] Lexy J. Moleong, "Metodologi Penelitian Kualitatif Edisi Revisi," PT. Remaja Rosda Karya, 2019.

Profile of SMP IT Khoiru Ummah

SMP IT Khoiru Ummah is an educational unit with a junior high school level in Talang Rimbo Lama, Kec. Curup Tengah, Kab. Rejang Lebong, Bengkulu. In carrying out its activities, SMP IT Khoiru Ummah is under the auspices of the Ministry ofEducation and Culture. SMP IT Khoiru Ummah is located at Jl. Infantri Dusun IV Desa Teladan, Kec. Curup Tengah, Kab. Rejang Lebong, Bengkulu, with postal code 39125.

Vision and Mission of SMP IT Khoiru Ummah

1. Vision

   To become an Islamic school that develops a balance of education: **Al-Qur'an**, **Hadith**, and **Modern Science** in preparing prospective young Islamic leaders whotake part at thelevels. **National** and **International**.

2. Mission

   a. Forming a generation of Islam that is superior and has integrity.

   b. Prioritizing technology-based Islamic education patterns.

   c. Design, develop and provide Islamic character education.

   d. Become oneof the reference schools in the Province.

3. Data on the Teacher Council of SMP IT Khoiru Ummah

a. Number of teachers   : 36

b. Principals   : Martono, S.Pd

c. Curriculum representative   : Joko Purnomo, S.Si

d. Student Representative   : Rendi Sepriansa, S.Pd.I

e. Facilities and Infrastructure Representative: Anisa Rosmalara, S.Pd

4. Extracurricular Supervisor:

   a. Scout   : Heni Erlina, S.Pd

   b. Rohis   : Ahmad Fadhilah R, M.Pd

   c. Student Council   : Novi Arianti, S.Pd

d. PMR   : Desi Ratna Sari, S.Pd

e. Cooking   : Virgiani , S.PD.I

f. English Club   : Inggit Iasyah Purboningrum, M.Pd

g. Robotics   : Elasis Dwi Guinensis, S.Pd

h. Futsal   : Ade Rizki Romadhon, S.Pd

Discussion

Based on the results of interviews with teachers of SMK IT Khoiru Ummah is known that the 5 aspects that researchers have done regarding teacher dedication can help improve the quality of education at SMP IT Khoiru Ummah. The five aspects are the principal's leadership, the teacher's confidence in students that academic achievement can be achieved, routine teacher monitoring of students, providing adequate learning opportunities for students, coordination of teachers, parents and other stakeholders.

The first is regarding the leadership of the principal, the leadership carried out by the principal in leading is in terms of learning and self-development. The headmaster himself is included teachers as said by Wahjosumidjo, that the principal can be defined as a functional staff of teachers who were given the task to lead a school in which organized learning process, or place in a safe interaction between teacher who gave lessons and pupils receive lessons.[23] With the principal who carries out his duties to lead in the school, it shows a form of dedication as a teacher, with his strong leadership so that he can work together and support each other with other teachers in improving the quality of education in schools.

The second is the belief in students that academic achievement can be achieved. SMP IT Khoiru Ummah teachers provide opportunities and trust for their students to develop their talents and expertise through guidance. At SMP IT Khoiru Ummah the teacher had made preparations to include his students in various competitions approximately 2 months earlier. Since 2

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[23] Wahjosumijo, *Kepemimpinan Kepala Sekolah* (Jakarta: PT Raja Grafindo Persada, 2003).

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months before that, registration, selection and guidance by teachers for their students began. Teachers here who have interacted very often certainly already know the superior talents or expertise of each student, so that students who excel in the fields to be contested will be directed and guided more intensively to be more prepared and mature in the competition later. Guidance will be carried out by the teacher of each subject in the contest. However, there are several fields of competition that are also guided by teachers of other subjects. This is because there are teachers who have more experience in the field being contested. For example, for a choir competition, the teacher who conducts the coaching is from a Pkn subject teacher. The PKn teacher has experience in choral art so he is mandated to guide students who will take part in choral competitions. In classroom learning, if there are students who do not reach the graduation mark, they will be remedial. The remedial is done by looking at and analyzing if the material or chapter or part is not mastered by the students. For subjects that have practicum, remedial can also be done through practicum, so that students can better understand the material that has not been understood. In this aspect, it can be seen that there is a dedication of teachers in improving the academic achievement of students through guidance and direction.

The third is regular monitoring of students. Teachers at schools in addition to teaching subject matter to students, are also tasked with carrying out routine monitoring. At SMP IT Khoiru Ummah there is a self-development program before learning starts and after all learning ends. The morning activities before starting the lesson are dhuha prayer activities, reading al-matsurat, and recitations or muroja'ah. As for the activities after the learning is over, there are dzuhur prayers, dhikr, recitations or muroja'ah, and cults. Since morning the teacher has to come to school first and then monitor the students in the morning activities, monitoring is carried out if the students have all done the dhuha prayer, read al-matsurat, and recitations.

Likewise, during the day the teacher must remain at school to monitor until the routine activities of students are completed. In this aspect, it can be seen the dedication of the teacher with the sacrifice of his time in supervising, monitoring from the morning until the end of all student activities.

The fourth is sufficient learning opportunities for students. Students have the same time and learning opportunities, starting at 07:15 to 11:45 WIB. And continued with self-development activities until 14:00 WIB. A teacher must always prepare learning materials properly every time he will do teaching in class. Not only the material is prepared, but also the methods and methods of delivery are good so that it can be adapted to the ability of students to receive the material. With the delivery of appropriate material by the teacher, students can more quickly absorb the knowledge or knowledge conveyed. This will make students gain mastery of the material at school, and if testing is carried out, their scores will not get low scores. Based on the mastery of the material every time a teacher teaches and is supported by creativity and how to distribute material to students, good results will also be obtained when tested.

And the last is the involvement of parents, community and other stakeholders. In achieving the goal of improving the quality of education, of course, there needs to be support and cooperation between various parties, including parents, the community, and stakeholders. The teacher acts as an intermediary between the school and the community, including the parents of students. At SMP IT Khoiru Ummah, at the beginning of school, there is a meeting held by the homeroom teacher with parents of students to discuss plans and needs for the next semester that can help facilitate learning activities in class, including the fees that are agreed upon and determined together in the meeting. the. At the beginning of each semester, a home visit is also held by the teacher. The teacher will make a home visit for each student to synchronize knowledge, morals, worship, and attitudes between at

home and at school. Not a few students who only maintain their worship, morals, and attitudes at school, but when they are at home the activities or knowledge they get from school are not repeated or re-applied at home. For example, praying on time, at school they are used to preparing to pray before the call to prayer is heard, but when at home they tend to delay praying when the call to prayer is heard. This can be seen from the lack of synchrony between at school and at home, so it is necessary for teachers to make home visits and be able to discuss with parents if there is such a discrepancy. Problems that usually occur are due to gadgets, an unfavorable environment, and parents who are less able to teach, discipline or set an example for children at home. Parents as teachers at home are responsible for teaching their children at home, and teachers can help provide suggestions and solutions if needed in solving problems related to children's education at home. With the openness and good communication between teachers and parents so as to facilitate the process of learning activities at school and at home.

CONCLUSION

From some of the discussion descriptions that have been described above, it can be concluded that the five aspects related to the dedication of a teacher at SMP IT Khoiru Ummah can improve the quality of their education. The five aspects include the leadership of the principal, giving trust, direction and guidance in improving academic achievement, sacrificing time in aligning and monitoring various student activities, preparing materials and good teaching methods, as well as collaboration between parents, the community and stakeholders.

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LEADERSHIP CONTRIBUTION PRINCIPAL MTs BUNAYYA ISLAMIC SCHOOL IN CREATING THE CLIMATE STUDY

[1]Ahmad Qodri, [2]Anggi Mantara
Institut Agama Islam Negeri (IAIN) Curup

Email: [1]ahmad.iaincurup@gmail.com
[2]anggimantara@gmail.com

INTRODUCTION

Leadership from a Leaders become a very important aspect to be carried out as well as possible in various aspects of human life. The development or decline of an organization will be largely determined by the pattern of leadership in planning, controlling and good supervision, so that a good leader is needed.[1] Even in Islam has been explained that there are things that need to be considered in carrying out the role as a leader to subordinates as the instructions contained in the Al-Qur`an surah Ali Imron paragraph 159 of the

$$\text{فَبِمَا رَحْمَةٍ مِّنَ ٱللَّهِ لِنتَ لَهُمْ ۖ وَلَوْ كُنتَ فَظًّا غَلِيظَ ٱلْقَلْبِ لَٱنفَضُّواْ مِنْ حَوْلِكَ ۖ فَٱعْفُ عَنْهُمْ وَٱسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِى ٱلْأَمْرِ ۖ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى ٱللَّهِ ۚ إِنَّ ٱللَّهَ يُحِبُّ ٱلْمُتَوَكِّلِينَ ١٥٩}$$

Meaning:
"Then caused grace of Allah do you apply gentle towards them. If you are hard-hearted and harsh-hearted, they will certainly distance themselves from those around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, then put your trust in Allah. Verily, Allah loves those who put their trust in Him". (Surah Ali Imron: 159)

If it is related to the context of the leadership of the principal, the quote above illustrates that a leader should have a firm but not authoritarian attitude, be able to interact and foster subordinates in a harmonious

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[1] Nurilatul Rahmah Yahdayani et al., "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kualitas Peserta Didik Di SDN Martapuro 2 Kabupaten Pasuruan," *EduPsyCouns Journal* 2, no. 1 (2020).

relationship so as to create a conducive climate, and prioritize deliberation and discussion. have a strong commitment to dedicate themselves to achieving school goals.

One of the managerial competencies as regulated in PP No 2 year 2007[2] concerning the Standards of Principals/Madrasahs is that school principals are required to have competence in creating a conducive and innovative school/madrasa culture and climate for learning. In line with this, in Fahmi [3] also noted that one of the requirements of a good leader is able to understand and put himself, subordinate, and the organization as a whole managed well and continuous so as to create the atmosphere and the climate pleasant working and full of friendship. A good leader is also very much needed in the educational aspect, especially in the school environment.

The school is one of the formal educational institutions that have interrelated components between one component and another, and the components must be able to contribute to each other in achieving the educational goals that have been set. The very important components in a school include the principal, teachers, students, and education staff or staff who support the implementation of education in the school environment.

In the educational environment in schools there is a principal as the main leader or *top leader* as well as a school manager. Students or students as educational subjects must be prepared in such a way that they have high learning motivation so that they can have good learning achievements. Teachers who must have good teaching competence and ability. As well as education staff or staff who must have reliable administrative skills in order to provide services, especially in terms of school administration. The

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[2] Peraturan Pemerintah No 13 Tahun 2007, "Tentang Standar Kepala Sekolah/Madrasah," n.d.

[3] Irham Fahmi, *Manajemen Kepemimpinan: Teori Dan Aplikasi* (Bandung: Alfabeta, 2014).

principal as the main leader or manager in the school must be able to pay attention to the development of various aspects in the school, one of the things that the principal needs to pay attention to is the quality of the implementation of learning.

The quality of learning outcomes is certainly the main goal of the learning process in schools. How is it possible for schools to produce quality student output without a conducive and quality learning process. Conducive and quality learning is very important for a leader to continue to pay attention to in schools.[4] Therefore, creating a conducive learning climate is one thing that needs to be considered by school principals.

Speaking about conducive learning climate, Allah has called on people to be able to create a good learning atmosphere, which is stated in Al-Qur`an An-Nahl, verse 125 the following:

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِۖ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦۖ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ١٢٥

Meaning: "Call upon (men) to thy Lord path with wisdom and good lessons and bantahlah them in a good way. Verily, your Lord knows best who has strayed from His path and He knows best those who are guided" (Surah An-Nahl: 125).

In the Qur'an Surah An-Nahl verse 125, Allah SWT has explained about school management as an educational institution to manage schools and classes in order to create a good and conducive educational environment. The verse teaches a school management approach by always doing good in the right way and if something goes wrong, both in terms of leaders, teachers or students, then reprimand them in a good way. It can be concluded that the school climate is an important aspect to be managed as well as possible.

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[4] Nevi Septiani and Rara Afiani, "Pentingnya Memahami Karakteristik Siswa Sekolah Dasar Di SDN Cikokol 2," *As-Sabiqun* 2, no. 1 (2020).

In research Widyastika and Agustina[5] school climate is the most important aspect in the career journey of a school, because a conducive school climate can affect teacher productivity, student learning motivation, school culture, improve learning quality, shape students to behave well, and improve student outcomes. academic and non-academic students. In addition, the school climate can be an indicator of the assessment of the community or education customers in assessing whether a school is said to be of quality or not. One aspect that greatly affects the quality of the school both in terms of process and output is the leadership of the principal.

In the results of a preliminary study conducted with initial observations on November 18 and 19, 2021, the authors found that the principal of MTs Bunayya Islamic School was able to create a climate of conducive learning activities, so that researchers saw that learning activities in schools could run well and effectively. This can be seen from the high student motivation, good teacher discipline, and conducive learning activities.

The results of this observation are also supported by the results of an interview with Mrs. Pansisca, S.Pd, as one of the MTs Bunayya teachers on November 18, 2021, which stated that "the principal has had many roles in helping teachers to improve the learning process, either through direction, or supervision of learning activities. In this descriptionauthors to conclude that there is a good contribution from the principal to improve the learning environment both at MTs Bunayya Islamic School. Referring to the explanation and elaboration above, the author will examine how the contribution of the principal of MTs Bunayya Islamic School in an effort to create a conducive learning climate in the school environment. And the

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[5] Astrid Rizqa Widyastika and Menik Tetha Agustina, "Hubungan Antara Iklim Sekolah Dan Kompetensi Pedagogik Dengan Kinerja Guru SMP," *Psychological Perspective* 3, no. 1 (2021).

purpose of this research is to describe the contribution or leadership role of the principal of MTs Bunayya Islamic School in creating a conducive learning climate.

In order to create a good learning climate, there are various kinds of roles or contributions that can be made by a *leader* or leader in a school or madrasah environment. It is stated in Harahap and Sumarto[6] that there are several leadership roles of school principals including (1) principal as educator, (2) principal as manager, (3) principal as administrator, (4) principal as supervisor, (5) principal as leader, (6) principal as innovator.

Relevant to the opinion above, in Prianto[7] states that there are several roles performed by the madrasah principal, including: (1) the principal as an educator, (2) the principal as a manager, (3) the principal as an administrator, and (4) principal as supervisor.

RESEARCH METHODOLOGY

In this research article the author uses a qualitative approach, in Sugiyono[8] mentions a qualitative approach as research used to examine natural object situations. The type of research used is descriptive qualitative. With qualitative descriptive analysis, the data collected is in the form of words or sentences, not in the form of numbers. According to [9] this type of research will provide a description or describe a complex situation, and directions for further research.

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[6] Emmi Kholilah Harahap and Sumarto, "Kepemimpinan Pendidikan Islam Dalam Upaya Benchmarking," Literasiologi 3, no. 3 (2020).

[7] Teguh Dasa Prianto, "Kontribusi Kepemimpinan Kepala Sekolah Dalam Menciptakan Iklim Kelas Yang Kondusif Di SMP Muhammadiyah Sumbang Kec. Sumbang Kab. Banyumas," *Qalam* 2, no. 1 (2021).

[8] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

[9] Nana Syaodih, *Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2009).

The subject of this research is the Principal of MTs Bunayya Islamic School, while the object of research is the role or contribution of the principal in creating a conducive learning climate at MTs Bunayya Islamic School. This study uses three data collection techniques, namely interviews, observation and documentation. While the data analysis technique used is analysis technique according to Miles and Huberman which consists of *data reduction, data display*, and *conclusion drawing/verification.* [10]

RESEARCH RESULTS AND DISCUSSION

Research Results

To find out how the description of the role and contribution of the principal's leadership in an effort to create a conducive learning climate at MTs Bunayya Islamic School, the researchers conducted interviews with the principal of the school, namely Mr. Herli Yansah, S.Pd.I., Mrs. Intan Permata Sari, S.Pd., as homeroom teacher for class VIIb, Mrs. Indah Sri Rezeki, S.Pd as homeroom teacher for class VIIIb. The description of the research findings will be described below.

As the principal, Mr. Herli Yansah, S.Pd.I., said that a conducive learning atmosphere in the school environment is one of the most important things to be established, because if the learning atmosphere is conducive, the output of students will be better. Therefore, the principal always provides direction to teachers and students, guides teachers to follow the development of science and technology so that learning is in accordance with students, and provides an example. In addition, the principal also revealed that in order to support the implementation of good and effective learning, the principal often checks the learning administration and provides direction regarding the

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[10] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2017).

administration, starting from the syllabus, lesson plans, media, methods and supervising teachers when carrying out learning.

In the results of observations, the researchers also saw that the school principal monitored and supervised the implementation of learning carried out by teachers. This supervision is carried out by the principal by going around the school environment during learning hours. The principal said that this activity was aimed at monitoring the learning activities carried out by the teacher.

The researcher also tested the validity of the data by interviewing 3 teachers consisting of two classroom teachers and one mathematics teacher. Mrs. Intan Permata Sari, S.Pd., as homeroom teacher for class VIIb, and Mrs. Indah Sri Rezeki, S.Pd., as homeroom teacher for class VIIIb stated that school principals have a good leadership system to establish a conducive learning climate, principals often gave the directives to homeroom in various aspects including providing guidance to learning, help teachers in administrative preparation of learning, evaluating teacher performance, and monitoring current ongoing learning activities.

Relevant to this explanation, Mrs. Pansisca, S.Pd., as a mathematics teacher at MTs Bunayya Islamic School, said that the leadership role of the principal has a big role in creating conducive learning at MTs Bunayya Islamic School, as for some of the principal's roles including provide direction to teachers, assist teachers in evaluating and compiling learning administration, media selection, besides that the principal often supervises when the class teacher is teaching and gives an educational warning if there is a teaching error to the teacher. In addition, the principal also has a role in providing direction to students.

Based on the results of the interviews and observations above, the researcher can conclude that the role or contribution of the principal of MTs

Bunayya Islamic School in establishing a conducive learning climate includes the principal acting as an educator, the principal acting as a manager, the principal acting as an administrator, and the principal acting as an educator. as supervisors.

Discussion

The success of a school will be greatly influenced by its leadership pattern, in the sense that in an institution or school this is considered very important and carried out as much as possible to achieve the predetermined goals. Therefore, the progress or decline of a quality from a school will depend on who leads the school. In this case, a leader is needed to have a good leadership spirit. have a good leadership spirit.

The consistent leadership of the principal will affect the quality of the school itself. Because, every school principal will be faced with problems that demand the advancement of the quality of the school. That way the principal will be able to solve it swiftly and decisively. There are several factors that hinder the achievement of the leadership qualities of a principal, such as the appointment process is not transparent, the headmaster's mental level is marked by a lack of motivation and enthusiasm and discipline so that he is often late, and also the principal's insight is still narrow.

In performing tasks that have been given, then the principal must be able to manage and coaching for all components of the school through the administration, management, and leadership. Principals can also do things outside of their duties, such as supervising teachers and students, as well as developing creativity or ideas that have been given by teachers and students. In addition, in realizing his leadership, the principal can also help build teacher performance and provide motivation to teachers and students to cultivate high sociality. Such as mutual cooperation, helping each other, and other things.

The explanation above is relevant to the things that the principal of MTs Bunayya Islamic School pays attention to in an effort to create a positive learning climate at MTs Bunayya Islamic School. The results of interviews with the principal and triangulation with two homeroom teachers and one teacher in the field of mathematics studies, drawn several contributions made by the principal in creating a conducive learning climate, including the following:

1. The contribution of the principal as an Educator

In Yahdayani et al, [11] states that as an educator, the principal is tasked with guiding teachers, education staff, students, following science and technology developments, and setting a good example. Efforts that can be made by school principals in improving their performance as educators, especially in improving the performance of education personnel and learning achievement of students are to involve teachers in further education by encouraging teachers to start creatively and excel.

As an educator, the principal of MTs Bunayya Islamic School always strives to improve the quality of learning carried out by teachers. In this case, the experience factor will greatly support the formation of an understanding of the education staff towards the implementation of their duties. Experience while being a teacher, deputy principal, or member of a community organization greatly affects the ability of the principal in carrying out his work as well as the training and upgrading that he has attended.

In the observation of researchers in the field that the school principal MTs Bunayya Islamic School Curup, Bengkulu, in an attempt to create a classroom climate that is conducive potential of teachers in the school environment, especially in the classroom already said to be

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[11] Yahdayani et al., "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kualitas Peserta Didik Di SDN Martapuro 2 Kabupaten Pasuruan."

optimal, which in every occasion of activities in class Principals always giving permission, freedom and not getting in the way and always giving freedom for teachers to be creative, so that the class becomes conducive.

2. Contribution of Principals as Managers

Educational managers as a profession in the field of education require special requirements that must be met before carrying out their real duties. The principal's task as a manager is to carry out his function as a manager, including preparing school plans, managing learning programs, providing direction to students, managing school facilities and infrastructure, managing school finances, managing school relations with the community, managing school administration and learning, evaluating programs school programs, and leading schools.[12]

In contributing as a manager, the principal plays a role in planning, coordinating activities, supervising, evaluating activities, holding meetings, making decisions, regulating the learning process, and managing administration. In this regard, the duties and responsibilities of the principal are planning, organizing, directing, coordinating, supervising and evaluating all school activities, which include the fields of teaching and learning processes, office administration, student administration, employee administration, equipment administration, financial administration, library administration, and public relations administration.[13]

Based on the research results that have been described and triangulated sources, the principal of MTs Bunayya Islamic School has made a leadership or managerial contribution by planning, organizing,

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[12] Inayah Rohmayoni, "Implementasi Tugas Kepala Sekolah Sebagai Manajer Untuk Pengembangan Karier Guru Di Sekolah Menengah Atas Negeri 1 Minas Kabupaten Siak," IJIEM 4, no. 1 (2020).

[13] Mirza, "Efektifitas Kinerja Kepala Sekolah Sebagai Manajer," *Jurnal Manajer Pendidikan* 14, no. 1 (2020).

directing, coordinating, supervising and evaluating all school activities, which include the fields of teaching and learning process, office administration, student administration, teacher administration, equipment administration, financial administration, library administration, and community relations with the community around the school.

3. Contribution of the Principal as Administrator

The principal as administrator has the responsibility for the ongoing activities and work related to the administration of the school he leads. The principal's task as an administrator is that the principal will be responsible for the smooth implementation of education and teaching in his school. A school principal must always try to make everything that is done in the school he leads as smoothly as possible. So, the principal's leadership as an administrator is that the principal must have the ability to manage school administration such as compiling school curricula, school organizational structures, to compiling administration related to students.[14]

The principal is not only responsible for the smooth running of all these organizing activities, but is also responsible for the state of the school environment, for example repairing school buildings, adding space, adding facilities and infrastructure needed by students, teachers, and administrative officers.[15]

To create a conducive learning climate as seen from the results of observations and interviews with principals and teachers, the principal of MTs Bunayya already has the ability to administer school infrastructure effectively. More clearly, in the observation activities

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[14] Anita Kurniati, "Kepala Sekolah Sebagai Administrator Dalam Peningkatan Kompetensi Guru SDN Karang Waru Kabupaten Musi Rawas Utara," *Al-Bahtsu* 6, no. 1 (2021).

[15] Hamidi, Nuzuar, and Ifnaldi Nurmal, "Peran Kepala Sekolah Sebagai Administrator Dan Supervisor," *Alighment* 2, no. 1 (2019).

carried out by researchers in the field related to the implementation of the principal's role as administrator, researchers can say that it is quite maximal. This can be indicated by the principal compiling and having complete data on the activities of the teaching and learning process in the classroom, counseling guidance, practicum and other activities in full.

4. Contribution of the Head as Supervisor

In carrying out his duties as a supervisor, the principal must carry out supervision of teachers who are teaching as the main activity of the principal in the educational environment he leads. Supervision or supervision of teachers who are teaching is very important for school principals to do in an effort to improve the quality of their performance through increasing their professional abilities. Another reason the importance of activities supervision when learning takes place is when the professional skills of teachers conditions are still quite a concern it will affect the quality of graduates worry if they are not supervised directly by the principal. The principal as a supervisor has the responsibility to foster teachers and administrative staff in schools, so that they are able to overcome various problems in the context of learning, especially overcoming a class climate that is not conducive. With direct supervision and more frequent visit times, improving a conducive classroom climate for learning.[16]

From the results of the research described above, it can be concluded that the implementation of the principal's supervision carried out at MTs Bunayya Islamic School has been carried out to the maximum where in the process of implementing it the principal gives an educational warning given to teachers who do not meet the standards. An educational warning delivered by the principal in terms of the teacher

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[16] Lukman Nasution, Saiful Sagala, and Eka Daryanto, "Kebijakan Kepala Sekolah Sebagai Supervisor Dalam Pengembangan Staf Dan Kurikulum Di SMA Negeri 2 Medan," EducanduM 11, no. 2 (2018).

creating a conducive classroom climate is a warning that is expected to cause change and those who are reprimanded do not feel harassed or offended. The last follow-up is to recommend that educators be given the opportunity to improve their ability to manage classes so that a conducive classroom climate will always be created.

5. Contribution of the Principal as a Motivator

The principal as a motivator must have the right strategy to motivate teachers and staff in carrying out their duties and to students in carrying out learning activities. The principal has a big role for the formation of quality teachers by providing encouragement, direction, motivation, coaching and supervision which will ultimately improve teacher performance. Motivation itself is a psychological process that reflects the interaction between attitudes, needs, perceptions, and needs that occur in a person.[17]

To motivate teachers and staff at MTs Bunayya Islamic School, principals often provide direction and guidance to teachers to improve teacher performance and professionalism in schools. In addition, the principal also makes a policy to give awards to the best teachers every semester.

CONCLUSION

Based on the results of the research and discussion described above, it can be concluded that the leadership contribution of the principal of MTs Bunayya Islamic School in creating a conducive learning climate is as follows:

1. Contribution of the principal as an educator, as the principal educator of MTs Bunayya Islamic School guiding teachers, education staff,

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[17] Noor Fatikah and Fildayanti, "Strategi Kepala Sekolah Dalam Peningkatan Motivasi Dan Etos Kerja Guru Di SMA Negeri Bareng Jombang," IJIES 2, no. 2 (2019).

students, following the development of science and technology, and setting a good example for other school members.

2. The contribution of the principal as a manager, as the principal manager of MTs Bunayya Islamic School in preparing school plans, managing learning programs, providing direction to students, managing school facilities and infrastructure, managing school finances, managing community relations, managing school administration and learning, and evaluate school programs.

3. The contribution of the principal as an administrator, as an administrator the Principal of MTs Bunayya Islamic School has the ability in terms of managing school administration such as compiling school curricula, school organizational structures, to arranging administration related to students

4. Contribution of principals as supervisors, as supervisors, principals often supervise learning activities.

5. The contribution of the principal as a motivator, as a motivator, the principal motivates teachers and staff at MTs Bunayya Islamic School by providing direction and guidance to teachers and principals as well as making policies to reward the best teachers every semester.

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GIVING INCENTIVES TO INCREASE THE MOTIVATION AND PERFORMANCE OF TEACHERS AT SMAN 4 REJANG LEBONG

[1]Jalilah, [2]Usar Naely
Institut Agama Islam Negeri (IAIN) Curup
Email: [1]bundajalilah@gmail.com
[2]naelynashir@gmail.com

INTRODUCTION

School Problems is a complex institutional problem. The complexity, not only from the varied inputs, but also from the learning process held in it. As a complex institution, schools will not be good by themselves, but with a certain improvement process. The process of improving the quality of school-based education requires teachers, both individually and collaboratively, to be able to do something, change the conditions so that education and learning become more quality.

To achieve quality education and learning, an educational institution as a system is influenced by various components, including learning activity programs, students, learning facilities and infrastructure, funds, community environment, principal leadership, and teacher factors. All of the components identified above are less meaningful for the acquisition of maximum learning experiences for students if they are not supported by the presence of professional, committed, motivated, and good performance teachers in carrying out their duties. Becoming a teacher who has professional abilities, motivation and good performance is not easy

The Teachers will work professionally if they have the ability and motivation in carrying out their daily duties, both as teachers and as educators, teachers will always face problems. Problems faced by teachers can also come from the needs of teachers who are not met so that it affects

the teaching and learning process they manage. The teacher's performance does not stand alone, it will be related to his circumstances and abilities and is also colored by the environment around him. These two things are identified as internal and external factors that are thought to have an effect on teacher performance. In line with this, the principal is responsible for improving the welfare of teachers and employees so that the quality of learning in the school can be guaranteed. The right incentives will encourage the quality of performance and development of teacher competencies to increase. Because teachers feel comfortable and their existence and creativity get support and appreciation from the school.

The principal of SMA Negeri 4 Rejang Lebong, in the last few years, has tried to organize teacher incentives so that teachers are more committed to carrying out their duties and responsibilities according to their respective duties and responsibilities. This research focuses on the participation, opportunity and responsibility of teachers in schools in supporting the ongoing learning process with the support of rewards and incentives based on success in carrying out their duties at SMA Negeri 4 Rejang Lebong.

The research questions are as follows: 1) How are the work activities, responsibilities and participation expected by the school by providing incentives or rewards based on success at SMA N 4 Rejang Lebong, 2) Does the provision of incentives for success always need to be given as a reward for the success of an activity?, 3) What are the things that become a reference/consideration in providing incentives for teachers and employees at SMA Negeri 4 Rejang Lebong.

The aims of this research are: 1) To find out the impact of providing incentives and rewards on the motivation and performance of teachers at SMA Negeri 4 Rejang Lebong, 2) To find out the forms of incentives and rewards that have been received by the teacher, 3) To find out

the things that are considered in providing incentives to teachers for an achievement or success.

Theoretical study

According to Ranupandoyo and Suad Husnan, incentives are a form of motivation expressed in the form of money, so the notion of incentives is a program provided by companies or institutions to motivate employees to be more active in work and improve their work performance. Incentives are compensation in the form of awards for the performance of teachers or employees who are considered good.[1] According to Sumanto, an incentive is something that encourages or has a tendency to stimulate an activity, a motive and a reward that is formed to improve a productivity. Appreciation, in the form of incentives, is the key in increasing the full involvement of teachers and employees' performance.[2] In the KBBI (Big Indonesian Dictionary), incentives are additional income (money, goods, etc.) given to increase work enthusiasm.[3]

According to Hasibuan, incentives are divided into three, namely: (1) Non-material incentives are incentives given to employees in the form of awards based on their work performance, such as certificates, trophies, or medals; (2) Social incentives are incentives given to employees based on their work performance, in the form of facilities and opportunities to develop their abilities, such as promotions, attending education, or going on a pilgrimage; (3) Material incentives are incentives given to employees based on their work performance, in the form of money and goods. This incentive material has economic value so that it can improve the welfare of employees

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[1] Heidjrachman Ranupandoyo dan Suad Husnan, *Manajemen Personalia* (Yogyakarta: BPFE, 1989).

[2] M A Sumanto, *Manajemen Sumber Daya Manusia–Memasuki Revolusi Industri 4.0* (Yogyakarta: Penerbit Andi, n.d.).

[3] Ermawati Waridah, *Kamus Bahasa Indonesia*, Pertama (BMedia Imprint, Kawan Pustaka, 2017).

and their families.[4] Giving incentives has the same function, namely to encourage or motivate someone in improving performance only in the form of incentives given based on the needs of a teacher.[5]

Based on the type, the provision of incentives can be divided into 2, namely:

1. Financial Incentives: These incentives are given in financial form apart from the basic salary received by teachers or employees. The provision of financial incentives can also be given based on additional tasks assigned, for example as homeroom teacher, deputy principal, or as supervisor and person in charge of student council activities. The provision of financial incentives can be in the form of coaching costs, or transportation costs, and others related to teacher welfare.

2. Non-financial incentives: Incentives that are given in forms other than money, are also known as social incentives. An example of this incentive could be a promotion on the basis of teacher achievement or performance.

Although both are in the form of rewards, incentives must be distinguished from Salaries. Salary is an employee's basic right, while incentives are additional rewards as special compensation given outside of salary. In order to prevent potential losses from providing incentives, there are several indicators that serve as a reference in providing incentives:

1. Performance or achievement. The main and most important indicator is the performance or participation of teachers in carrying out their duties.

2. Efficiency of work carried out by teachers or employees so that their responsibilities can be completed more quickly,

3. Position or Seniority level,

[4]Rahayu Budi, "Pengaruh Kepemimpinan, Insentif, Remunerasi Dan Motivasi Terhadap Kinerja Karyawan," *EKONIKA* 2 (2017).

[5]Noni Ardian, "Pengaruh Insentif Berbasis Kinerja, Motivasi Kerja, Dan Kemampuan Kerja Terhadap Prestasi Kerja Pegawai UNPAB," *JEpa* 4, no. 2 (2019): 119–132.

4. Fairness and worthiness.

Incentives are one of the tools to improve the performance of teachers and employees of an institution in providing a stimulus so that the commitment of both parties in the world of work can run. Incentives have also been proven to strengthen the relationship between school leaders and employees, so as to create a harmonious and conducive environment.[6]

The purpose of providing incentives for teachers and employees:

1. Get more income so that the standard of living can increase for the better,

2. Increase the work spirit of teachers to be more active and responsible in carrying out tasks according to their respective main functions.

The size of the compensation can affect work performance, motivation and job satisfaction of employees. If compensation is given appropriately, employees will get job satisfaction and be motivated to achieve organizational goals. If the compensation provided is inadequate or inadequate, then the work performance, motivation and job satisfaction of employees may decrease. Based on the description above, it can be said that the teaching performance of teachers is influenced by internal factors and employee external factors. Internal factors include skill level, cultural and educational background, job satisfaction, commitment to work, abilities and attitudes, interests, motivation, discipline, work ethic, work structure, and age. While external factors include available facilities, management systems, working conditions (physical), work climate (social), organizational goals, incentive systems, personnel policies, leadership styles, based on the

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[6] Abdul Rahman, "Peningkatan Disiplin Kerja Guru Di Sekolah Dasar Yayasan Mutiara Gambut," *Jurnal Bahana Manajemen Pendidikan}* 2 (2020).

implementation of the teacher's duties in the field of teaching responsibilities both in quantity and quality of implementation. Duty.[7]

1. Motivation.

Motivation is a change in energy in a person which is marked by the emergence of "feeling" and is preceded by a response to the existence of a goal. Motivation can also be said as psychological energy that is abstract, its form can only be observed in the form of behavioral manifestations that it displays. Motivation is very important because with this motivation it is hoped that every individual or employee will work hard and be enthusiastic to achieve high work productivity. The purpose of motivation is to move and inspire someone to arise a desire or willingness to do something so that they can obtain results or achieve certain goals. So that teaching motivation is defined as psychological energy in a person which is characterized by the emergence of a "feeling" desire and is preceded by a response to the expected goal. The motivation can come from within a person (intrinsic) or from outside the individual (extrinsic).[8]

According to Siagian, the basic motivation for most people to become employees in an organization is to earn a living. This means that if a person uses his knowledge, skills, energy and part of his time to work for an organization, on the other hand he expects to receive certain rewards, which is a natural and human thing. The Teachers will work professionally if they have the ability and motivation in carrying out their daily duties, both as teachers and as educators, teachers will always face problems. The problems faced by teachers can also come from the

[7] Muhamad Husni Anabana, Burhanudin Gesi, and Herni Sunarya, "Pengaruh Kompensasi Dan Stres Kerja Terhadap Kinerja Guru Madrasah Ibtidaiyah Dan Sekolah Dasar Di Kecamatan Amanuban Timor," *Jurnal Manajemen* 4, no. 2 (2020): 209–218.

[8] Agung Anastacia, Dyta and Nasution, Irwan and Suharyanto, "Peranan Motivasi Dalam Meningkatkan Kinerja Pegawai Berbasis Kebutuhan," *Strukturasi: Jurnal Ilmiah Magister Administrasi Publik* 3 (2020): 147–173.

needs of teachers who are not fulfilled so that it affects the teaching and learning process they manage. The teacher's performance does not stand alone, it will be related to his circumstances and abilities and is also colored by the environment around him. These two things are identified as internal and external factors that are thought to have an effect on teacher performance. Indicators of these internal factors can be seen from the level of education, motivation, job satisfaction, commitment, work ethic and family, while indicators from external factors can seen from the level of income, facilities, work climate, human relations and leadership. The level of welfare is one of the dominant factors that affect teacher performance[9]

2. Teacher performance

The teacher is a human figure who occupies the process and plays an important role in education. When everyone questions the problem of the world of education, the figure of the teacher must be seen in the discussion agenda, especially regarding the issue of formal education in schools. Teachers are an inseparable part of the national social engineering process towards the shared ideals. To achieve this, teachers must have performance above the standard. Performance is the ability shown in doing work that determines work results, or it can also be said as work performance.[10]

Performance is the result of work achieved in terms of quantity and quality achieved by individuals in carrying out their duties in accordance with the responsibilities given. High teacher performance is a manifestation of teacher quality. Performance is the level of success of a person or group of people in carrying out their duties and responsibilities

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[9] Guntoro Guntoro, "Supervisi Pengawas Dan Kepemimpinan Kepala Sekolah Sebagai Stimulus Dalam Meningkatkan Kinerja Guru," *Jurnal Ilmiah Iqra'* 14, no. 1 (2020): 64–77.

[10] Uray Iskandar, "Kepemimpinan Kepala Sekolah Dalam Peningkatan Kinerja Guru," *Jurnal Visi Ilmu Pendidikan}* 10 (2013): 170.

as well as the ability to achieve the goals and standards that have been set. This is quite important in order to achieve the goals of an educational institution. High performance means that teachers can really function as effective and effective educators in accordance with the organizational goals to be achieved.[11]

The process of improving the quality of school-based education requires teachers, both individually and collaboratively to be able to do somethink. change a condition so that education and learning become more quality. One of the factors that becomes a measure of school success is the productivity of teachers' teaching work. Teacher work productivity is the result of teacher work which is reflected in how to plan, implement, and assess the teaching and learning process (PBM) whose intensity is based on the work ethic, as well as the professional discipline of the teacher in the learning process. Someone wants to work if there is a pusher, the leader must try to encourage teachers to want to work, incentives have a tendency to encourage teachers to want to work. The main purpose of incentives is to give responsibility and encouragement to employees in order to improve the quality and quantity of their work. As for companies, incentives are a strategy to increase company productivity and efficiency in the face of increasingly fierce competition, where productivity is a very important thing.

RESEARCH METHODOLOGY

In this study, the author uses a type of qualitative research with a descriptive approach, namely research that describes or describes the state or status of the phenomenon. With data processing techniques using observation, interviews and documentation. The steps of the data analysis process in qualitative research are carried out using the Miles and Huberman model, namely through the process of data reduction (data reduction), data

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[11] Anastacia, Dyta and Nasution, Irwan and Suharyanto, "Peranan Motivasi Dalam Meningkatkan Kinerja Pegawai Berbasis Kebutuhan."

presentation (data display), and drawing conclusions (conclusion drawing/verification). The presentation of the data is carried out in an interpretive narrative way using narration.

DISCUSSION

It is undeniable that the provision of teacher incentives can increase work motivation. Incentives are given with the aim of welfare and respect for teachers according to economic, social and cultural demands and developments. Based on observations, the provision of incentives at SMA Negeri 4 Rejang Lebong has been carried out for a long time. Both in the form of financial (this incentive is given in the form of financial / honorarium outside the basic salary) and non-financial (incentives given in the form other than money, namely in the form of certificates, trophies or certificates of appreciation). This is recognized by the principal to increase teacher motivation and performance, with this incentive, it is hoped that there will be no more excuses for teachers to be lazy and not work well. The provision of these incentives is based on the School Revenue and Expenditure Budget (APBS) which is proposed and discussed in a committee meeting with the student's guardian.

> "We applied for funds (RAPBS) through a committee meeting. We explain these funds openly in the form of a proposal. Then the committee administrator will discuss it with the students' parents. We, from the school, fully submitted the discussion on teacher and employee incentives to the committee meeting, and there was no intervention from us. Whatever is agreed we will accept. If the funds submitted are not in accordance with what was proposed, we from the school will change the APBS, then it will be submitted to the teachers and employees for mutual understanding."[12]

In the 2021/2022 academic year, incentives for teachers and employees will still be provided, although there are some learning activities that can

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[12] Kepala Sekolah, "Wawancara Dengan Kepala Sekolah," n.d.

already be done online/online and offline/face-to-face. Providing financial incentives for teachers in the form of transportation costs, deputy principal allowance, homeroom allowance, treasurer allowance, extracurricular coach allowance, and other learning allowances such as discipline enforcers, OSN supervisors, teacher and employee picket allowances, credit allowance for online learning and so on. The amount of allowances provided is of course adjusted to the workload and responsibilities carried out by each teacher and employee. This incentive is budgeted for routine every month, this is due to financial limitations that are paid by students every month.

In accordance with the APBS, we as treasurers are assigned to provide incentives to teachers and employees, the amount of which varies according to the duties and responsibilities. However, the admission cannot be done every month, due to limited school finances. This happens to many students, even most students do not pay their tuition every month on time, even though there is an agreement that the terms of payment are made no later than the 10th of each month, but in fact the students are generally still in arrears in payments for various reasons, so that this is an obstacle for us to provide incentives every month. But for honorary teachers and non-permanent employees (PTT), we still try to make the donation every month, considering that the money is really needed by them to meet their daily needs.[13]

The provision of financial incentives is also in the form of providing uniforms / clothes, providing food / basic necessities before the celebration of National Holidays, awarding trophies and certificates for students and teachers who won inter-class competitions at certain moments of celebration, giving basic kebaya cloth on Kartini Day and giving prizes - Consolation prizes on National Teacher's Day competitions, Mother's Day and so on. Then several student activities in the fields of academics, sports and the arts, have been attended by several students at the district, provincial, and national

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[13] Bendahara, "Wawancara Dengan Bendahara Sekolah," n.d.

levels accompanied by competent supervisors in the fields of each branch of the competition, also getting incentives from the school in accordance with the budget set. owned as a form of aspiration and motivation for the teacher concerned in carrying out the task to be more optimal and enthusiastic.

The non-financial incentives at SMA Negeri 4 Rejang Lebong, among others, can be in the form of promotions on the basis of teacher achievement or performance. Teachers who have good work and are able to carry out great responsibilities with high work performance are given additional positions as vice principal, treasurer, homeroom teacher and others. Things to consider in providing incentives incl

1. Performance or achievement. The main and most important indicator is the performance or participation of teachers in carrying out their duties. The better the performance and achievements given by teachers to schools, the greater the incentives provided. Examples of providing tutoring and extracurricular to children up to the national level.

2. Efficiency of work carried out by teachers or employees. Examples of teacher attendance at training and teacher competency improvement, official meetings and apple ceremony activities.

3. Position. The higher the position given to someone, the greater the incentive given. This is in line with the workload and job responsibilities. Examples of teacher allowances that are mandated as deputy principals receive greater incentives than teacher allowances as homeroom teachers

4. Fairness and worthiness. The provision of incentives must also be felt to be fair and appropriate for the recipients. For example, the provision of uniforms must be the same for everyone regardless of the position held.[14]

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[14] Arum Sulastri et al., "Kontribusi Kompensasi Dan Motivasi Mengajar Terhadap Kinerja Mengajar Guru," *Jurnal Administrasi Pendidikan UPI* 22, no. 1 (2015), https://doi.org/10.17509/jap.v22i1.5917.

Provision of sufficient incentives provides benefits for improving welfare and can establish a conducive situation in the learning environment. With these incentives, it is hoped that teachers and employees at SMA N 4 Rejang Lebong will have higher motivation to excel and teacher performance will increase.

CONCLUSION

Incentives are a form of motivation expressed in the form of money, incentives can also be interpreted as a program provided by companies or institutions to motivate employees to be more active in work and improve their work performance. At SMA Negeri 4 Rejang Lebong incentives are given in the form of financial (this incentive is given in the form of finance outside the basic salary) and non-financial (incentives are given in a form other than money). Incentives are given by considering several things, including performance or achievement, efficiency of work carried out by teachers or employees so that their responsibilities can be completed more quickly, position and fairness and feasibility. Provision of sufficient incentives will provide benefits for improving welfare and can establish a conducive situation in the learning environment. With these incentives, it is hoped that teachers and employees at SMA N 4 Rejang Lebong will have higher motivation to excel and teacher performance will increase.

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IMPLEMENTATION OF MADRASAH CULTURE AND CURRICULUM POLICY AT THE CAHAYA QUR'AN ISLAMIC BOARDING SCHOOL REJANG LEBONG

[1]Meti Meliawati, [2]Nila Sa`adah

Institut Agama Islam Negeri (IAIN) Curup

Email: [1]hamasahmeti@gmail.com
[2]nilasaadah1985@gmail.com

INTRODUCTION

In the current millennial era, it allows for many changes, such as changes in the political, social, and cultural fields. This can have an impact on the discipline of the Indonesian nation. Where the cultivation of discipline should be built as early as possible so that it can create sustainability in discipline to the next generation of the nation. On May 11, 2010 former President Susilo Bambang Yudhoyono launched the National Movement for Character Education. Through this movement, the government is trying to restore character education consistently in every school. Character education can be realized with a good school culture. School culture was originally formed in a formal network, in which a series of values, norms, and rules were determined and set by the school as a guide for school members to think, behave and act. These rules are carried out repeatedly and continuously.

In its development, the school culture will slowly be embedded through an informal cultural network. The formation of school culture is influenced by the discipline and undisciplined behavior of students. Discipline is an action that shows orderly behavior and obeys various rules and regulations. Meanwhile, undiscipline is behavior that does not obey various rules and regulations. To suppress high levels of undisciplined behavior, the school must carry out eradication by forming a regulation known as school discipline. School rules and regulations must be implemented properly along with sanctions or penalties for violators of the rules in order to facilitate the cultivation of a culture of student discipline. The existence of support and cooperation of school residents can also help realize student discipline that is entrenched.

This study aims to determine the implementation of school culture through good order and discipline. The background of this research is based on the facts that occur in the field, that students at the Cahaya Qur'an Islamic Boarding School still need character building, this pesantren is a school that has good teacher dedication in improving the quality of their education, but there are still some things that cause delays in the quality of education. the school. This research is a descriptive qualitative research by taking the background of Pesantren Cahaya Qur'an. Data collection is done by interview or interview, observation, and documentation.

The results showed that the Cahaya Qur'an Islamic boarding school had a proper school culture and curriculum implementation. Such as, applying the curriculum well, implementing the curriculum well, applying discipline and discipline in the student development process. Strong support from the chairman of the foundation in leading. Foster parent support. There is confidence in students by the teacher that all students can definitely achieve the learning targets. Regular teacher monitoring of students. Providing sufficient learning opportunities for students. Decent facilities. Good coordination of teachers, parents of students, foster parents and students. These aspects are things that have been carried out by research related to the implementation of the implementation of school culture and the implementation of an appropriate curriculum that can improve the quality of education in the Cahaya Qur'an Islamic Boarding School. The implementation of school culture and the implementation of a proper curriculum can be observed from the results of the achievements of each student who achieves the learning targets. However, in implementing school culture and curriculum implementation there are obstacles faced. These obstacles include the presence of students who are still difficult to manage, as well as obstacles that come from the student's guardian or from the teacher.

In a school there are programs and plans that will be developed to realize the school's goals. These programs and plans are structured in such a way as a curriculum. The curriculum itself can be categorized into four general categories, namely humanistic, social, technological, and

academic. These four categories differ in what to teach, by whom to teach, when to teach, and how to teach it.

1. Humanistic Curriculum

Based on the humanistic curriculum, the function of the curriculum is to prepare students with various instinctive experiences that play a very important role in individual development. For proponents of the humanistic curriculum, the purpose of education is a dynamic process of the individual's self, which is related to his thinking, integrity, and autonomy.

In a humanistic curriculum, it takes a good relationship between teachers and students. Teachers are expected to be able to develop the emotional development of students through hearing the views of reality from students, respecting the existence of students who are different from one student to another, also appearing to him with students. The humanistic curriculum model is more emphasis on the process than the results to be achieved. This curriculum emphasizes what benefits students get and what kind of learning experiences they get to be useful for their future.

2. Social Reconstruction Curriculum

The social reconstruction curriculum pays great attention to the relationship between the curriculum and the social and political economy of development. The social reconstruction curriculum aims to confront students with various human and humanitarian problems. Supporters of this curriculum argue that the problems that arise are not seen from the social aspect alone but from other fields of science.

3. Technology Curriculum

In education, technology is often defined as computer-based learning. The learning system follows the times and utilizes existing technology. Like videos, power points for learning. The technology curriculum uses the curriculum through application and theory.

Technology application is a plan for the use of various tools and media, or an instruction base stage. As a theory, technology is used in

the development and evaluation of curriculum and instructional materials.

4. Academic Curriculum

Along with the times, scientists think to find an approach that can bring students to enter the world of knowledge, with basic concepts for understanding, interrelationships, data analysis and knowledge. With this approach, it is hoped that students will master academic fields such as mathematics, physics, chemistry, and so on. The problem with this approach, if they are faced with modern problems that are so complex, then they cannot answer when viewed from a scientific perspective alone.

Based on the above, this paper describes the culture of student discipline, in the implementation of school rules and how to overcome them, as well as the role of school residents in inculcating a culture of student discipline and curriculum policies, especially in this case in the light of the Qur'an Islamic boarding school.

RESEARCH METHODOLOGY

The type of research conducted at the Cahaya Qur'an Islamic Boarding School Rejang Lebong is a qualitative research. Qualitative method is a research method used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts individually and in groups.[1] Qualitative research can also be interpreted as trying to build the views of people who are studied in detail and are formed with words, holistic images (thorough, deep, and complex).

The subjects in this study were clerics or teachers of the Light Qur'an Islamic Boarding School Rejang Lebong, while the object of research was santri/students or students. This research uses three data collection techniques, namely interviews, observation, and documentation. While the data analysis technique used is the analysis technique according to Miles and Huberman which consists of *data reduction, data display, conclusion drawing/verification*.

RESEARCH RESULTS AND DISCUSSION

Research result

School Culture

Based on the results of interviews with the Light Qur'an Islamic Boarding School teacher, it is known that there are 12 cultures that must be built in schools, namely:

1. Clean Living Habits

   This custom is very Islamic. As a hadith narration which says that cleanliness is part of faith. There are religious values to be learned from this custom. Speech and behavior come from a clean heart. While medically the body and clean clothes have an impact on brain health.

   The light of the Qur'an Islamic boarding school prioritizes cleanliness in the daily activities of the students. This can be seen and proven, one of which is through the implementation of boarding pickets which are carried out every day. Starting from cleaning the bedroom, cleaning the bathroom, sweeping the yard, washing eating utensils, and so on. When the picket has been carried out by the students, then all sides of the room will be controlled again by the hostel administrator, and it must be ensured that everything is clean.

2. Ethics or Noble Character

   Ethics is a set of rules to be able to live together with other people. so we can have ethics. In addition to studying, the santri at the Cahaya Qur'an Islamic Boarding School are required to learn etiquette, because adab is above knowledge. One of the etiquette taught at the Cahaya Qur'an Islamic Boarding School is etiquette to the Qur'an, etiquette towards parents, teachers, etiquette towards the environment, etiquette for eating and drinking, etiquette in going to the bathroom and etiquette in ukhuwah. For example, when reading the Qur'an, the students are taught to perform ablution, cover the aurat, and not to position the Qur'an lower than the feet. Then, towards the teacher when depositing the memorization of the Qur'an, it is preferable to bow down, give the Qur'an politely, walk backwards so that they do not turn their back to the Qur'an,

the students are taught to glorify the teacher because the blessing of the teacher is the pleasure of Allah so that the blessing of knowledge is there.

3. Honesty

Regarding honesty, school members must be trained to be honest, start being honest with themselves, be honest with God and be honest with others. Honesty can be built in various learning activities so that it can produce honest students.

The Cahaya Qur'an Islamic Boarding School emphasizes honesty, one of which is applied to the creation of an honesty canteen, where students shop for themselves and pay their own money and take their own change in the money box. The application of this honesty canteen already includes being honest with yourself, with God, and with others.

4. Affection

There are three foundations that must be built, namely love, trust and authority. Where love breeds trust and trust produces authority. The administrators of the Cahaya Qur'an Islamic Boarding School prioritize the development of compassion in the pesantren environment. Both fellow students, and students with teachers. The students are taught to know and understand each other, so that this can foster sensitivity and gradually grow affection. Every time the teacher or ustadzah gives reinforcement to the students to always be patient in understanding the character of friends, understanding the character of the teacher, so that care and compassion arises.

5. Loves studying.

Students should develop the idea that they have meaningful learning and if given the opportunity to learn can discover new knowledge and skills for themselves. In addition to memorizing the Qur'an, the students are taught to understand the meaning of the verses of the Qur'an that they memorize, so that learning the Qur'an becomes more meaningful, not just memorizing the Qur'an. When initially memorizing the Qur'an, many students may not have the means or skills in memorizing and understanding the verses of the Qur'an, in the learning process, the clerics always provide reinforcements in which there are tips for

memorizing and understand the Qur'an, so that the santri slowly find their own skills and ways of memorizing the Qur'an.

6. Responsible.

Schools as educational institutions must cultivate a sense of responsibility towards all school members so that all obligations can be carried out properly, especially as learning for students. Responsibility is very important in carrying out daily life. The Cahaya Qur'an Islamic Boarding School fosters this attitude of responsibility. Each student is given their respective tasks, ranging from cleaning pickets, security pickets, kitchen pickets, halaqoh pickets, and so on. This requires students to carry out all of that, for those who do not carry out their duties properly, they will be given iqob (punishment) as a deterrent effect. So that all students are trained to be responsible for each of their tasks.

7. Respect laws and regulations.

Often we respect laws and regulations out of fear of law enforcement. We obey laws and regulations out of fear of the threat of punishment. We should respect laws and regulations on the basis of the awareness that they are made for good.

Every school or madrasa must have its own rules, as well as the Light Qur'an Islamic Boarding School. One of the regulations regarding student activities during the learning process, for example, cannot be visited before 40 days, for those who bring cellphones, they must be submitted to the ustadzah. In addition, there are also regulations during the halaqoh that no students are allowed to carry out other activities, such as bathing, washing, and others. Because, all of this has been scheduled at their respective hours.

8. Respect the rights of others.

We still often discriminate against others because of various interests. We don't appreciate that some of what we get belongs to someone else. We are still more concerned with ourselves than giving appreciation to others. Respect for others should not see differences in social, economic, religious, and cultural status.

The teachers or clerics at the Cahaya Qur'an Islamic Boarding School teach their students to always be unselfish, always be sensitive, and not be wrong to others. The students respect and respect each other, whether younger to older or vice versa. So, in carrying out daily life there is no fuss between fellow students.

9. Loves work.

If we want to be happy forever, then we must walk happily. These are pearls of wisdom that will always stick in the heart. Work is an important part of life. Therefore, students must be given awareness about the importance of appreciating work.

Along with growing a sense of responsibility towards the tasks or jobs given to students, the teachers at the Cahaya Qur'an Islamic Boarding School also always give advice to the students to love their work. Carry out a task or job not only because they are afraid of being punished, but because they really love the job or task, so that all tasks or work are carried out sincerely and hope for the pleasure of Allah subhanahu wa ta'alaa.

10. Likes to save.

Indeed, we often get mediocre results from the results. Not having enough income but still doing a consumptive lifestyle. This is a wasteful attitude. Therefore, we must get used to the lifestyle of saving for the future.

The teachers at the Cahaya Qur'an Islamic Boarding School always teach the students to save and be frugal. This is manifested in the scheduling of snacks outside, which is only every Saturday, so only once a week. Then, every dawn the santri will fill in infaq or alms at dawn, this trains them to continue to set aside money and not be wasteful or live a consumptive life.

11. Likes to work hard.

Chatting and sitting around relaxing is an old habit in the countryside that we must leave. Early in the morning still wearing a sarong is a bad habit. In fact, after the dawn prayer we are required to be

scattered on the earth to work. Therefore, working hard is part of a child's education at home and at school.

The students at the Cahaya Qur'an Islamic Boarding School are always directed to be able to make the best use of their time. In fact, while waiting in line for a bath, students are advised to recite or memorize the Qur'an, lest they wait in line to bathe while chatting or discussing unimportant matters. So, every time will be useful.

12. On time.

Time is a sword, this is a legacy of the advice of the companions of the Prophet SAW. Time is money is a legacy of British explorers. The teachers at the Cahaya Qur'an Islamic Boarding School always instill in their students the principle that they must always be on time in everything. Starting from waking up at 03.00 WIB, praying at night, praying 5 times a day, until opening halaqoh must always be on time. This is so that no time is wasted and at the same time trains the discipline of the students.

Four Efforts in Cultivating Culture in Schools

With regard to the implementation of school rules and regulations in inculcating a culture of student discipline, there are four efforts in its cultivation including:

1. Habituation

Habituation is done by complying with school rules. The Cahaya Qur'an Islamic Boarding School forms a habit starting from the beginning of the arrival of students at the Islamic Boarding School. At the beginning of arrival, students fill out the attendance list, then submit a signed agreement. Then, the teacher takes the students' cellphones to collect, after which the students are required to recite 30 juz of Al-Qur'an within 3 days, this is like heating the vehicle engine so that it can go further. Santri are accustomed to interacting 24 hours with the Qur'an first, so that later when they learn they are used to it. After completing the recitation, students are required to memorize 2 pages of Surah Al-Baqarah and its translation, then memorize the morning and evening dhikr. All of these things form a new habit in each student.

2. Example

The teachers at the Cahaya Qur'an Islamic Boarding School always try to set a good example for the students. Starting from attitudes, habits, speech, how to dress, how to talk, how to respect parents, respect other people and the environment. This makes the students also do the same thing as what was exemplified by the teachers, indirectly the teacher is a good role model for the students at the Cahaya Qur'an Islamic Boarding School.

3. Discipline environment

As previously explained, the Cahaya Qur'an Islamic Boarding School has rules or regulations made by the pesantren management for all students. When the rules or regulations are violated, the students who violate will get the appropriate iqob (punishment). This makes the students become more disciplined in every way.

4. Socialization

Socialization is an effort to introduce students to the rules or regulations in Islamic boarding schools. Socialization is carried out at the initial arrival of students at the Islamic boarding school. This was conveyed at night after the Isha' prayer, regarding what things the santri were not allowed to do, as well as other regulations.

In addition to giving sanctions for violators of the rules, there is also appreciation for students who do not violate the rules, namely in the form of praise. The praise is given directly to students when they do something disciplined. Giving praise as a form of giving motivation to students to further improve discipline.

Cultural Planting Curriculum

1. Adab Kurikulum Curriculum

Adab is very important in the learning process at the Cahaya Qur'an Islamic Boarding School. The teachers at the Cahaya Qur'an Islamic Boarding School always try to insert adab material in every learning process that takes place. The teachers do not tire of reminding

about adab to the Qur'an, to parents, to teachers, to others, to the environment. Because, adab is always higher than knowledge.

2. Tahsin and Tahfidz Qur'an curriculum

In addition to memorizing the Qur'an, at the Cahaya Qur'an Islamic Boarding School there is also a tahsin class which usually starts after the Maghrib prayer until before the Isha' prayer. This tahsin class aims to improve the reading of the students to match the standard, so that when memorizing becomes easier because each verse can be read with makhroj or the correct pronunciation of letters. With the existence of tahsin, it will facilitate the running of the tahfidz program.

3. Life Skills Curriculum

Life skills taught at the Cahaya Qur'an Islamic Boarding School include sewing, syar'i make-up, and tibbun nabawi. This is so that in addition to memorizing the Qur'an, the students will also have the skills when they graduate from the Cahaya Qur'an Islamic Boarding School. Because, it is very important to run daily life.

4. Islamic Personal Development Curriculum

Islamic personal development is one of the programs of the Light Qur'an Islamic Boarding School education division. This program is held every Friday, after the 2nd halaqoh, which aims to form an Islamic personality in every santri. During the program, the teacher gave material about the Islamic personality.

Barriers to the Implementation of School Rules and How to Overcome Them

In the implementation of school rules, there are obstacles faced by schools including internal and external factors. Internal factors come from teachers and students. While external factors come from family and economy. The following is an explanation of these obstacles.

Obstacles in the implementation of the order, for example, lack of a sense of responsibility for the mandate entrusted, lack of care, being too ambitious with the first goal so as to ignore other interests, lack of awareness of the surrounding environment, assuming that this quarantine is only for

memorizing the Qur'an. 'an so that he doesn't care about the environment, he only cares about the Qur'an. There is an age difference so they think that only the easier ones must obey. Limited time in providing materials about etiquette or responsibility and so on.

CONCLUSION

Some of the descriptions of the discussions that have been described above, it can be concluded that the implementation of school culture through discipline and discipline has been carried out properly. The application of discipline through habituation, example, a disciplined environment and socialization.

The implementation of the curriculum at the Cahaya Qur'an Islamic Boarding School is generally good. This can be seen from the fulfillment of 12 school cultures, 4 things that are done to instill that culture, and the complete curriculum implemented. Indeed, there are some obstacles in implementing the curriculum, but they can be overcome because they are not too big and interfere with the implementation of the curriculum.

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