



Teacher Quality Improvement Strategy at SDIT Permata Mojokerto

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Abstract. The purpose of this paper is to identify the implementation of strategies to improve the quality of educators in the Mojokerto Integrated Islamic Elementary School Educational Institution. A literature review has been carried out on school vision as a reference in improving the quality of education. This study uses a qualitative research approach which in practice explores through interviews to determine the conditions under study. This research was conducted at the Permata Mojokerto Integrated Islamic Elementary School which has a higher societal appeal than other schools in Mojokerto. This study identified the implementation of teacher quality improvement strategies. The research reveals the school's effective strategy that is characteristic among other schools. The limitation of this research is that researchers only focus on several factors of improving the quality of education.

Keywords: Strategy, Teacher Quality, School Accreditation.

1 Introduction

Quality educational institutions are institutions that have varying qualities which are determined by education stakeholders such as school principals, teachers, students, parents, and the community. The quality of educational services is difficult to measure because its measurement is based on the results of transforming individual knowledge, characteristics, and student behavior (Tsinidou et al., 2010). A simple approach to quality assessment is to briefly explain what quality is, establish certain standards by which it can be assessed, compare them with the work done in each institution and draw conclusions about the quality of the institution in question. To maintain long-term growth in educational institutions, it is very important to have high quality assurance and management (Jasti et al., 2021). Continuous quality assessment has an important role in the success of the education system in a country.

The quality of education has always been an important concern for managers of educational institutions and the government. Some researchers review the implementation of certain aspects of TQM separately: determinants of service quality, evaluation of institutional performance, organizational quality. Several American and international articles have determined that performance quality is the least addressed in the implementation of TQM in all educational institutions, which remains a challenge even today

(Jasti et al., 2021). The goals of implementing TQM vary between educational institutions and there is also a need to measure performance to verify the extent of quality improvement achieved which has led to more emphasis on TQM tools and techniques.

According to the evaluation results from the Organization for Economic Cooperation and Development (OECD) it shows that students in Indonesia still have lower scores than the average scores set by the OECD in terms of reading, mathematics and science from the education systems of 72 countries around the world (OECD, 2018). This is a challenge for educational practitioners to think of various solutions to overcome this. In order for quality to be maintained and the quality improvement process to be controlled, there must be standards that are regulated and agreed upon nationally to be used as indicators for evaluating the success of quality improvement. Therefore, the 8 (eight) national education standards that have been set in Indonesia are a reference in improving the quality of education. One of the problems faced by education is the facilities and infrastructure in schools, the uneven quality of teaching staff, and has not optimized effective learning methods in classroom learning.

Quality assurance in the world of education as a process and practice related to conformity with the vision and mission specifications and achievement of goals in national standards that are acceptable to the public. It can be said that quality is defined as the measurement of the goals achieved by the Institution. The concept of quality assurance includes a joint commitment of all institutions to the process of maintaining and increasing the desired results through the application of agreed standards regarding input, process and output (Roberts, 2001). The commitment also includes the establishment and use of systems to ensure that, on an ongoing basis, in relation to the institutional mission and standards, procedures, processes and practices are valid and enforceable. Thus, quality assurance is inclusive, sustainable, comprehensive, and institutionally driven. But quality assurance includes not only institutional efforts (internal quality assurance) but also their demonstration and verification by outsiders (external quality assurance).

In general, quality is not realized if you only rely on the system, but human resources that are able to manage by creating a work system to achieve quality or the quality of the implemented strategy. Therefore, the concept of total quality management (TQM) fits perfectly into this statement, wherein all stakeholders need to be involved in the education sector to achieve the best outcomes for both providers and recipients, leading to best economic and societal development using teaching-learning outcomes (Fernandes & Singh, 2021).

In general, student achievement and success is largely determined by teacher performance. This has resu In general, student achievement and success is largely determined by teacher performance. This has resulted in education policies around the world prioritizing improving teacher quality to ensure a nationally competitive education system. This relates to the implementation of teacher quality improvement strategies at the Mojokerto Integrated Islamic Elementary School. Starting from increasing the commitment of prospective teachers to future jobs by adapting to the school culture. This research explores the research question: What are the strategies for improving the quality of teachers in Mojokerto Integrated Islamic Elementary Schools? This study identifies

how prospective teachers actively build work commitments and improve the quality of their performance in accordance with the National Education Standards.

2 Methods

This research is a qualitative research, to gain an in-depth understanding and interpretation of the meaning of research phenomena in the field. Data taken from the results of observations and interviews with the Mojokerto Integrated Islamic Elementary School principal. In this study, researchers used the observation method by directly going into the field to obtain the desired data. Researchers made unstructured observations and recorded carefully and systematically at the research location. Observations expressed by (Sugiyono, 2015) that scientists work based on data, namely facts about the real world obtained through observation. Researchers began observing at SDIT Permata Mojokerto in April 2022. In this activity, researchers conducted interviews with Mrs. Nur Aisyah as the school principal. Researchers obtained data that SDIT Permata Mojokerto is currently continuing to improve quality by preparing various improvement and innovation programs designed to improve the quality of education. Interviews were conducted to gather information about one of the school's strategies, namely improving teacher quality. This study used a person-centred approach, to identify the implementation of teacher improvement strategies and the commitment of new teachers in the pilot year. The interview process uses a voice recorder to make it easier for researchers to process the interview results. The time of the interview was carried out according to free time by the informant who previously made a time agreement. Furthermore, Documentation is collecting data with records and documents. The document is in the form of notes and photos. Documentation techniques were also carried out in this study because they strengthened research data and assisted researchers in processing data so that they had more accurate results.

3 Results and Discussion

Based on the results of the analysis obtained through interviews with the Mojokerto Integrated Islamic Elementary School principal, several interesting facts were revealed in the field. From year to year the school has always been able to attract the attention of the community. As a school that has achieved accreditation A, SDIT Permata Mojokerto always strives to become an educational institution that contributes to improving the quality of the nation's next generation who love the Qur'an, have a leadership spirit, are independent, and have morality. This is evidenced by the existence of various interesting programs both in terms of the learning process and policies at this school, so as to produce good student output.

The vision, mission and goals of the school are the school's vision "To Form a Generation that Loves the Qur'an, is Intelligent, has the Spirit of a Leader and is Cultured in the Environment". The school's mission is described as follows:

1. Get used to living with the Qur'an.

2. Balancing the potential of cognitive, emotional and spiritual intelligence.
3. Optimizing the ability to communicate, solve problems, master technology, and think critically and creatively.
4. Creating a conducive, clean, beautiful, shady and comfortable environment.

In the criteria for school quality standards, the Institute refers to the 8 National Education Standards set by the National Education Standards Agency (BSNP). The 8 SNP indicators are the minimum standard criteria that must be owned by schools. Schools also have a distinctive standard, namely the Integrated Islamic Network Standard (SJIT), which focuses on ensuring the quality of school graduates. that is called having a noble character, caring for others, obeying God and parents. The main value that is the main attraction of the community or the uniqueness of this school is to produce graduates who love the Qur'an. Being a favorite private school in the community can be seen from the number of students as many as 699 with 24 classes which have been said to be balanced with the number of teaching staff of 53 teachers which can be interpreted as balanced.

The resources in the school are one of the determinants in improving the quality of the school. Starting from the vision and mission that has been prepared by the Institute then develop a strategy to improve the quality of education. Regarding the strategy, it cannot be separated from the activity program. The strategy is also divided into two groups, namely priority programs and innovation programs. Priority programs are development programs and must be carried out to support the sustainability of education in general carried out by each region such as physical development, rehabilitation and competency improvement. The innovation program is a program undertaken by the Institute to improve quality.

In the strategy implementation criteria, there is one that is made a priority program, namely improving the quality of teachers. This program starts with recruiting new teachers. Each prospective teacher or called a new teacher, must be able to commit to undergo a probationary period of 3 years. Among the programs is the commitment to add to the memorization of the Qur'an in a guided manner once a week and adapt the existing organizational culture, and of course it is supported by an evaluation that is conducted every three months.

Efforts to optimize teacher quality improvement strategies, in teacher organizations must be provided, fostered, guided as much as possible. Its business activities are by holding compulsory training in Arabic every Wednesday and English every Saturday. The training is sought so that teachers can practice in everyday language when interacting with students. Apart from that, on Friday there is a Tahsin program for reciting the Al-Qur'an which must be followed by all teachers as well as deposits for memorizing the Al-Qur'an which are targeted for all teachers to memorize at least 5 chapters to Hafidz/Hafidzah Mutqin from teachers at the Institute. Strong motivation can trigger the enthusiasm of teachers to continue to have a high commitment to be ready to be coached, led, and evaluated. One of them is the existence of rewards. With so many programs and evaluations of strategy implementation as an effort to realize the school's vision and mission, it is a form of organizational commitment to create teacher commitment as a source of teacher satisfaction with the organization.

4 Conclusion

Based on the National Education Standards that have been designed by the government as a benchmark or minimum standard in measuring the quality of education at SDIT Permata Mojokerto. Educational Institutions that have the characteristics of other Educational Institutions which are the main attraction for the surrounding community. This can be seen from the results of SDIT Permata Mojokerto graduates. For schools, quality improvement is not only a new work endeavor, but also a bigger responsibility. An understanding of the school's vision and mission as a guideline for realizing continuous improvement and change which is a form of the school as a learning organization. Researchers focused on school priority programs to achieve the goals set by the school. The teacher quality improvement strategy has a very large role and responsibility for school quality assurance in relation to the National Education Standards policy. In a quality assurance system, the researcher reports the results of implementing the strategy, the obstacles encountered when implementing a strategy and the solutions to overcome them. The strategy can run well when the resources, both teaching staff and infrastructure, are sufficient in its implementation. Therefore, SDIT Permata Mojokerto compiles programs to improve teacher quality and their evaluation as an effort to improve education quality. This study confirms the importance of the resource factor for implementing all programs made by the Institute.

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