

Quality Management in Improving Teacher's Professional Competence in Man 2 Medan Model

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Abstract: This study aims to determine the professional competence of teachers, find out the implementation of teacher quality management, and find efforts in improving teacher professional competence in MAN 2 Model Medan. This type of research is a qualitative descriptive study that is a research procedure that produces descriptive data in the form of words written or spoken from the people and actors observed, directed from an individual's background as a whole (holistic) without isolating the individual and his organization in a variable but looking at it as part of a wholeness. Qualitative research design by reading various written information, pictures, thinking and seeing objects and activities of people around them by conducting interviews and so on. This study uses qualitative techniques in data collection. In general, in qualitative research, researchers use data collection techniques through interviews, observations, and document studies. The results showed: (1) that the MAN 2 Model Medan Madrasah teachers were professional teachers. Teacher professionalism correlates with the quality of educational products. Professional teachers make education or a quality learning process, so students are happy to participate in the learning process, so that human resources are produced from quality madrasa graduates, (2) generally the teachers at MAN 2 Model Medan apply various models of learning both learning cooperative and technology-based learning, (3) that there are two learning strategies that are always carried out by teachers in implementing the learning and teaching process, namely cooperative learning and technology-based learning, (4) the number of teachers in MAN 2 Field model has been certified and has career path is higher. This can be seen from the large number of teachers who have undertaken higher education, namely Masters. (5) improving the quality management function in madrasas in their leadership, the processes of quality management itself are carried out, namely: Planning, organizing, Scoping, and supervision

Keywords: competence, professional, teacher, qualitative, cooperative learning, technology, quality management.

1. Introduction

The issue of education quality is now a national issue. The urgency cannot be ignored by the world of Education. There are many aspects that contribute to the quality of education, but about quality management in the school environment is still rarely done, because in general it is assumed that the implementation in the field of living only carry out tasks in accordance with the guidelines contained in the law.

The quality of education is inseparable from the role of the teacher to advance both formal and informal education. In the process of measuring the quality of education for teachers is to know 4 competencies, namely pedagogical competence, professional competence, social competence and personality competence. In measuring the four competencies it is expected that a teacher can maintain the quality of his professionalism both inside and outside the school.

The teacher as an educator has a strategic position, he has an influence on the process of teaching and learning of students and the quality of learning outcomes will be largely determined by the quality of the meeting between students and teachers. Every teacher must be creative and innovative in carrying out their educational tasks. It is no exaggeration to say that a school is very much determined by the role of the teacher in implementing the teaching and learning process.

Every effort to improve teacher's competence and professional will give good results if followed by teacher's competence and motivation to improve and develop their own abilities. Terry, G R. (2002) states that efforts to improve teacher competence must base on the teacher's will and ability. That is, teachers do not have to be dictated and given a variety of directions and instructions. Therefore, it is necessary to develop teacher professional standards that will be used as a reference for teacher quality development. Glickman (2004: 51) in Bafadal mentions aspects of the teacher that determine their professional orientation, namely the commitment of the teacher, these aspects must be inherent to a teacher, because he will determine the type of teacher in implementing the learning process. Another matter was revealed by Maqbullah, D. (2011) that which resulted in low public recognition of the teaching profession, namely the weaknesses that exist within the teacher himself, including the low ability to work professionally.

Teachers' competence may be said to be far from expectations because there are still many teachers who teach fields of study that are not a scientific specialization, even many teachers who have non-teacher education backgrounds. So that teacher training is expected at the level of professionalism of teachers, both the substance of knowledge in the subjects held or the ability and mastery of the methodology. This is a national education problem that is still faced by the Indonesian people since then until now. This reality is a problem facing the world of education.

Teacher competence is generally quite complex, so that both in pre-service education and while in their jobs are required a number of knowledge and a set of skills about their position. Teachers are required to carry out various educational and administrative tasks. Every teacher has advantages and limitations in the ability to carry out their duties. This is determined by the background knowledge, skills and motivation. The ability of teachers to carry out their tasks can be improved through regular and planned competence and supervision.

Competence or ability consists of experience and understanding of facts and concepts, increasing expertise, also teaches behavior and attitudes. Competence is also a rational behavior in order to achieve the required goals in accordance with the expected conditions.

Teacher competence is related to the authority to carry out their duties, this is in using the field of study as learning material that acts as an educational tool and pedagogical competencies related to the teacher's function in observing the behavior of students in learning.

From here the authors are interested in conducting research on quality management in relation to improving teacher professional competence. Based on the observation of researchers that MAN 2 Medan model has been implementing quality management but not so optimal, this can be proven by looking at one of the competency components that has not functioned as it should be namely in terms of employee placement, teacher competency improvement and there are still teachers who are do not have sufficient competence to ensure better quality management of school education.

The focus of research that can be a reference writing this research. The problems in this research are: (1). How is the quality management of teachers in MAN 2 Medan Model, (2). How to Increase teacher professional competence at MAN 2 Medan Model.

2. Literature Study

Teachers' competence may be said to be far from expectations because there are still many teachers who teach fields of study that are not a scientific specialization, even many teachers who have non-teacher education backgrounds. So that teacher training is expected at the level of professionalism of teachers, both the substance of knowledge in the subjects held or the ability and mastery of the methodology. This is a national education problem that is still faced by the Indonesian people until now.

1. Quality Concept

The definition of quality has variations as interpreted by each party. Producers and consumers will have different points of view on the quality of goods / services. The difference in understanding of quality is influenced by the orientation of each party. But what can be used as a common thread between producers and consumers is satisfaction. So goods / services can be considered quality if it can give satisfaction to customers and producers. Garvin, (2005: 93) quality is a dynamic condition associated with products, services, people, processes and the environment that meets or exceeds what is expected. Daulat Tampubolon, (2011: 108) defines quality as a blend of product characteristics, which shows its ability to meet the needs of direct or indirect customers both expressed and implied needs, present and future.

2. Quality Management

Management and quality can be understood as the overall activities of management functions that determine quality policy, objectives and responsibilities. These management functions are implemented in the form of quality planning, quality implementation, and quality control.

Quality management in education has been stated by Sallis, that: "Quality Management is about creating a quality culture where the aim of every member of staff is to delight their customers, and where the structure of their organization is all to do so". Contains the understanding that quality management (Quality Management) is related to the creation of a quality culture, where teachers and staff try to please customers in accordance with organizational goals.

Pleasing consumers means meeting all needs in accordance with expectations. Along with the probabilities of the times and the development of various human needs, the quality management must be in line with the times, because it requires continuous quality improvement, with the hope of being able to provide satisfaction to customers in accordance with the demands of the times that continue to develop.

3. Teacher Professional Competencies

Competence is a set of knowledge, skills and behavior that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out their professional duties. Shah (200: 229) argues that competence is ability and ability. Likewise Usman (1994: 1) argues that competence is a matter that describes a person's qualifications or abilities, both qualitative and quantitative. In this case, competence is defined as knowledge, skills and abilities that are mastered by someone who has become a part of him, so he can perform cognitive, affective and psychomotor behaviors.

A teacher has a more comprehensive obligation to carry out professionalism as emphasized in the Teacher and Lecturer Law of 2005 is (1) planning learning, implementing quality learning processes, and evaluating and evaluating learning outcomes, (2) improving and developing academic qualifications and continuous competence in line with the development of technological science and art, (3) acting objectively and not discriminatory on the basis of consideration of gender, religion, ethnicity, race, and certain physical conditions, or family background, and economic status of students in learning, (4) upholding the laws and regulations, the law and the code of ethics of teachers, as well as religious and ethical values, and (5) maintaining and fostering national unity and integrity.

Sardiman in Uno stated that teachers are required to have ten basic abilities, namely: (1) Mastering materials, (2) managing learning programs, (3) managing classrooms, (4) mastering media or learning resources, (5) mastering educational foundation, (6) managing teaching and learning interactions, (7) evaluating student achievement, (8) recognizing the functions and programs of guidance and counseling, (9) recognizing and organizing school administration, and (10) understanding principles and interpreting research results for educational and educational purposes teaching (2007: 19)

From the opinions above it can be concluded that the components of teacher professional competence are: (1) mastery of teaching materials, (2) Ability to manage learning, (3) knowledge about evaluation. These three competency groups are basically the results of a teacher's cognitive work. Sarwono defines cognitive as cognition, which is the part of the human soul that processes information, knowledge, experience, encouragement, feelings, and so on, both coming from outside or from within, forming conclusions that produce behavior. From this understanding teachers who do not have the cognitive realm will experience difficulty in understanding and believing in the benefits of science and capturing the moral message contained in every science.

Thus the teacher's professional competence is the ability possessed by the teacher which is the result of cognitive work to carry out the task so that students obtain optimal learning outcomes, so that the creation of quality or quality education. These abilities include: (1) mastery of subject matter, (2) ability to manage learning, and (3) knowledge of evaluation.

3. Research Method

This research was conducted at MAN 2 Model Medan, located on Jl. Williém Iskandar No.7A, Kelurahan Sidorejo, Kec. Medan Tembung, Kota Medan, North Sumatra. This type of research is a qualitative descriptive study which is a research procedure that produces descriptive data in the form of written or oral words from people and actors observed, directed from an individual's background as a whole (holistically) without isolating the individual and his organization in a variable but viewing it as part of a wholeness. Qualitative research is often called ethnographic methods, phenomenological methods, or impressionistic methods. The type of data in this study consists of two, namely primary data and secondary data. Primary data is data obtained directly from school principals, teachers and students. The data was obtained through interviews conducted by the author. Secondary data is data that the authors obtained from the head of administration, administrative staff and related education stakeholders through interviews.

The data analysis procedure during the field was analyzed interactively and lasted continuously until complete, which consisted of three activities, namely data reduction, data display and conclusion drawing / verification. New data obtained from field notes obtained through observations, interviews and documents about teacher professional competence in MAN 2 Medan Model are analyzed by compiling, linking, and reducing data, data presentation and drawing conclusions during and after data collection.

4. Results and Discussion

1. Implementation of Quality Management in MAN 2 Medan Model

a. Learning Strategies in MAN 2 Medan Model

In learning there are strategies that are understood as the strategy of a teacher to students by utilizing everything to facilitate the learning process, or the learning strategy is a component and learning procedure in an activity used by the teacher in order to convey to students to fit the objectives in a learning the.

Learning activities are processes that are designed to provide learning experiences through teacher-student interactions in accordance with learning objectives. This learning experience can be realized through the use of varied and student-centered learning strategies. Based on observations made by teachers at MAN 2 Medan Model. That the learning strategy adopted is Cooperative Learning and Blended Learning.

Based on observations obtained by researchers that there are two learning strategies that are always carried out by teachers in implementing the learning and teaching process, namely cooperative learning and technology-based learning.

In general, the teachers of MAN 2 Medan Model were considered professional, as acknowledged by the Head of Madrasah that each teacher was able to master the class, carry out learning effectively and be able to use methods and strategies appropriately. This is evidenced by the achievements of several of our teachers, both in the field of making teaching aids, classroom action research and the selection of outstanding teachers. It is undeniable that many achievements have been achieved by the MAN 2 Medan Model Teacher.

b. Learning Methods in MAN 2 Medan Model

The learning method is part of the learning strategy, the learning method functions as a way of presenting, describing, giving examples, and exercises in the form of questions to students so that objectives arise in learning.

The methods often used in learning at MAN 2 Medan Model vary greatly. This can be seen in student activity (student learning) and coupled with technology-based (e-learning) in learning methods.

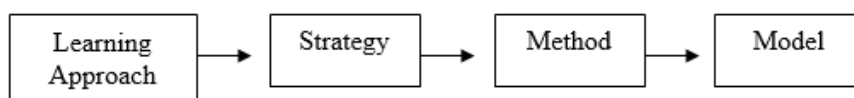


Figure 1. Strategy and Method of Learning at MAN 2 Model Medan

Efforts are made by teachers in developing professional competence.

The concept of learning which is a change from the concept of teaching and learning activities has a deep and broad meaning. Learning is a process of interaction between students and learning resources in an environment that is managed deliberately to achieve certain goals that have been set.

From this concept of learning, student-centered learning is born, where students have direct experience in their interactions with learning resources and media to form meaningful learning. The results of research conducted at MAN 2 Medan Model through interviews with the development of professionalism is to follow activities both inside and outside the madrasa. Such as participating in the Subject Teacher (MGMP) Discussion activities, training, workshops and contests.

In general, the teachers of MAN 2 Medan Model were considered professional, as acknowledged by the Head of Madrasah that each teacher was able to master the class, carry out learning effectively and be able to use methods and strategies appropriately. This is evidenced by the achievements of several of our teachers, both in the field of making teaching aids, classroom action research and the selection of outstanding teachers.

This shows that the MAN 2 Model Medan Madrasah teachers are professional teachers. Teacher professionalism correlates with the quality of educational products. Professional teachers make quality education or learning processes, so students are happy to follow the learning process, so that human resources are produced from quality madrasa graduates and can later compete in the globalization era. Conversely unprofessional teachers can make quality education. Increasing the professionalism of teachers is the mission to realize the implementation of education or learning in accordance with the principles of professionalism, to fulfill the same rights for every citizen to obtain quality education.

2. Quality of Education in MAN 2 Medan Model

Quality learning is learning that can produce the expected situation. Based on the results of interviews with the Head of Madrasah, the quality of learning in MAN 2 Medan Model is relatively good, this can be proven by:

a. The learning process is carried out in accordance with proper procedures, namely:

- 1) Preliminary learning activities. Creating the initial conditions of learning, creating enthusiasm and readiness to learn, creating an atmosphere of democracy in learning, this effort can be realized through the ways, and techniques used by the teacher in encouraging students to be creative, in learning and developing excellence owned by students, Carry out apperception and assessment of initial abilities the student.

- 2) Learning Core Activities. The steps taken by the teacher in the core learning activities include: providing objectives / topics of the lesson to be discussed, conveying alternative learning activities that must be taken by students, discussing / presenting subject matter.
 - 3) Final Learning Activities. Activities undertaken by the teacher in the final activity and follow-up learning are: Carry out the final assessment, review the results of the final assessment, carry out follow-up activities, alternative activities include: giving a final assignment or exercises, re-explaining the learning material that is considered difficult by students , provide motivation / guidance to learn, bring up the topics of discussion to come, close the lesson.
- b. The teacher has the ability to develop learning in each subject taught, while learning takes place the teacher applies a variety of strategies, techniques and methods so that students can understand and master the material being taught.
 - c. The activeness of students in following the learning process. The conducive atmosphere in the classroom is the main factor to attract students' interest in the lesson, besides the methods used by the teacher. In this Madrasah students are active in learning because the teacher uses various methods.
 - d. Utilization of appropriate learning media. Some teachers have mastered and used laptops and infocus in learning, so that learning becomes more interesting because students are given a presentation of knowledge in a way that attracts attention. The teacher only acts as a facilitator by monitoring students and explaining some problems that are not understood by the students.

Based on observations, generally the teachers at MAN 2 Medan Model apply a variety of learning models both cooperative learning and technology-based learning.

In learning both cooperatively and technology-based, teachers always provide feedback (feedback) so that the emergence of learning suitability with learning objectives in order to find the quality of learning arising from students themselves.

Learning is a human activity where all human potential is mobilized. This activity aims to form intellectual mental activities, only, but also forms abilities that are emotional and even involve physical abilities. In this case there will be a feeling of pleasure or dislike, interested or not interested, sympathy or antipasti on students.

5. Conclusion

Guaranteed quality of education is inseparable from the role of an educator in order to get the results achieved. The role of the teacher is also seen how the quality of education in madrasahs is equipped with infrastructure and the support of madrasa leaders to achieve learning objectives. Improving the quality of learning in schools is seen from two benchmarks, namely the leadership of madrasahs and teachers who have professional competence. These two elements are also central figures that provide direct trust from the community which will be seen from its outputs and outcomes.

A good service to the community will automatically fix all the needs desired by the madrasa. And will also directly lead to the quality of education in the village. The professional competence of a teacher in MAN 2 Medan Model to be able to improve its quality can be concluded as follows:

1. Teacher competency in MAN 2 Medan model is relatively good, this can be seen from the predicate of teachers at bachelor, master and some who continue their doctorate, the teacher's predicate on learning used, innovative learning models, already certified, and there are achievers in National level. A competency can affect the quality of education in MAN 2 Medan Model so that the quality itself is guaranteed.
2. Learning strategies and methods that vary to the use of technology in the learning process used by teachers in MAN 2 Medan Model. So that the achievement of learning objectives in accordance with the quality of education.
3. Efforts made by teachers in developing professional competence and support from madrasa leaders to support the quality of education in MAN 2 Model Medan.

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