



The Role of Teachers in Improving the Quality of Education at MA Darul Ulum Semarang

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ABSTRACT

This article aims to describe the role of guru in improving the quality of education at MA Darul Ulum Semarang, Ngaliyan District, Semarang City. This research uses qualitative research, with a naturalistic approach, research data collection is obtained using observation, interview, and documentation techniques. The data analysis steps carried out were using the Bogdan model analysis, namely reducing the data, presenting the data, and then concluding. As a result of this research, researchers found four findings including: 1) The role of teachers in improving the quality of education at MA Darul Ulum is that teachers who teach must be linear with their field. 2) Teachers prepare complete learning tools at MA Darul Ulum before starting learning 3) Teachers at MA Darul Ulum accept technological developments consciously so that they help to develop the quality of student education 4) Facilities and infrastructure are a challenge for teachers at MA Darul Ulum to improve quality of education

Keywords: Management, Human Resources, Quality of Education

ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan peran guru dalam peningkatan mutu pendidikan di MA Darul Ulum Semarang Kecamatan Ngaliyan Kota Semarang. Penelitian ini menggunakan jenis penelitian kualitatif, dengan pendekatan naturalistik, pengumpulan data penelitian diperoleh dengan teknik observasi, wawancara dan dokumentasi. Langkah analisis data yang dilakukan yaitu dengan menggunakan analisis model Bogdan yaitu mereduksi data, menyajikan data kemudian menyimpulkan. Hasil dari penelitian ini peneliti menemukan empat temuan diantaranya: 1) Adapun peran guru untuk meningkatkan mutu Pendidikan di MA Darul Ulum yaitu para guru yang mengajar harus linear dengan bidang yang dimiliki. 2) Para guru menyiapkan kelengkapan perangkat pembelajaran di MA Darul Ulum sebelum memulai pembelajaran 3) Para guru di MA Darul Ulum menerima perkembangan teknologi dengan sadar sehingga membantu untuk mengembangkan mutu Pendidikan siswa 4) Sarana dan prasarana menjadi tantangan para guru di MA Darul Ulum untuk peningkatan mutu Pendidikan.

Kata kunci: Manajemen, Sumber Daya Manusia, Mutu Pendidikan

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A. INTRODUCTION

Educators play a key role in exploring students' academic and non-academic potential (Sukino 2019). The presence of educators in schools or madrasas not only teaches but also provides the value of life attitudes that are beneficial to students. Educator diligence is the accumulation of knowledge and skills that are important in guiding students towards attitude formation (Sukino 2023). Therefore, the admiration of educators will have a significant impact on the quality of learning and education in the school environment. On the other hand, if the educator is not aware of his role, it will have an impact on the low quality of the school in various aspects. This article will discuss the main role of teachers in improving the quality of education, focusing on how they are catalysts for the completeness of learning tools to achieve this goal.

The role of teachers is not only limited to delivering subject matter, but involves emotional, social, and cognitive interaction with students. Teachers have a responsibility to create an inspiring and supportive learning environment, where students can develop their potential optimally (Sulastri, Fitria, and Martha 2020). In this case, the completeness of learning tools is key, because it ensures that the learning process is effective and efficient. Teachers not only function as teachers who transfer knowledge, but also as guides who shape the character and morals of students. In madrasas, teachers have the additional responsibility to integrate religious values in the learning process. Through a holistic and integrative approach, teachers can help improve the quality of education in madrasas, both academically and spiritually.

Many studies have discussed the role of teachers in the context of national education policy in general. However, not many have studied how the implementation of national education policies affects the role of teachers specifically in MA Darul Ulum Semarang. This gap is important to address because education policies are often implemented differently in different types of schools, which can result in variations in teacher roles and effectiveness. Most studies on the role of teachers focus on general education. However, in Madrasah Aliyah, which has a focus on religious education, the role of teachers includes not only academic aspects but also moral and spiritual formation. The research gap arises due to the lack of studies that specifically explore how teachers at MA Darul Ulum Semarang carry out this role and its impact on the overall quality of education.

By identifying these gaps, this research is expected to make a significant contribution in understanding the role of teachers in improving the quality of education at MA Darul Ulum Semarang, as well as enriching the existing literature with relevant and contextual findings.

This article will discuss the role of teachers in improving the quality of education in madrasas. Thus, this effort is expected to make a positive contribution to the development of education that is sustainable and relevant to the needs of the times, especially at Madrasah Aliyah Darul Ulmu Semarang.

B. METHOD

This research uses a qualitative approach with a descriptive method obtained through interviews, observations, and documentation. Through structured interviews and non-participant observations, data on the role of teachers in improving the quality of education at MA Darul Ulum Semarang were collected. The subject in this study is one of the teachers at MA Darul Ulum as well as our supervisor during the research period. Some of the things that were

observed were about teachers in carrying out learning activities so that they could help students and also the quality of education at MA Darul Ulum to be better. We conducted this research for one month starting from January 7 to February 7, 2024. As a result of the research that has been carried out, the researcher will explain and describe some of the major roles of teachers as teachers as well as factors that can affect the quality of education at MA Darul Semarang.

C. RESULTS AND DISCUSSION

The quality of education is the quality of graduates and services that satisfy education-related parties. The quality of graduates is related to graduates with good grades (*Cognitive, Apparent, and Psychomotor*) are accepted to continue to a higher level that is qualified and has a good personality. (Marwan 2022) stated that the quality of service is related to activities to serve the needs of students, teachers and employees as well as the community precisely and appropriately so that everyone is satisfied with the services provided by the school

Madrasah-based quality improvement management is a school/madrasah management process that is directed at improving the quality of education, autonomously planned, organized, implemented, and evaluated involving all school stakeholders (Gavurova et al. 2021). In accordance with the concept. Madrasah-based quality improvement management is essentially the granting of autonomy to madrasahs or schools to actively or independently carry out and develop various programs to improve the quality of education in accordance with the needs of the school or the surrounding community.

According to Edmond quoted by Suryosubroto, school/madrasah-based quality improvement management is a new alternative in education management that emphasizes more on school independence and creativity (2018 Towels). In quality improvement management, this is introduced by the theory of effective schools which explains that the theory focuses more on the process of improving education. In these improvements, there are several indicators that show the character of the improvements, including; (1) a comfortable and orderly school environment, (2) the school has a mission and quality targets to be achieved, (3) the school has strong leadership, (4) there are high expectations from school personnel (principals, teachers, and other staff including students) to excel, (5) there is continuous development of school staff according to the demands of science and technology, (6) there is a continuous evaluation of various academic and administrative aspects, and the use of the results for improvement/quality improvement, and (7) the existence of communication, and intensive support from students' parents/the community (Fathurrohman and Sulistiyorini 2012).

Improving the quality of education for an educational institution is currently a top priority. This is the most important part in building sustainable education, therefore educators/education personnel must have a management principle in making changes or development towards quality education (Noprika, Yusro, and Sagiman 2020). According to Hensler and Brunell, there are four main principles in education quality management, which are as follows:

1. Customer Principle, quality does not only mean conformity with certain specifications, but the quality is determined by the customer.
2. Respect for Everyone, in a world-class quality school, everyone in the school is seen as having potential.

3. Fact-Based Management, schools must be fact-oriented, meaning that every decision is always based on facts, not on feelings (felling) or memories alone.
4. Periodic Improvement, in order to be successful, every school needs to be systematic in carrying out continuous improvement.

Increasing resources to improve the quality and professionalism of teachers and education personnel is also made a top priority in educational development, because educators (teachers) are one of the important elements in the education system, even other components will not mean much if teachers in the learning process are not able to interact with students properly and perfectly, let alone are not able to produce quality students. As written in Law No. 20 of 2003 concerning the National Education System states that; Educators and education personnel are obliged to:

1. Creating an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical
2. Have a professional commitment to improve the quality of education
3. Members are exemplary and maintain the good name of the institution, profession and position in accordance with the trust given to them.

In essence, the success and achievement of national education goals depends on the human resources in schools/madrasas, namely madrasah heads, teachers, students, administrative employees, and other education personnel as well as more effective quality management support, in addition to that it must also be supported by quality facilities and infrastructure. All human resources involved in education management must have adequate quality, because to form human beings in accordance with the goals of national development, namely improving the quality of human beings and all advanced and modern Indonesian society, qualified and reliable educators and education personnel are needed.

Based on the results of interviews conducted by the researcher with the curriculum waka at MA Darul Ulum, how the role of teachers in improving the quality of education in madrassas in terms of character formation to academics related to improving the quality of learning, teachers must be in accordance or linear with the field to be taught. With this conformity, students will become more understanding of what is conveyed by the teacher and can find the right solution regarding the learning delivered. The role of teachers is not only to be a teacher, but also to be an educator by instilling ethics in students that can be applied in daily life. Such as ethics between students and other students, students with teachers or students with the surrounding community.

Based on the results of the interview, it is in accordance with the theory of the general role of a teacher, namely, that teacher is a profession, which requires special skills as a teacher and cannot be done by just anyone outside the field of education. The duties of a teacher as a profession include educating, teaching and training. Educating means continuing and developing life values. Teaching means continuing and developing science and technology, while training means developing skills in students. Study (Afriyanli and Sabandi 2020) Regarding the results, teachers are said to be successful if they are able to change the behavior of most students towards better mastery of basic competencies.

Teachers have academic qualifications, competencies, educator certificates, are physically and spiritually healthy, and are able to realize national education goals. Teacher competencies include pedagogical competence, personality competence, social competence and professional competence obtained through professional education (Akiba and Liang 2016). The problem of teachers' professional competence is one of the education personnel who have

the responsibility to develop that task.

Professionalism is a need that cannot be delayed anymore, the increasing competition in the era of globalization needs to be improved the professionalism of a teacher. To improve teacher professionalism, teachers are required to carry out a more innovative learning process for students. Professional competencies include the following: (Sulastri, Fitria, and Martha 2020) 1) mastering the structure and curriculum materials of the field of study; 2) mastering the substance of the field of study and its scientific methodology; 3) mastering and utilizing information and communication technology in learning; 4) organizing curriculum materials for the field of study; and 5) improving the quality of learning through classroom action research (Kristiawan and Rahmat 2018).

Based on the results of observations and interviews conducted, there are several roles performed by teachers. When a person has decided to become a teacher, the task is not only to teach in the classroom, but to educate in the formation of the character of the students who are used for daily use. Furthermore, from the results of the interviews conducted related to improving the quality of learning, teachers must be in accordance or linear with the field to be taught. With this conformity, students will become more understanding of what is conveyed by the teacher and can find the right solution regarding the learning delivered. The role of a teacher is not only a teacher, but also an educator by instilling ethics in students that can be applied in daily life. Such as ethics between students and other students, students and teachers or students with the surrounding community (Diki Maulansyah, Febrianty, and Asbari 2023).

There are several common roles of a teacher in school, including (Mallisa and Rani 2023):

1. As an Educator

The role of a teacher as an educator is familiar to everyone's life in general, because almost everyone has felt it when studying at school. A teacher who is an educator means that he is the main figure in making himself a good example for students. Not only that, an educator is also a person who is responsible for the formation of attitudes and manners of his students. As an educator, a teacher also has a responsibility in terms of helping and encouraging students to become children who have an obedient personality and obey things with positive values. One example is that children can comply with applicable regulations both at school, at home, and in society.

2. As a Teacher

As a teacher, the teacher is the person responsible for the teaching and learning process that occurs in schools in the classroom. In essence, a teacher is a person who acts as a material provider for students, in order to grow and develop on the issue of children's knowledge. This role is certainly very inherent in all teachers, therefore monitoring and observing how students learn and complete their homework is part of the role statement carried out by the teacher.

3. Coach and Advisor

Awareness of the role of teachers as coaches and advisors is very important, this is because teachers can be a stepping stone for students in forming skills or skills in their respective fields of interest. So it cannot be said that teachers who only provide subject material or theory will be able to cognitively the students can excel without a training process or strategy for themselves. Meanwhile, the teacher's personality as an advisor can

be seen from his presence as a source of answers to struggles or problems that are difficult to find a solution for the student. Advisor means being an important figure in the decision-making process of a child's life, so teachers in their presence are very important in the world of Education.

THE QUALITY OF EDUCATIONAL TOOLS SUPPORTS THE QUALITY OF EDUCATION

Learning tools are an important instrument in ensuring the quality of education because they function as a structured guide for teachers to plan, implement, and evaluate the learning process. With good tools, teachers can ensure that learning goals are achieved effectively through systematic and targeted steps (Hamonangan and Sudarma 2017). This device also allows the learning process to run consistently and standardized, thereby minimizing variations in teaching quality caused by differences in teachers' individual approaches (Fuadi 2017). Thus, learning tools play a role in maintaining the continuity of education quality in various institutions.

Based on the results of an interview with one of the teachers at MA Darul Ulum, the completeness of the learning tools used starts from the completeness in general, such as lesson plans, syllabi and also modules used for teachers when they are going to carry out learning in the classroom. Learning tools are a very crucial element in supporting the learning process in this modern era. One aspect emphasized is the flexibility of learning tools, which allows educators to adapt learning materials to students' needs and level of understanding (Kurniawati et al. 2021).

The current arrangement of devices must adapt digital technology, such as interactive learning applications and online platforms, in designing attractive learning tools (Rahyu, Iskander, & Abidin 2022). The interviews also highlighted the significance of the integration of collaborative aspects in learning tools. Learning tools should encourage cooperation between students, create an inclusive learning atmosphere and build their social skills. The existence of collaborative features, such as discussion forums or group projects, is considered a key element that can enrich the learning experience so as to create effective and efficient learning activities.

The design of learning tools that pay attention to basic competencies and national education goals can help students achieve optimal learning outcomes. This device ensures that all material delivered is in accordance with the applicable curriculum and oriented towards achieving the expected competencies. According to (Aslamiah, Abbas, and Mutiani 2021) The use of structured learning tools also allows students to have a more meaningful and integrated learning experience, which ultimately improves the quality of learning in the classroom.

Learning tools are an important evaluation tool in ensuring the quality of education. Through this tool, teachers can objectively assess student learning outcomes (Kusumaningrum, Arifin, and Gunawan 2017). The evaluation instruments included in the learning tool help measure the extent to which learning objectives have been achieved and identify areas that need improvement. With accurate evaluation, the quality of education can continue to be improved because teachers and educational institutions can make appropriate interventions in the learning process that takes place.

CHALLENGES IN OPTIMIZING THE QUALITY OF EDUCATION

The existence of Islamic educational institutions in Indonesia is established and developing in various cities and regions in Indonesia. Its existence can range from elementary to tertiary levels. However, various problems that have become challenges for Islamic educational

institutions to date require constructive efforts to overcome them (Rahman and Akbar 2021).

Educators are the spearhead in educating the nation's life, through various types, paths and levels of education. Students are members of society who will enter the world of education (schooling) and will be returned to their community. The process of providing components for life is the duty of teachers as the backbone in madrasas. The educator will face the students directly, but he still needs the support of other education personnel, so that he can carry out his duties well. Therefore, educators and education personnel have equally important roles and positions in the context of implementing education (learning).

Basically, both educators and education personnel have the same role and task, namely carrying out various activities that lead to the creation of ease and success for students in learning (Abdullah et al. 2023). The challenges faced by teachers and students at MA Darul Ulum to optimize the improvement of the quality of their education are in terms of the completeness of infrastructure facilities and the division of time that is less effective and efficient. Then the solution that is carried out is the division of time and the use of time more efficiently and also complements several facilities at the school. As is the case with the completeness of the infrastructure for the lab and also the equipment in the library in order to maximize the students to learn comfortably and effectively.

D. CONCLUSION

1. The implementation of the role of teachers in improving the quality of education at MA Darul Ulum Semarang has been implemented well, although there are still many challenges or obstacles faced. The completeness of the learning tools used by teachers such as learning guidelines or lesson plans that are used as a guide during learning to support the running of learning activities are carried out before carrying out activities in the classroom.
2. Supervision of quality improvement programs has essentially been running, every program implemented in the field, both related to the teaching and learning process, curriculum implementation, improvement of facilities and infrastructure, runs under the supervision of the head of the madrasah. Of course, perfect supervision will be followed by evaluation for future improvements.

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