

TEACHER QUALITY DIMENSIONS IN IMPROVING THE QUALITY OF NATIONAL EDUCATION AT MADRASAH ALIYAH IN LAMPUNG

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Abstract: This article explores the development of teacher quality dimensions in improving the quality of national education. Methods This research uses a case study with a mixed methods approach. The sampling technique uses a random sampling technique with respondents. Based on the findings in this study, the results of the analysis were obtained with a Satorra-Bentler Scaled Chi-Square value of 189.190 and a p-value coefficient of $0.070 > 0.05$, RMSEA of $0.030 < 0.080$, CFI ≥ 0.90 , so the model obtained is "good fit" (acceptable model suitability) then the dimensions in the professional management of teachers in improving the quality of education are the three dimensions of learning which include lesson preparation, implementation, and evaluation. In addition, the results of the information obtained by students expect quality teachers such as having preparation, knowledge/ability in teaching, class management, personality, dedication, open-mindedness, responsibility, varied teaching methods, punctual work, and good judgment. This research suggests that if changes in the education system need to be developed, policy recommendations prioritize teacher staff and the determinants of teacher effectiveness.

Keywords: management; teachers, quality of education; Madrasah Aliyah.

Abstrak: Artikel ini bertujuan untuk mendalami perkembangan dimensi kualitas guru dalam meningkatkan mutu pendidikan nasional. Metode Penelitian ini menggunakan studi kasus dengan pendekatan mix methods. Teknik sampling menggunakan teknik random sampling dengan responden. Berdasarkan temuan pada penelitian ini diperoleh hasil analisis dengan nilai Satorra-Bentler Scaled Chi-Square sebesar 189,190 dan koefisien p value sebesar $0,070 > 0,05$, RMSEA sebesar $0,030 < 0,080$, CFI $\geq 0,90$ maka model yang diperoleh adalah "good fit" (kecocokan model dapat diterima). Oleh sebab itu, dimensi dalam pengelolaan profesional guru dalam meningkatkan kualitas pendidikan yaitu pada tiga dimensi pembelajaran yang meliputi persiapan pembelajaran, implementasi dan evaluasi. Selain itu, hasil informasi yang diperoleh siswa mengharapkan guru yang berkualitas seperti memiliki persiapan, pengetahuan/ kemampuan dalam mengajar, manajemen kelas, berkepribadian, berdedikasi, berpikiran terbuka, bertanggung jawab, metode pengajaran yang bervariasi, tepat waktu dalam bekerja serta melakukan penilaian yang baik. Saran penelitian ini yaitu jika perubahan sistem pendidikan perlu dikembangkan maka rekomendasi kebijakan mengedepankan tenaga guru dan faktor penentu efektivitas guru.

Kata kunci: pengelolaan; guru; kualitas pendidikan; Madrasah Aliyah.

Introduction

Management is one of the efforts to manage all aspects of education to achieve the success of an educational process that is carried out and implemented.¹ Educators are also divided into

various kinds, lecturers, teachers, tutors, facilitators, and others; most importantly, educators carry out and participate in the educational process carried out.² Education is like roots that must be strong to

¹ Rafiquddin Nasution, Mesiono Mesiono, and Yusuf Hadijaya, "Management of The Academic Potential of Students During The Covid-19 Pandemic," *Nidhomul Haq: Journal of Islamic Education Management*, vol. 6, no. 2 (2021), pp. 470–82.

² Nurhayati Nurhayati and Kemas Imron Rosadi, "Determination of Islamic Education Management: Education System, Education Management, and Education Personnel (Islamic Education Management Literature)," *Journal of Education Management and Social Sciences*, vol. 3, no. 1 (2022), pp. 451–64.

create a strong nation reflected in quality human resources. An education system shows the identity of a nation. Education as the primary capital in its development will determine the progress and development of a nation because, with education, the potential and resources of each individual can be developed. Noble and dignified, education must be a top priority in developing a better, advanced, and developing Indonesia.³

In Indonesia, the purpose of education is to form a complete human being reflected in faith and piety, personality, intelligence, health, and responsibility. Therefore, education in practice needs to apply. The quality of education in the development of a nation is a necessity. With quality education, human resources expect to be found and able to compete as one of the inputs to the nation's development process. With quality education, a nation's development goals can be adequately achieved.⁴ Educational human resources (HR) are all human beings involved in educational activities that affect management activities in the organization. The human educational resources consist of leaders, school/madrasah principals, teachers/educators, students, administrative staff, and so on.⁵

The perception of the importance of education as a nation's goal also applies in the Malaysia the Ministry of Education (MOE, 2012) seeks to "ensure the effective delivery of student-centered and differentiated teaching and learning in each class," printed in Malaysia Education Blueprint 2013 – 2025. Good teacher quality, namely meeting teacher standards set and students as the most critical stakeholders in the education system. In a study by the Higher Education Leadership Academy, researchers revealed that half of the lessons in 41 randomly selected schools across Malaysia did not meet satisfactory standards. Most teacher-centered lessons fail to engage students (MOE, 2012).

Students are the main goal in educational institutions because these graduates are the nation's next generation who are expected to become the human resources that can realize a nation's development goals to the fullest. Therefore, the teacher is expected to be a means to help achieve these goals.

Teachers are one of the essential elements in improving the quality of education. The quality of good teachers will be directly proportional to the quality of education. As different education systems will require different teacher qualities to achieve the national development agenda, updating the expected teacher quality is necessary.⁶ However, quality teachers are the key to educational excellence across disciplines, cultures, and countries.⁷

As the most significant resource, teachers can be focused on improving schools to increase school efficiency and equity. This impact makes most teachers competent, and all students can access high-quality teaching.⁸ Given the importance of teacher quality in educational institutions in influencing national development goals in various countries, this article focuses on determining teacher quality in Madrasah Aliyah institutions. This article also wants to reveal the factors that influence improving the quality of Aliyah teachers and find solutions to overcome the problem of improving teacher quality at Madrasah Aliyah in Lampung Province.

Method

This type of research is case study research with a *mixed methods approach*. The respondents of this study consisted of 190 students and ten teachers spread across 5 Madrasah Aliyah in Central Lampung Regency. The sampling

³ M Ihsan Dacholfany, "Islamic Education Reform in Facing the Era of Globalization," *AKADEMIKA: Journal of Islamic Thought*, vol. 20, no. 1 (2015), pp. 173–94.

⁴ M Ihsan Dacholfany, "Revitalization Of Education In Indonesia: Different And Distance," 2016.

⁵ Nurlindah Nurlindah, Muh Khalifah Mustami, and Muzdalifah Musdalifah, "Management of Educators and Education Personnel in Improving the Quality of Education," *Idaarah*, vol. 4, no. 1 (2020), pp. 40–51.

⁶ Tan Wee Hoe, "Comparing Perceptions on Characteristics of Quality Teachers and Future Teachers for Schools in Malaysia," *UPSI Bitara Education Journal*, vol. 11 (2018), pp. 22–32.

⁷ Clement Kwadzo Agezo, "School Reforms in Ghana: A Challenge to Teacher Quality and Professionalism," *IFE Psycholgia: An International Journal*, vol. 17, no. 2 (2009), pp. 40–64.

⁸ Parlo Singh et al., "Teacher Quality and Teacher Education: A Critical Policy Analysis of International and Australian Policies," *Australian Journal of Teacher Education (Online)*, vol. 46, no. 4 (2021), pp. 1–15.

technique uses random sampling, assuming that the entire population has the same rights to be used as respondents. Data collection techniques using questionnaires, interviews, and documents. Data analysis techniques for quantitative use the *Structural Equation Modeling* (SEM) method with the help of Lisrel 8.50. Meanwhile, the qualitative approach uses three stages: reduction, data presentation, conclusion, and verification. Data analysis using a qualitative approach from Miles and Huberman includes three stages, namely 1) reduction, the process of this stage is more focused on the process of selecting, simplifying, and transforming data; 2) the presentation of data is designed as a combination of information so that it is easy to understand to provide the possibility of concluding; 3) drawing conclusions and verification, research conclusions are verified during the research, while verification is the process of researchers recalling, carefully reviewing field notes.⁹

Results and Discussion

Education Management

The leading resource of the organization, full attention to human resources is a necessity; due to dynamic environmental conditions, employee placement does not always lead to success; environmental conditions tend to change, which requires the organization to continuously make adjustments and develop human resources according to organizational needs.¹⁰ Management in Indonesian means management.¹¹ If management is one of the efforts to manage all aspects of education to achieve the success of an educational process that is carried out and implemented. Educators are divided into various types: lecturers, teachers, tutors, facilitators, and others; most importantly, educators participate in the

educational process.¹² Educational human resources are an essential factor in education management, with their contribution to the implementation of education to create quality human beings. As one of the human resources, educators and education staff play an essential and strategic role, especially in efforts to improve the quality of education, because educators and education staff directly interact with students daily.¹³

Teacher Quality

Ferguson and Brown stated that defining and measuring teacher quality models is difficult. This is because teacher quality assessment will directly measure what teachers do to contribute to their students.¹⁴ Even the output quality of the educational process is reflected in the skills and knowledge students have acquired while in educational institutions (Vision and Strategy for Educational Development, 1996). So the relationship between teacher and student is an essential aspect of interpersonal in school. Some support the excellence of schools with high levels of demand and responsiveness.¹⁵ The teacher's performance directly influences students so that it can predict the teacher's effectiveness.¹⁶

Job performance can be seen from all behaviors that contribute to organizational goals in carrying out tasks. Mitchell presents five aspects of teacher performance indicators 1) quality of work, directly related to the learning process both from materials and classroom management, 2)

⁹ Matthew B Miles and A Michael Huberman, "Qualitative Data Analysis: A Sourcebook of New Methods," in *Qualitative Data Analysis: A Sourcebook of New Methods*, (1984), pp. 263–263.

¹⁰ Muhammad Priyatna, "Management of HR Development in Islamic Education Institutions," *Islamic Education: Journal of Islamic Education*, vol. 5, no. 09 (2017), p. 21.

¹¹ Nasution, Mission, and Hadijaya, "Management of Students' Academic Potential During The Covid-19 Pandemic," *Nidhomul Haq: Journal of Islamic Education Management*, vol. 6, no. 2 (2021), pp. 470–82.

¹² Nurhayati and Rosadi, "Determination of Islamic Education Management: Education System, Education Management, and Education Personnel (Islamic Education Management Literature)," *Journal of Management Education and Social Sciences*, vol. 3, no. 1 (2022), pp. 451–64.

¹³ Nurlindah, Mustami, and Muzdalifah, "Management of Educators and Education Personnel in Improving the Quality of Education," *Idaarah*, vol. 4, no. 1 (2020), pp. 40–51.

¹⁴ Ronald F Ferguson and Jordana Brown, "Certification Test Scores, Teacher Quality, and Student Achievement," *Analytic Issues in the Assessment of Student Achievement*, (2000), pp. 133–56.

¹⁵ Jung-Sook Lee, "The Effects of the Teacher-Student Relationship and Academic Press on Student Engagement and Academic Performance," *International Journal of Educational Research*, vol. 53 (2012), pp. 330–40.

¹⁶ Donald M Medley and Homer Coker, "The Accuracy of Principals' Judgments of Teacher Performance," *The Journal of Educational Research*, vol. 80, no. 4 (1987), pp. 242–47.

speed or timeliness, related to the use of learning media following the content of the subject matter and accuracy in planning the learning process according to time available, 3) initiative, teacher's ability to manage class interaction and assessment of student learning outcomes 4) workability, use of various methods in implementing it, and 5) communication, can interact effectively with each other.

Normality test

The normality test is a prerequisite in Structural Equation Modeling (SEM) data analysis, meaning that the data distribution requires average assumptions. If the statistical value of z skewness and kurtosis is more significant than 0.05 or 5%, then the normality assumption is fulfilled. The results of the univariate normality test in this analysis are presented in Table. 1, as follows :

Table 1. Test of Univariate Normality for Continuous Variables

Variables	Skewness		kurtosis		Skewness and Kurtosis	
	Z-Scores	P-Value	Z-Scores	P-Value	Chi-Square	P-Value
A1	1.315	0.178	1,234	0.224	3,327	0.345
A2	-1,543	0.165	-0.657	0.520	2,498	0.342
A3	-0.675	0.573	-1,349	0.184	2,291	0.234
A4	-0.453	0.497	1,783	0.092	2,780	0.187
A5	-0.063	0.993	0.231	0.881	0.020	0.890
A6	0.823	0.983	0.355	0.703	0.260	0.934
B1	0.245	0.890	0.090	0.878	0.040	0.989
B2	-0.433	0.593	-4,567	0.000	23,853	0.000
B3	-1,422	0.321	-2,980	0.003	2,890	0.345
B4	-0.245	0.920	-4,002	0.000	17,839	0.001
B5	-0.895	0.423	-4,190	0.000	19,383	0.002
C1	-0.565	0.643	-1,354	0.184	2,301	0.230
C2	-0.435	0.589	-4,562	0.000	21,983	0.000
C3	-1,422	0.329	-2,982	0.002	2,863	0.245
C4	-0.422	0.673	-4,324	0.000	21,853	0.000

Based on table 1. the test of univariate normality for continuous variables shows the results of the normality test for each variable. The output results show that the standard variables are A1, A2, A3, A4, A5, A6, B1, B3, C1, and C3. As for the variables that are not normal, they are

in B2, B4, X25, C2, and C4. The following results of the multivariate analysis are shown in Table 2.

Table 2. Test of multivariate Normality for Continuous Variables

Skewness			kurtosis			Skewness and Kurtosis	
Value	Z-Scores	P-Value	Value	Z-Scores	P-Value	Chi-Square	P-values
27,980	3,453	0.005	162,122	2,789	0.009	13,890	0.000

Based on the output results above, it can be seen that multivariate normality is not normally distributed (*p-value* skewness and kurtosis <0.05). It can be concluded that the data used does not meet the average univariate or multivariate assumptions. Due to the abnormality of the data, the data will be analyzed using an alternative estimation method, namely Robust Maximum Likelihood (RML), by adding an *asymptotic covariance matrix* which helps correct the value of the chi-square statistic and is known as the *Satorra-Bentler Scaled Chi-Square*.

Measurement Model Fit Test

After the measurement model is valid and reliable, the model fit test is carried out.

Table 3. Model Fit Test Results

GOLF	Acceptable match rate	Model Index	Ket
Satorra-Bentler Scaled Chi-Square	The smaller, the better (p-value \geq 0.05)	189,19 (p-value 0.070)	Good fit
GFI	GFA \geq 0.90 good fit $0.80 \leq$ GFI \leq 0.90 marginal fit	0.92	Good fit
RMSR	RMSR \leq 0.05 good fit	0.024	Good fit
RMS	RMSEA \leq 0.08	0.030	Good fit
CFI	CFI \geq 0.90 good fit	0.93	Good fit

Based on Hooper et al. (2008) assessed the fit of the model by looking at the value of the chi-square test, RMSEA, CFI, and RMSR. Therefore, the fit test shows a fit model, so the model used in this study can be used as the basis for an analysis of the problems of this research.

Following structural equation modeling that is formed,

Figure 1. Standardized Solution RML Method

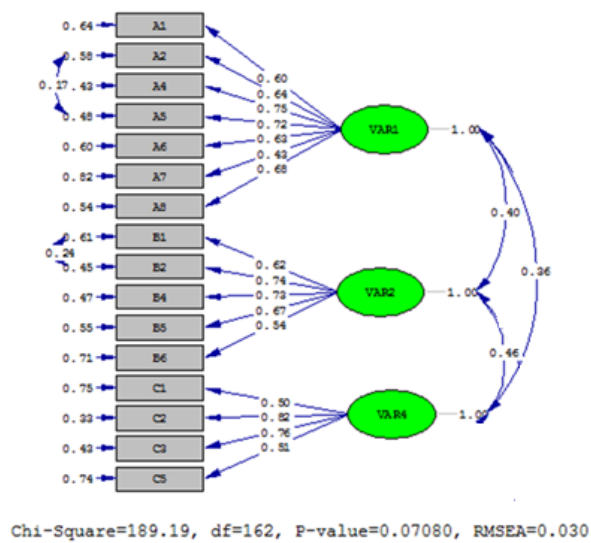
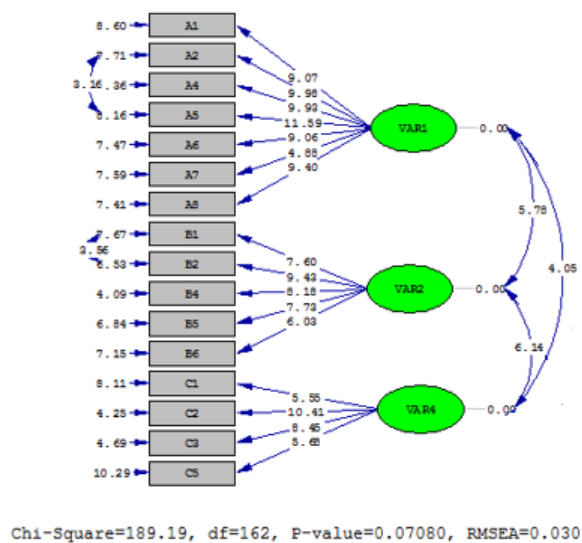


Figure 2. T Value Solution RML method



In the results of the data analysis, teacher professionalism can be seen from the learning process, which will impact the quality of education. The dimensions formed are preparation, implementation, and evaluation/assessment of students. Quality teacher education preparation is designed with clear objectives, good teaching, and a blend of theory and practice to provide opportunities for students to learn with good teaching. In a student-centered learning process, students get the opportunity and facilitation to build their knowledge to gain a deep understanding (*deep learning*). The final stage

in the implementation of this learning is the evaluation stage. The Evaluation Phase consists of several indicators which generally relate to the types of questions given, the preparation of assessments, and the determination of the Minimum Completeness Criteria (KKM).

Dimensions of Current Teacher Quality and Future Expectations at Madrasah Aliyah in Lampung?

Changes in education policy take into account the educational needs of students. Change occurs slowly when it requires the reform of principles and standards. These reforms included teacher education, providing training and opportunities for teachers to equip themselves with knowledge and skills.¹⁷

The concept of a qualified teacher must be updated from time to time, leading to needs and following the latest educational models. A teacher when these problems arise, the ability to solve problems requires self-qualities in acting, such as self-confidence and assertiveness. Personality is easier to admit but challenging to explain, to describe in communication. Some are very important, and some can be easily ignored.

Quality teacher education preparation is designed with clear objectives, good teaching, and a blend of theory and practice to provide opportunities for students to learn with good teaching. The teacher is a source of learning that can transfer knowledge to students. So students are the primary object who must be more active in learning. Therefore, teachers must act creatively so that the learning process is fun and involves their students. So, during the lesson, the teacher can pay attention to/observe students' difficulties in understanding the learning material and can be used as an evaluation material to prepare the following material. In addition, taking into account the different difficulties of students from one student to another in understanding the material, the teacher can provide different motivations and approaches to each student.

¹⁷ Teng Leong Koay, "Inclusion in Brunei Darussalam: The Role of Teacher Education," *International Journal of Inclusive Education*, vol. 18, no. 10 (2014), pp. 1029-37.

Based on the findings in this study, the results of the analysis were obtained with a Satorra-Bentler Scaled Chi-Square value of 189.190 and a coefficient p-value of $0.070 > 0.05$, RMSEA of $0.030 < 0.080$, CFI ≥ 0.90 , so the model obtained is "good fit" (acceptable model suitability) then the dimensions in the professional management of teachers in improving the quality of education are the three dimensions of learning which include lesson preparation, implementation, and evaluation. One of the efforts to manage all aspects of education to achieve the success of an educational process that is carried out and implemented.¹⁸ Educational human resources are essential in carrying out education management, with their contribution to the implementation of education to create quality human beings. As one of the human resources, educators and education staff play an essential and strategic role, especially in efforts to improve the quality of education, because educators and education staff directly interact with students daily.¹⁹

Furthermore, the results of other studies show that strategic management and the competence of school principals together have a positive and significant effect on the achievement of educational management standards with the regression equation $Y = 50.450 + 0.467X_1 + 0.216X_2$ and a determination coefficient of 0.209 so that the achievement of educational management standards is 20.9 % is determined by strategic management together with the competency of the principal and 79.1% is determined by other factors that are not included in this research area.²⁰

As noted by Darling- Hammond, teacher preparation and certification showed the strongest correlations for student achievement in mathematics and reading. However, more than certification is needed to guarantee teaching

skills and competence.²¹ In addition, a teaching certificate is a credential that is only an evaluation process for teachers to determine eligibility, not a measurable instrument.²² Even today, the debate over prospective teachers who have certification is still causing controversy among prospective teachers.

Muijs and Reynolds²³ concluded that teachers with qualities, namely, a positive attitude, classroom management skills, high expectations about what students achieve, abilities in teaching (communication, question, and answer), and various teaching methods.²⁴ However, an effective teaching method is context specific. What a teacher needs to be effective can vary depending on factors such as the type of activity, subject matter, student background (such as age, ability, gender, socioeconomic status, and ethnicity), personal characteristics of students (such as personality, learning style, motivation) and school culture. In line with research from Hoe (2018), students expect quality teachers such as beautiful women or handsome men who have pedagogical knowledge, personality, open-mindedness, responsibility, and punctuality.

The paradigm shift in the learning process that was previously teacher-centered to student-centered learning is expected to encourage students to be actively involved in building knowledge, attitudes, and behavior. In a learner-centered learning process, students get the opportunity and facilitation to build their knowledge so that they will gain a deep understanding (*deep learning*) and, in the end, can improve the quality of students. Student-centered learning methods are now considered more in line with today's external conditions, which challenge students to

¹⁸ Nurhayati and Rosadi, "Determination of Islamic Education...", pp. 451-64.

¹⁹ Nurlindah, Mustami, and Muzdalifah, "Management of Educators and Education...", pp. 40-51.

²⁰ Much Yusuf DJ, St Syamsuduha, and Muh Rapi, "The Influence of the Implementation of Strategic Management and Principal Competency on the Achievement of Education Management Standards in SMA Negeri 19 Makassar," *Idaarrah*, vol.4, no. 1 (2020), pp. 77-86.

²¹ Linda Darling-Hammond, "Research and Rhetoric on Teacher Certification," *Education Policy Analysis Archives*, vol. 10 (2002), pp. 36-36.

²² Patricia Hanna and Belinda Gimbert, "Falling Flat: Certification as an Insufficient Indicator of Teacher Quality," *Journal of the National Association for Alternative Certification*, vol. 6, no. 2 (2011), pp. 31-52.

²³ Daniel Muijs and David Reynolds, *Effective Teaching: Evidence and Practice*, (Sage, 2017).

²⁴ Imaludin Agus, "The Effectiveness of Guided Discovery Using a Contextual Approach because of Critical Thinking Ability, Achievement, and Self-Efficacy," *Research Journal of Mathematics Education*, vol. 6, no. 2 (2019), pp. 120-32.

make effective decisions about their problems. In addition, the quality of teachers in learning evaluation also influences the quality of learning. The evaluation phase consists of several indicators which generally relate to the types of questions given, the preparation of assessments, and the determination of KKM.

The development of systematic teaching uses specific teaching and learning theories to ensure classroom learning quality. This plan analyzes the needs of the learning process with a systematic flow to achieve the learning objectives. This includes evaluating subject matter and other teaching activities.²⁵

The results of the information obtained conclude that qualified teachers have preparation, knowledge/skills in teaching, classroom management, personality, dedication, open-mindedness, responsibility, varied/creative teaching methods, and are punctual at work. In addition, in teaching, teachers can involve their students to be more active. A good teacher will always pay attention/care and motivate students when there are obstacles in the lesson or outside. Students expect teachers to be able to work promptly from the time the teacher starts teaching until it ends.

Factors influencing the quality of Madrasah Aliyah education in Lampung

Factors affect the quality of education, namely, leadership management. The continuity of educational institutions is highly dependent on management and leadership skills to prepare the next generation, who are expected to be capable and qualified and have knowledge of management and the arts to lead and meet educational standards.²⁶ In addition, leaders must have charisma, a vision and mission, the ability to influence the surrounding environment positively, and the ability to solve problems.²⁷ With good leadership and management, all activities can run effectively and efficiently, especially those related

to teacher quality in educational institutions.

According to Armstrong,²⁸ poor performance may result from inadequate leadership, bad management, or a lousy work system. All may be the result and failure of anyone at the top of the organization to set clear and firm expectations for superior performance. Ideally, as part of an ongoing performance management process, teacher performance development needs to be addressed at both the school and individual levels. Fidler and Atton²⁹ identified the causes of teacher performance at low levels, including the work and context, how teachers are managed, the selection and appointment of teachers, and the teacher's internal factors. Teacher internal factors can be formed to be better than the teacher's desire to improve self-quality and supported by good infrastructure. Improving the availability of facilities and infrastructure can positively influence the quality of the teaching process. The quality of effective teaching will impact student satisfaction in obtaining unique and effective teaching.

Rewards for teachers who have good quality can be a positive motivation to improve the quality of these teachers. This is a reward for his hard work in fulfilling responsibilities. The reward/honor given must be considered fair and appropriate, then job satisfaction will increase. Conversely, if the reward is not fair and appropriate, it will cause dissatisfaction. Satisfaction has a direct effect on the rise and fall of teacher commitment.³⁰

Solutions to Overcome Challenges in Improving the Quality of Teachers at Madrasah Aliyah in Lampung

Improving teacher quality can be a more systematic evaluation approach for better results. This evaluation approach needs to be carried out

²⁵ Nurhayati and Rosadi, "Determination of Islamic Education...", pp. 451-64

²⁶ Dacholfany, "Islamic Education Reform...", pp. 173-94

²⁷ James G Hunt, "Transformational/Charismatic Leadership's Transformation of the Field: An Historical Essay," *The Leadership Quarterly*, vol. 10, no. 2 (1999), pp. 129-144.

²⁸ William B Armstrong, "The Association among Student Success in Courses, Placement Test Scores, Student Background Data, and Instructor Grading Practices," *Community College Journal of Research & Practice*, vol. 24, no. 8 (2000), pp. 681-695.

²⁹ Tessa Atton and Brian Fidler, *Poorly Performing Staff in Schools and How to Manage Them: Capability, Competence and Motivation*, (Routledge, 2005).

³⁰ Dacholfany, "Initiation of a Management Strategy for Islamic Education Institutions in Improving the Quality of Islamic Human Resources in Indonesia in Facing the Era of Globalization."

to monitor the successes that have been achieved and those that have yet to be achieved so that they can evaluate and find the best solutions for problems with goals that have yet to be achieved. Moving from a teacher evaluation system to a more systematic evaluation approach combines strategies for improving school performance.³¹

The solution to addressing the challenge of improving teacher quality in educational institutions could be to improve teacher quality while equipping pre-service teachers with the values, knowledge, and skills needed to conduct fulfilling and engaging lessons. Government efforts to improve the quality of teaching and learning and school standards can influence teacher effectiveness.³²

For teacher quality to increase, teachers can be given training and educational opportunities to equip themselves with knowledge and skills.³³ Training is part of education even though education is more philosophical and theoretical, but education and training have the same goal.³⁴ Self-quality to improve the quality of education can be allowed to participate in teacher competency training. Equipping teachers to participate in education and training can create confidence and experience in overcoming problems in learning so that the teacher has the knowledge and skills preparation in teaching, which can influence the teaching process for the better and the students to get the quality of effective teaching.

The availability of infrastructure can support good teaching quality. Then educational institutions can improve infrastructure to meet the needs of teachers and students. The better quality of teaching obtained by students will be related to student satisfaction. Student satisfaction can provide benefits to educational institutions such as 1) the relationship between educational institutions and students becoming harmonious,

2) increasing prospective new students, 3) can encourage student loyalty, 4) good institutional reputation, and 5) funding obtained increase.³⁵

Recruiting and selecting teacher candidates can be carried out more frequently and properly. Policy recommendations prioritize teacher staff and the determinants of teacher quality. This is because education is the primary capital in determining the progress and development of a nation because, with education, the potential and resources of each individual can be developed; it is hoped that a human personality will be awakened that is aware of responsibility as an individual, moral, social being and religious creature, so that have noble and dignified character. Education must be a top priority in developing a better, more advanced, and developing Indonesia in the future.³⁶ Not only in Indonesia, but education is also a top priority in Malaysia. The perspective on education is similar to that of the neighboring countries. Even in Malaysia, efforts have been made to "ensure the delivery of student-centered teaching and learning and teaching methods that vary effectively in each class," printed in the Malaysia Education Blueprint 2013 - 2025.

The Government's recommended policies seek to increase the qualifications needed to enter the world of teaching and policies which seek to improve the quality of teachers in educational institutions, as well as introduce performance incentives for teachers and administrators.³⁷ The incentives given are a form of appreciation for teachers for having a sense of responsibility, totality in teaching, and dedication to their work.

Conclusion

Thus, changes in the education system need to be developed so that policy recommendations prioritize teacher staff and the determinants

³¹ Anthony Milanowski, "Strategic Measures of Teacher Performance," *Phi Delta Kappan*, vol. 92, no. 7 (2011), pp. 19–25.

³² Sue Dale, "Developing Effective Teacher Performance: A Practical Guide," *Developing Effective Teacher Performance*, (2006), pp. 1–176.

³³ Kian Yeik Koay and Pang Kiam Lim, "Ethical Leadership and Knowledge Hiding: Testing the Mediating and Moderating Mechanisms," *Journal of Knowledge Management* (2021).

³⁴ Dacholfany, "Islamic Education Reform...", pp. 173–94

³⁵ M. Ihsan Dacholfany, Eko Susanto, and Andi Noviandi, "LEADERSHIP AND MANAGEMENT OF EDUCATION INSTITUTIONS IN IMPROVING HUMAN RESOURCES IN INDONESIA," *American Journal of Economics and Business Management*, vol. 1, no. 3 (July 31, 2018), pp. 38–55, <https://doi.org/10.31150/ajebm.Vol1.Iss3.30>.

³⁶ Dacholfany, "Islamic Education Reform...", pp. 173–94

³⁷ Wanpeng Lei and Hongmei Ma, "Evaluate and Value Teaching Performance Based on Students' Achievement," *Journal of East China Normal University (Educational Sciences)*, vol. 40, no. 3 (2022), p. 89.

of teacher effectiveness. The results of the information obtained by qualified teachers have preparation, knowledge/skills in teaching, class management, personality, dedication, open-mindedness, responsibility, and teaching methods that are varied/creative and punctual at work. In addition, in teaching, teachers can involve their students to be more active. A good teacher will always pay attention/care and motivate students when there are obstacles in the lesson or outside. Students expect teachers to be able to work promptly from the time the teacher starts teaching until it ends.

Factors that affect the quality of education, namely, with good leadership and management, all activities, especially those related to the quality of teachers in educational institutions, can run effectively and efficiently. Improving the availability of facilities and infrastructure can positively influence the quality of the teaching process. Rewards for teachers who have good quality can be a positive motivation to improve the quality of these teachers. This is a reward for his hard work in fulfilling responsibilities.

Solutions to overcome challenges in improving teacher quality in educational institutions can also be by improving teacher quality while equipping pre-service teachers with the values, knowledge, and skills needed to conduct satisfying and exciting lessons, providing opportunities for teacher competency education and training, and increasing the availability of infrastructure. In addition, providing incentives is a form of appreciation for teachers for having a sense of responsibility, totality in teaching, and dedication to their work. Furthermore, the process of recruiting and selecting teacher candidates can be carried out more strictly and adequately. Policy recommendations prioritize teacher staff and the determinants of teacher quality.

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