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Strategies for Meeting the Standards of Educators and Education Personnel in Islamic Boarding School-Based Madrasahs

Nursyamsiah^{1*}, Wahyudin Nur Nasution², Candra Wijaya³

^{1,2,3}Universitas Islam Negeri Sumatera Utara Medan, Indonesia

*Corresponding Author e-mail: nursyamsiah@gmail.com

Abstract: This study aims to analyze the strategy of meeting the standards of educators and education personnel in the leading integrated modern Islamic boarding school Darul Mursyid, South Tapanuli Regency. The research method used in this research is using qualitative research with a descriptive analysis approach. The results of this study conclude that (1) the Islamic boarding school determines a minimum qualification of S-1 for educators and is competent according to the field of expertise; (2) the pesantren implements training activities, supervision, placement according to the field of expertise, and regular assessment of educators; (3) the pesantren takes time for educators to be able to attend training and develop their potential, as well as opportunities for comparative studies; (4) equalizing the perception of educators that learning orientation is to create Islamic, independent, moral, intellectual and professional students; and (5) the pesantren creates a sustainable pattern for educators and education personnel in planning, procurement, coaching and development, promotion, termination/termination of work contracts, and evaluation equally for every educator and education staff.

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Introduction

Education is one of the most important sectors of life for a nation (Suluh, 2018: 1-9). This is based on the diverse potentials possessed by humans, thus requiring a nation to make special education regulations as guidelines and main principles in optimizing various potential human resources (HR) of a nation (Alawiyah, 2017: 81-92). The main purpose of making regulations is to create a sense of equality and equal rights for every individual to obtain quality education (Karenina, *et.al.*, 2015: 676-684).

Indonesia as a country that has long experienced colonialism by other countries, mainstreams education as a rooted effort in alleviating ignorance, betrayal, and optimizing the progress of its own country (Kurniyat, 2018). In the context of education, the government makes standardization in the implementation of education, there are 8 (eight) national education standards, one of which is the standard of educators and education personnel (Gustini & Mauly, 2019: 229-244).

The determination of national education standards, especially the standards of educators and education personnel, is intended to improve the quality of education in a sustainable, planned, systematic (regular) manner, with an estimated time or measurable funds to achieve a target in education (Damanik, 2015: 151-160). Likewise, the standards that have been set are related to each other. On this basis, education providers are required to be able to present a sense of equality and justice in quality education through the fulfillment of national education standards.

Referring to the fulfillment of national education standards, the assessor who has been determined by the National Accreditation Board for Schools/Madrasah (BAN-S/M) assesses a school or madrasah based on 8 (eight) national education standards. The classification of accreditation ratings is accreditation A (excellent category), accreditation B (good category) and accreditation C (enough category) (Hanun, 2015).

The existing reality shows that many of the units of educational institutions are less serious in meeting the standards of organizing an educational institution to reach a minimum

stage of good category (accreditation B). This has a real impact on the low quality of graduates (madrasas or schools), the irrelevant relationship between educational outcomes and the needs of the community, and the difficulty of alumni of educational institutions competing in the world (market) work, both in regional, national, and even global scope (Raharjo, 2012: 511-532).

Referring to the research findings of Busono (2011), it is explained that the competency standards of graduates, the standards of facilities and infrastructure, as well as the standards of educators and education personnel are 3 (three) of the 8 (eight) national education standards which are the lowest applied by education units (schools/madrasahs). The actual phenomenon related to the non-fulfillment of some of the SNPs above could possibly occur due to the weak attention and control of various parties. However, different conditions occur in the Integrated Modern Islamic Boarding School Darul Mursyid (PDM) which manages educational institutions at the Madrasah Tsanawiyah and Aliyah levels. The results of the initial observations carried out in the field obtained an explanation that the Integrated Modern Islamic Boarding School Darul Mursyid (PDM) was founded in 1991 and its learning education began in the 1993/1994 school year. PDM was founded by Drs. H. Ihutan Ritonga and his wife Hj. Riana Siregar in Simanosor Julu, Saipar Dolok Hole District, South Tapanuli Regency. The name Darul Mursyid is taken from the title of its founder, Haji Mursyid. Mr. H. Ihutan Ritonga was born on March 15, 1934 in Simanosor Julu Village which is currently called Sidadap Simanosor Village, Saipar Dolok Hole sub-district, South Tapanuli district and died in 1997.

Currently, the concentration of education that is nurtured by the Modern Superior Islamic Boarding School Darul Mursyid is focused on creating intellectualism that is responsive to the demands of the times and the world of work. This means that products or graduates from the Integrated Modern Islamic Boarding School Darul Mursyid are graduates who in exact sciences (science) and humanities (expertise in foreign languages) have been well equipped and remain steady in the practice of religious worship.

The transformation of the Integrated Modern Islamic Boarding School Darul Mursyid from the Kitab kuning pesantren and focusing on the field of science certainly has its own dynamics regarding the fulfillment of national education standards, including the standards of educators and education. The results of preliminary observations obtained information that related to this change in focus, the boarding school management carried out a massive teacher recruitment to meet the demands of its new vision as an Integrated Modern Islamic Boarding School whose graduates have advantages in the fields of exact sciences and humanities or expertise in foreign languages. This strategy has yielded good results, it is marked by the achievement of student achievements in competitions and results in achievements. For example, Abu Syukri Alamsyah who won a silver medal at the National Geoscience Competition Olympiad Science (COS) held by Gadjah Mada University.

Not only that, based on the results of the initial interviews conducted, information was obtained that graduates of the Darul Mursyid Modern Islamic Boarding School were also accepted at well-known state universities including the University of Indonesia, Gadjah Mada University, Diponegoro University and several other universities. Some graduates of this cottage are also accepted at the University of Malaysia. These facts show that the transformation strategy and recruitment of educators and education personnel as a new policy at the Darul Mursyid Islamic Boarding School has a positive impact on the progress of the cottage, and it is interesting to analyze more deeply the strategy for meeting national standards for educators and education staff.

Indeed, relevant research on the fulfillment of the standards of educators and education personnel in educational institutions has been examined from various study points of view. Among other things, discussing aspects of the analysis of the fulfillment of national education standards in schools (Purnomo, 2016), solving problems of meeting educational standards (Matapatun, 2020: 224-233), fulfillment of basic education infrastructure standards

for children (Anggraini & Batubara, 2021: 20-26), achievement of quality standards as a predictor of school quality (Raharjo, *et.al.*, 2018: 129-140), efforts to meet educational standards through free school programs (Rahman & Nasihin, 2020: 102-116), pre-service teacher professional education program (Subroto, 2019), madrasa education in Indonesia (Alawiyah, 2014: 51-58), the role of the education quality assurance system (Anwar, 2018: 41-56), and limitation of study period in the educational process (Makaruru, 2021).

Considering that PDM is one of the Islamic boarding schools in South Tapanuli Regency based on the results of initial observations carried out by researchers, it is a boarding school that has met the expectations of meeting educational standards and also has very good accreditation (A) from managed educational institutions, achievements and the amount of support from stakeholders become a resource to be studied more deeply and comprehensively through research in order to find out best practice by raising the title Strategy for meeting national standards of educators and education personnel at Darul Mursyid Modern Islamic Boarding School, South Tapanuli Regency.

Research Method

This study uses a qualitative approach with a descriptive analytical study method (Assingkily, 2021). The discussion formula relates to the strategy for meeting the standards of educators and education personnel at the Integrated Modern Superior Islamic Boarding School Darul Mursyid, South Tapanuli Regency. This research was carried out from October 2021 to March 2022. The research subjects included leaders of Islamic boarding schools, madrasa heads, deputy madrasa heads, teachers, employees/staff, madrasa supervisors and students. The pattern of determining the sample (informants) uses snowball sampling.

The research data collection used observation techniques, namely direct and intense observations of the activities carried out by informants at the research location and listening to the conversations between informants according to research activities. Then, interview activities are based on determining the informants that the researcher wants to ask, preparing interview guidelines, interviewing informants, recording and recording the results of the interviews, and presenting the results of interviews according to the relevance of the research theme. Finally, the researcher made an effort to study documents, namely analyzing various relevant documents according to the research focus.

Furthermore, the researcher analyzed the data in the form of three levels, namely the initial level, the analysis of field data collection and the analysis of the completion of data collection. That is, the entire data is reduced according to the research theme, then the data is presented and reported in the form of scientific data presentation, as well as data verification to draw conclusions. Research data will be categorized as valid according to Lincoln & Guba (1985: 123) standards, namely credibility, transferability, dependability, and confirmability.

Result and Discussion

Recruitment of Educators at the Best Integrated Modern Islamic Boarding School Darul Mursyid

Education is a polarization of interactions between educators, students, the educational environment, learning tools and learning resources in a comprehensive manner (Andina & Arifa, 2021: 85-105). In practice, educators have an important and central role in fostering students to become superior (quality) people (Listanti, 2014). For this reason, it is necessary to recruit qualified educators as a fundamental building block for the development of students.

The pattern of the education system is inseparable from the input, process, output to outcome. On this basis, the process which is the central step in creating outputs to outcomes must be based on correct and effective inputs (Sidik, *et.al.*, 2018). In the context of input, the recruitment of educators is an important concern for educational institutions to present an image of a superior institution.

According to Rony (2018: 37-57), teacher recruitment is the first door to the success of the organization of educational institutions. Because, recruitment efforts determine teachers who are professional and have good qualifications for fostering students. Furthermore, Isnaini (2015: 109-120) argues that teacher recruitment is an actual effort in human resource planning in schools/madrasahs. In fact, Utami (2019: 518-527) explains that teacher recruitment is not only in the selection of competency-based teacher candidates, but is part of setting regulations and their implementation.

The opinion above is in line with the words of Yusri Lubis (Director of Darul Mursyid Islamic Boarding School) in the following interview excerpt:

"...Yes, that's right, ma'am, we as leaders of this foundation and Islamic boarding school are very focused on the teacher. This is because teachers are noble professions, so they must be carefully selected, so that they can teach students, educate students' character, become exemplary figures for students, and even inspire students to dare to dream and excel. So, we are very, very focused on teacher recruitment Mrs".

Furthermore, Khusnil Walad (Head of Madrasah Aliyah Darul Mursyid Islamic Boarding School) said that:

"...Recruitment is an important thing in determining teacher candidates, because these teachers or ustaz/ah become the benchmark in planning and empowering human resources in Islamic boarding schools. Our religious teachers set a minimum of 1 juz of al-Qur'an memorization and have graduated from S-1 according to the field being taught, the reason is that his character is preserved as he keeps the memorization of the Qur'an. For teachers in general studies, we do not specify memorizing the Qur'an, but focus on being able to proficiently read the Qur'an. The goal is none other than to be a role model for students".

The interview excerpt above informs that the recruitment of teachers or ustaz/ah becomes an important role for the Darul Mursyid Integrated Modern Islamic Boarding School in maintaining the quality of the institution. This is also based on the figure of the teacher who becomes a role model or role model for the students. In line with this, Putri & Irawan (2021: 207-216) argue that teacher recruitment is not just an effort by the school/madrasah in determining teachers according to existing indicators, but also seeks to determine teachers whose hearts and souls are called to educate children.

Based on the description above, it is understood that the recruitment of teachers determined by the Integrated Modern Superior Islamic Boarding School Darul Mursyid, South Tapanuli Regency is the right first step for maintaining the quality of the institution (Islamic boarding school-based madrasahs). In addition to being intended to present role models and inspiration for students, this recruitment pattern also refers to the standards of educators and education staff. Thus, the standard of qualified educators with S-1 qualifications and teaching according to the field of expertise is the main reason for the effectiveness and achievement of the quality of the institution.

Work Placement and Educator Performance Evaluation

Teachers as professional educators have a number of areas of expertise (competence) in accordance with the field they are engaged in (Assingkily, 2020: 62-77). Job placement or job description for every teacher is very important, because this is the starting point for teachers to dedicate themselves optimally in schools/madrasahs (Rohim & Umam, 2020: 105-116). Through the correct work placement, teachers will be able to dedicate themselves optimally in a sustainable manner.

According to Utamy, *et al.* (2020: 225-236), job placement for teachers is not just placing teachers according to their field of expertise, but as a form of appreciation for each teacher according to their interests and talents. In line with this, Alfiansyah, *et al.* (2020: 52-

67) explains that teachers will feel appreciated if the leader is able to provide work placements according to the field of expertise. In fact, Amon, *et al.* (2021: 1-12) explains the impact of the right work placement will help teachers develop optimally in educating students.

In relation to the opinion above, Jafar Syahbuddin Ritonga (General Chairperson of the Ritonga Hajj Education Foundation of the Darul Mursyid Islamic Boarding School) stated in the following interview excerpt:

"...Yes, that's right, Ma'am, we always remind madrasa managers to be selective in seeing the skills possessed by each teacher. The goal is that the work is in accordance with the field of expertise. Haven't we often been reminded that if a job is given to an unskilled person, it will lead to destruction? For that, teachers must be placed according to their respective fields".

In line with the interview excerpt above, Ustadz Zakki (Teacher at Madrasah Aliyah Darul Mursyid Islamic Boarding School) said that:

"...As a teacher (teaching staff) here, I am happy with the madrasa and foundation policies, Mrs. Because, we are always given a questionnaire for the choice of work placement, meaning that apart from feeling a sense of kinship in this Islamic boarding school, we also feel given the freedom according to our field of expertise. Of course, this is a driving force for us to be maximal, because we have chosen ourselves".

The interview excerpt above informs that job placement has a positive impact on the quality development of the institution. According to Lestari (2018), job placement for teachers is an appreciation, more than that, teachers will feel involved in the decisions taken, so that the attitude of responsibility will be more optimal in dedicating themselves to madrasas. Furthermore, Marsono (2021) describes that work placements cannot be based solely on the choice of teachers according to their talents, interests or areas of expertise, but the leadership must be able to classify work placements according to the performance shown by each teacher. This means that work placements must be based on teacher performance.

In line with the above, Makhrus & Amalia (2019: 1-9) added that every teacher is endowed with various potentials, for that the task of leadership is to facilitate teachers in developing their creativity and innovation during the learning process. Efforts to place teachers in accordance with the performance that have been shown to be a top priority in indicating that the madrasa has implemented learning management according to the standards of educators and education staff.

Based on the description above, it is understood that the pesantren implements training activities, supervision, placement according to the field of expertise, and regular assessment of educators. The efforts made by the foundation and madrasa managers are a form of implementing the standards of educators and education personnel at Darul Mursyid Islamic Boarding School. Thus, this is also an effort to maintain and develop the quality of madrasas in a sustainable manner.

Educator Quality Development

Education is held as an effort to actualize the constitutional mandate, "to educate the life of the nation" (Inkiriwang, 2020). In the institutional context, education providers in certain units (madrasas) are responsible for providing quality education to the community. Furthermore, madrasas not only prepare the best quality for students, but must be able to develop the quality of madrasas in a sustainable manner (Hakim, 2016).

The development of the quality of education cannot be done personally, it must involve all parties (Kurniawan, 2017: 25-36). In this context, the teacher has a central role because he interacts directly with students. For this reason, the development of the quality of education refers to the prerequisites for the realization of the quality of educators. The

development of the quality of educators is comprehensive, meaning that it relates to all the facilities needed by teachers, both from the aspect of academic career welfare, economic welfare, the vocation of the soul to educate wholeheartedly, and a dedicated attitude towards the progress of the institution (Aini, 2021: 4750-4756).

The form of developing the quality of educators can be carried out in various scientific recognition activities, including education and training (education and training) for developing self-potential, as well as benchmarking activities (Pangestika & Alfalisa, 2015: 671-683). These various activities are needed by teachers as a form of refreshment on learning materials and updates to the times. This means that teachers are given broad opportunities to study various advances in science and technology (IPTEK).

In line with the opinions and descriptions above, Maryam, S.Pd.I. (The Madrasah Aliyah teacher at Darul Mursyid Islamic Boarding School) explained that:

"...Thank God, I feel happy, ma'am, because I was given the opportunity to continue my master's studies 3 years ago. I feel really happy and grateful to the madrasas and Islamic boarding schools. Because, I can continue to teach, continue to study with the status of learning assignments from madrasas. This further adds to my sense of devotion to the institution, Mrs. In fact, there are also some friends who were given the opportunity to study comparatively with superior schools/madrasah based on Islamic boarding schools in Indonesia".

Furthermore, Suharman, S.Si. (Deputy Head of Madrasah Aliyah) said that:

"...Yes, ma'am, we from the leadership feel responsible for quality development. Of course, we can't afford it, so we open up wide opportunities for teachers, so they don't feel tied down and disturbed by their careers. We do this because we realize that teachers cannot survive with the knowledge they have gained during college, they must develop and continue to learn in order to be able to face various changes in education, and anticipate students falling into contemporary educational problems".

Run-on (ETS)

The interview excerpt above informs that the pesantren takes time for educators to be able to attend training and develop their potential, as well as opportunities for comparative studies. According to Wibowo & Subhan (2020: 108-116), efforts to provide opportunities for developing the quality of educators and comparative study activities are in accordance with the standards for fulfilling the criteria for professional educators. In fact, Anwar (2018: 41-56) mentions that the refreshment of comparative study activities greatly affects the performance and dedication of teachers.

Based on the description above, it can be concluded that the efforts of the Darul Mursyid Islamic Boarding School in developing the quality of educators include providing free time for educators to be able to participate in training and develop their potential, as well as opportunities for comparative studies. Thus, the activities of developing the quality of educators are not only intended as the embodiment of superior madrasas, because they are also a strategy for meeting the standards of educators and education personnel in Islamic boarding schools based on Islamic boarding schools.

Re-orientation of Learning Objectives

Educating is a noble profession, because it facilitates the change of students from not knowing to knowing, from not understanding to understanding, so that from a bad personality to being a good person (Ansori, 2020: 41-50). Likewise, the reality in the scope of education in Indonesia shows different things, where cases of immoral acts, immoral cases, and disrespectful personalities, and not worthy of imitation have even become "bad faces" for the teaching profession (Sidqi, 2021).

This reality is based on the personal orientation of educators in carrying out their professional duties. Of course, not all teachers intend to carry out the mandate of this

profession to educate the nation's children, it could be for the purpose of good social status in the community or expecting economic prosperity from the profession, even personal efforts to obtain a proud academic degree. All of them are certainly the main and internal factors for teachers in carrying out their duties or professionals (Sastrawan, 2020: 55-64).

In this context, an effort is needed to reorient learning goals between teachers, to equalize perceptions and goals where students want to be sent. As stated by Arif Lubis (Deputy Director for Education of Darul Mursyid Islamic Boarding School) in the following interview excerpt:

"...Yes, ma'am, we are here to strengthen brotherhood or brotherhood between teachers. The goal is for teachers to understand the importance of togetherness in educating children, because one teacher cannot succeed in educating children without the help or intermediary of other people. In addition, although there is a category of appreciation for exemplary or outstanding teachers, it is the teacher's personal effort in creating and creating novelty in learning. Finally, we still give teachers an understanding that the bottom line is that a successful team is better than just individual roles".

In line with the quote above, Risma Siregar, S.Pd. (The Darul Mursyid Islamic Boarding School Madrasah Aliyah teacher) said that:

"...We as teachers, Ma'am, are happy with the activities provided by the madrasa and Islamic boarding schools, such as the annual discussion tutoring activity and the pesantren's internal porcelain activity, to the cleaning activities of the Islamic boarding school. Where everything involves students with the teacher as the main coordinator. Of course, these various activities strengthen the sense of brotherhood in the frame of healthy competition. This is a plus that we consider to this Islamic boarding school, Mrs. In fact, we are also meant to teach not just exchange information or insights, but also try to make students have Islamic character, be independent and professional as students".

8 The interview excerpt above informs that the strategy adopted by the madrasa under the auspices of the Darul Mursyid Islamic Boarding School in meeting the standards of educators and education staff is to reorient learning objectives. At least, these efforts include a form of equalizing the perception of educators that the orientation of learning is to create Islamic, independent, moral, intellectual and professional students. In line with this, Rosadi & Erihadiana (2021: 231-248) explain that goal reorientation is a form of returning learning tools to the vision and mission of the madrasa.

Based on the description above, it can be concluded that in an effort to create superior quality in madrasas based on the auspices of the modern integrated Darul Mursyid Islamic boarding school, the pesantren and madrasas carry out activities that foster religious attitudes (characters) in students. In addition, the reorientation of objectives re-awakens to the policy makers in madrasah about the fulfillment of national education standards and restores the struggle for teachers in madrasah.

Work Agreements and Work Systems for Educators at Islamic Boarding Schools

Employment agreements and work systems are commonly carried out by companies to employees. Likewise, this matter has now entered the world of education, especially for educators or education staff with honorary status (Rolasta, *et.al.*, 2020). This effort is considered to be in line with the previous stage, namely the recruitment and job placement system. Because, educators will feel more secure and comfortable with their status as long as there is still a contractual attachment (agreement). Although, on the other hand the teacher will be bound by time and dedication to the madrasa (Zulhijjayati, 2022: 84-129).

According to Rifai (2019: 158-168), work agreements and work systems are very important for educators at Islamic boarding school-based institutions. This is based on the teacher's financial needs which can be measured during the validity of the contract schedule or the extension of the contract agreement. This is because Fauzan (2021: 197-208) explains that it is not uncommon for madrasas or Islamic boarding schools to replace teachers with a recruitment pattern in the name of kinship. Of course, this is an ineffective step in the learning process.

Indeed, the engagement referred to in the work agreement and work system is a form of guarantee from both parties to obtain mutual benefits and benefits (Andina & Arifa, 2021: 85-105). Where, teachers are guaranteed to teach with dedication in madrasas without worrying about being fired or transferred without good reason, or vice versa, madrasas provide teachers with sufficient salary or more by expecting feedback from teacher teaching practices.

In relation to the above, Khusnil Walad (Head of Madrasah Aliyah) in the interview process stated that:

"...Here indeed we are trying to create a pattern of continuity, madam, meaning that teachers are recruited strictly, as well as teachers who have entered teaching are expected to serve optimally. For example, our creative and enthusiastic teachers provide coaching and development, even promotions or academic career positions. However, if there are teachers who teach only to repeat the concept of books and students are asked to take notes without any explanation of the material, then we also write a decision on the termination or termination of the employment contract".

In line with the above, Satya Siregar, S.Pd. (The Darul Mursyid Islamic Boarding School Madrasah Aliyah teacher) said that:

"...as a form of evaluation in madrasas, we teachers are indeed treated equally or equally, without generalizing. This means that there is no special treatment for certain teachers, even at the head of madrasah level, general advice is also given from the foundation, that he is a teacher who has additional duties as a madrasa leader. This means, all are equal. In fact, teachers who excel will be rewarded with career development and lazy teachers will be penalized for termination or termination of employment contracts".

The interview excerpt above informs that the work agreement and work system are part of the pesantren's efforts to create a balance of performance between teachers. This shows that madrasas and pesantren view all teachers as equals without prioritizing certain individuals, so that they are given the same career advancement opportunities or the same reasons for terminating contracts. According to Pangestuti, *et al.* (2021: 1133-1138), efforts to create a conducive learning climate and culture must start with effective teacher performance management. In fact, Iqbal (2018) states that the management of educators in madrasas will have an impact on a conducive and quality learning climate.

Based on the description above, it can be concluded that the pesantren creates a sustainable pattern for educators and education staff in planning, procurement, coaching and development efforts, promotions, termination/termination of work contracts, and assessment equally for every educator and education staff. Thus, a conducive learning cultural climate in the Darul Mursyid Islamic boarding school-based madrasa begins with teacher management according to the standards of educators and education staff.

1 Conclusion

Based on the results of the study, it was concluded that (1) the pesantren set a minimum qualification of S-1 for educators and competent according to their field of expertise; (2) the pesantren implements training activities, supervision, placement according

to the field of expertise, and regular assessment of educators; (3) the pesantren takes time for educators to be able to attend training and develop their potential, as well as opportunities for comparative studies; (4) equalizing the perception of educators that learning orientation is to create Islamic, independent, moral, intellectual and professional students; and (5) the pesantren creates a sustainable pattern for educators and education staff in planning, procurement, coaching and development efforts, promotions, terminations/terminations of work contracts, and an equal assessment of each educator and education staff.

Recommendation

This research is limited from 3 (three) aspects, namely *first*, focusing on educators so that further analysis is needed on the application of educational personnel standards at the Integrated Modern Islamic Boarding School Darul Mursyid, South Tapanuli Regency. *Second*, this research is also limited to educational institutions in the form of madrasas under the auspices of pesantren, so it can be recommended for further researchers to analyze strategies for meeting national standards of educators and education personnel in pesantren-based schools. *Third*, the background of this research is certainly not generalized, so it is recommended for further researchers to examine relevant themes in different research settings.

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-  **Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.
-  **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.
-  **Confused** You have used **A** in this sentence. You may need to use **an** instead.

-  **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.
-  **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.
-  **Missing ", "** You may need to place a comma after this word.



Confused You have a spelling mistake near the word **Hole** that makes **Hole** appear to be a confused-word error.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to use an article before this word. Consider using the article **the**.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to use an article before this word. Consider using the article **the**.

PAGE 3



Article Error You may need to use an article before this word.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to remove this article.



Wrong Form You may have used the wrong form of this word.

PAGE 4



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

PAGE 5



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

PAGE 6



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to remove this article.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

PAGE 7



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



Missing "," You may need to place a comma after this word.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Confused You have used **personnel** in this sentence. You may need to use **personal** instead.

