

Teacher Quality Development Management In Improving The Quality of Graduates at Madrasah Aliyah Negeri 3 Langkat

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ABSTRACT

Study This aim is to: 1) know planning development internal teacher quality enhancement quality graduates at Madrasah Aliyah Negeri 3 Langkat; 2) know implementation development internal teacher quality enhancement quality graduates at Madrasah Aliyah Negeri 3 Langkat; and 3) know supervision development internal teacher quality enhancement quality graduates at Madrasah Aliyah Negeri 3 Langkat. Research methods in qualitative research Where data collection techniques use interviews, observations, and study documents, To strengthen the validity of the result data findings and authenticity research, researchers refer to using the standard validity of the data suggested by Lincoln & Guba, consisting of credibility, *transferability*, *dependability*, and *confirmability*. Research result This in the form of: 1) Planning development internal teacher quality enhancement quality graduates at Madrasah Aliyah Negeri 3 Langkat, carried out with the choice of a development program competence appropriate teacher professionalism with needs; yes, replace existing programs accomplished or add another program. the program, including training, workshops, MGMP, KKG, and writing scientific work. 2) Implementation of improvement programs for quality teacher professionalism at MAN 3 Langkat is done after the planning and organizing process has been completed. The head of MAN 3 Langkat, along with the deputy head of the madrasa and the teachers, have realized the work program that has been implemented previously with full commitment and responsibility. This matter This can be seen from the training carried out, including: the 2013 curriculum, which was implemented each semester; MGMP activities carried out by each eye teacher; motivation for teachers who will continue study; 3) Supervision to enhance quality teacher professionalism at MAN 3 Langkat is carried out by the head of the madrasah. Various supervision is done in accordance with the task principal and function of each. Monitoring direct teacher performance, neither in class nor with CCTV equipment, and evaluating results, especially teacher performance achievement, of the work program in enhancement quality teacher professionalism.

Keywords: Management Development, Teacher Quality, Quality Graduate

A. INTRODUCTION

National Education aspires to fertilize the potency generation nation's own spirit, strong religious, controlling self, character, intelligence, morals noble, as well as skills required in the middle class. As mandated in 1945 Constitution Article 31 concerning education, the government should advance knowledge, knowledge, and technology while upholding tall religious and unifying values for a nation to progress civilization as well as the well-being of people.

The result of the educational process was relatively felt in the period after the process was implemented, not only in the need moment. As a result, the best investment for a nation is to invest in education or to build a source of power for the country's future progress. expressed by Dryden and Jeannette that education must be managed in total (total quality management). Aspects managed and regulated optimally are all facilities, means, and even source power to reach the goal, so education must be quality-oriented.

The future of a nation depends on the existence of quality and high-quality education today. Quality education will only appear if there is a real education institution. Quality of educators is one of the elements of mandatory educational input that should be given attention to increase quality education. Quality is basically a guide or standardization of traits from goods and services, which shows his abilities to fulfill the needs of customers, whether direct, indirect, or as stated or implied.

As draft quality education refers to the concept of Total Quality Management (TQM) as stated by Sallis, namely TQM is how much its philosophy corresponds to the best educational management practice. TQM is a means of ensuring quality and standards in education. It provides a philosophy as well as a set of tools for improving quality. Beside that, that's quality. Education is also influenced by very complex factors, factors that are inseparable. Interconnected and interconnected sustain one another. The factors in question are: educators, participants, education, curriculum, facilities or means, methods, media, and so on.

Anwar added that quality education can be measured with indicators such as efficiency, productivity, relevance, accountability, health organization, and enthusiasm to innovate. An effective and efficient educational process is one that is capable of balancing the resources needed with what is available, using them to reduce obstacles to reaching educational goals.

This matter, as explained by UNICEF, means that definitions *of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research, ranging from multinational research to*

action research at the classroom level, contributes to this redefinition (quality must be open to change and evolution based on information, changing context, and understanding new characteristics of challenge education). New research, starting from study multinational until study action at level class, will contribute to redefinition quality.

Outputs education quality means graduates who have implied competencies, and *outcomes* education quality means capable graduates who continue to level education and become more tall or absorbed in the world of business or the industrial world. Although the complex draft quality education, UNICEF provides the summary, at least said education quality if: 1) participants' education is healthy, nutritious, good, and ready to participate and learn, and they are supported by family and community in their learning; 2) a healthy, safe, protective, and gender sensitive environment; and 3) a source of adequate power and facilities. 3) Reflected content in curriculum and relevant materials: For acquisition skills basics, especially in the field of literacy, numeracy, and life skills, 4) Child-centered learning process as well as support by trained teachers in teaching managed classes and schools with good and skillful judgment in facilitating learning and reducing the gap

The educator is the most important factor in interaction. Study, teach, or, in a greater sense, educator, is a figure whose role is very central and strategic in realizing education quality. The teacher is a factor determinant in designing education quality. In line with Sallis' opinion, a revealing draft about quality education includes the following: *outstanding teachers, high moral values, excellent examination results, the support of parents, businesses, and the local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, care and concern for pupils and students, and a well-balanced and challenging curriculum.*

Teachers have multiple roles in planning and implementing learning; the role of the teacher also extends ethics and aesthetics for students in a challenging life. It is concluded that the teacher is a component of humanity found in quality functioning education and in the development of character in children and people with potential aspects of development. Also added by the Director General, Improving the Quality of Teachers and Education Personnel (PMTPTK), is that teachers play a vital role in guiding, teaching, and evaluating the learning process of students.

The quality of educators in Islamic education is not only oriented towards ability and ability to work professionally; more from that, the educator must be capable of becoming a personal quality Muslim in operating tasks in his life in accordance with the meaning created for the land of the Khaliq, namely as'abdillah and *khalifatullah Fi Al-Ardhi*. The quality and

professionalism of teachers are not things that can be directly materialized, so without the effort, improvement, and support of programs to make it happen, For that, the chief school as the *leading sector*, leader schools and madrasas must be capable of developing priority programs to increase teacher quality.

The quality of teachers is very determining quality graduate. The quality of madrasa graduates is demanded for capable practice Islamic religious teachings, dominate knowledgeable, skilled and sophisticated. In fact, Indonesian education is special institution Islamic education (madrasah) not yet fully can fulfil hope public because low quality graduates in each level and units education, especially education elementary and intermediate.

Management internal teacher quality effort upgrade quality graduate of is the greatest thing important. Implementation of teacher quality programs is necessary a number of strong foundations, like _ commitment to change clear understanding _ about existing conditions, have _ clear vision _ towards the future, and have clear plan _

Management Teacher quality will be effective if it is done by considering: 1) Systematic, meaning program in accordance with the main task, 2) Has harmony and sustainability according to the field, 3) The program is flexible and can make changes, 4) Takes into account physical and psychological conditions, 5) Is an integral part in the development of organizational management.

The aim of education quality management is to maintain and improve the quality of education in a sustainable manner, which is carried out systemically to meet the needs of stakeholders. The various styles of each individual in leadership have a significant impact on the lives of their subordinates.

This research was carried out at Madrasah Aliyah Negeri Tiga (MAN 3) Langkat, a madrasah that is accredited with the title of excellence (A). Becoming one of the three state madrasah models in Langkat district, which prioritizes the quality of education, especially the quality of teachers. This phenomenon is interesting and relevant to research to reveal how teacher quality management improves the quality of graduates at MAN 3 Langkat.

B. LITERATURE REVIEW

Education Quality Concept

Quality is everything that determines customer satisfaction and efforts to change towards continuous improvement, which basically refers to a number of product features, both direct features and attractive features, that fulfill customer desires and thus provide satisfaction

with the use of the product. consists of everything that is free from flaws or damage. Quality means the degree of excellence of a product, whether in the form of goods or services, whether tangible or intangible. Tangible quality means that it can be observed in the form of the quality of an object or in the form of activities and behavior. For example, a quality television is durable (does not break quickly), the picture color is clear, the sound is good, spare parts are easy to get, the behavior is attractive, and so on. Meanwhile, an intangible quality is one that cannot be directly seen or observed but can be felt and experienced, for example, an atmosphere of discipline, familiarity, cleanliness, and so on.

Garvin divides the modern approach to quality into four quality eras, namely inspection, statistical quality control, quality assurance, and strategic quality management. Inspection. This approach began to be applied at the beginning of the 19th century. Quality control includes several uniform models of a product to measure its actual performance. Statistical quality control. This assumes that variability is a fact in industry that can be understood using the principles of probability and statistics. Quality assurance There are four new concepts related to quality assurance: quality costs, integrated quality control, or total quality control, reliability engineering, and zero defects. Strategic quality management. This concept requires all parties in an institution to process quality strategically. The concept of quality is seen from two perspectives, namely, absolute and relative. Absolute quality is elitist because only a few institutions will be able to offer the highest quality to consumers, and only a few consumers will be able to afford it. Meanwhile, in the relative concept, as in Sallis's opinion, quality in the relative concept is related to the producer, so quality means in accordance with the specifications set by the customer.

Quality in education: if someone says that the madrasah is quality, it can be interpreted that the graduates are good, the teachers are good, the buildings are good, and so on. As Faturrohman and Sulistyorini explain, to mark whether something is of good quality or not, someone gives symbols with certain names, for example, schools of excellence, exemplary schools, model schools, and so on. An educational institution is said to be of quality if its students get high grades and have the opportunity to continue their education at a higher level.

It's the same in madrasas, where the quality of a madrasa can be seen from whether its administration is orderly or not, such as the existence of effective and efficient work mechanisms. When viewed from an operational perspective, a madrasah is said to be of quality if its human resources work together effectively and efficiently. The quality of education can be seen in two ways, namely by referring to the educational process and educational outcomes. A quality educational process exists if all educational components are involved in the

educational process itself. Meanwhile, the quality of education in the context of teaching results refers to the achievements achieved by the school at any given time. Achmad, as quoted by Lidya, states that the quality of education in schools can be interpreted as the school's ability to manage operationally and efficiently the components related to the school, thereby producing added value to these components according to applicable norms or standards. If we look closely at the elements in madrasah quality improvement management, they are in synergy with three things, namely input, process, and output.

Quality management in Islamic studies is a realization of the teachings of *ihsan*, namely doing good to all parties because Allah has done good to humans with all His blessings, and it is forbidden to do damage in any form. *Ihsan* comes from the word *husn*, which means to refer to the quality of something that is good and beautiful. The word *husn*, in a general sense, means any positive quality (virtue, honesty, beauty, friendliness, joy, harmony). For this reason, in the context of quality improvement management in Islamic studies, something is said to be of quality if it provides goodness, both to itself (the educational institution itself) and to other people (stakeholders and customers). The purpose of providing this kindness is to be able to satisfy customers.

The quality of an educational institution can be guaranteed if there is quality control to improve or renew the process of improving the quality of education. It's not just monotonous in one method, but there needs to be a change in method that is adapted to current developments and society's needs. Quality control is the process of detecting and correcting deviations or changes immediately after they occur so that quality can be maintained. The activity steps carried out to carry out quality control are: (1) performance evaluation and product control; (2) comparing actual performance against product objectives; and (3) acting on existing quality differences or deviations.

In QS. The *ar-Ra'du* also contains the word "*qaum*," which is interpreted as "a group" or community. The word *tribe* can be interpreted as a collection of several individuals. In the large Indonesian dictionary, people can be defined as an ethnic group, family, or group. Groups in relation to educational institutions are organizations under the auspices of educational institutions that strive to continue to maintain and continue to try to improve the quality of madrasahs by making many strategies for building and developing quality Islamic educational institutions.

An educational organization is crucial to the success of an educational institution because the higher the quality of management it produces, the better the institution will be. This is especially true if the organization has a workforce that is qualified in their field and

eager to collaborate on raising the standard of educational institutions, particularly madrasas. Because if all the organs in the madrasah function as they should, then the goals of the madrasah can certainly be achieved.

Management Teacher Quality Development

Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, especially for educators at universities. Teachers play an important and strategic role in education. As teachers, educators, and trainers of students, teachers are agents of social change who change human thought patterns, attitudes, and behaviors towards a better, more dignified, and more independent life. Apart from that, teachers are the component that has the most influence on creating quality educational processes and outcomes.

The position of teacher as a profession is something new in the realm of education in Indonesia, especially after the issuance of Law No. 14 of 2005 concerning the Law on Teachers and Lecturers (UUGD), which was passed by the DPR. In accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers, which was followed up by Government Regulation No. 74 of 2008 concerning Teachers and Minister of National Education Regulation No. 18 of 2007 concerning Teacher Certification in Position, it is necessary to carry out professional certification through portfolio assessment or through professional education organized by LPTK, which is accredited and determined by the government. A professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability. Meanwhile, according to government regulation number 17 of 2010 concerning the management and implementation of education, article 171, educators have duties and responsibilities as professional educators to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education, basic education, and secondary education.

According to Mulyasa, teachers are educators who become figures, role models, and symbols for students and their environment. Teaching is a profession that prepares human resources to meet national development and achieve independence. Teachers, with all their abilities and efforts, prepare learning for their students. Ali said that the quality of educators can be seen in three aspects, namely formal education, its use in carrying out tasks, performance in carrying out tasks, and self-development due to experience and training.

Quality consists of two things, namely nature (state) and level (position). If quality is emphasized on the economic aspect, then quality emphasizes the output aspect, namely related to employment, while quality emphasizes the value aspect, namely using the terms attitude, personality, and intellectual ability. Teachers are the main key to the successful implementation of improving the quality of education; for this reason, teacher professionalism must be improved and developed. Based on Government Regulation Number 32 of 2013, the standard of competency that educators must have is competency as a learning agent, namely the ability of educators to act as facilitators, motivators, boosters, and inspirations for learning for students. Competence is knowledge, skills, and basic values that are reflected in habits of thinking and acting.

Teacher competence is a condition that describes what a teacher should be able to do in carrying out his work, which is reflected in the behavior, actions, activities, and results that can be displayed, so that whatever teacher behavior and actions are a reflection of his competence and quality. Likewise, competency is a combination of knowledge, attitude, and skills that are appropriate to the field of work. The duties and functions of teachers are very complex, so teachers are required to have standardized competencies, including pedagogical competence, social competence, and professional competence, which are integrated with each other in their complete personalities.

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C. METHODS

This research uses qualitative research methods because it can look at problems that are holistic, complex, dynamic, and full of meaning so that it is easier to obtain data on the situation. data that directly provides data to researchers, including teachers, Madrasah Heads, Madrasah Deputy Heads, stakeholders, alumni, and alumni service users.

The data collection required in this research was carried out using techniques adapted to the situation and conditions of the research field. Data collection involved mainly 1)

observations, 2) in-depth interviews, and 3) document review. There are four criteria that can be used to check the validity of data, namely the degree of trustworthiness, transferability, dependability, and confirmability.

D. RESULTS AND DISCUSSION

Planning development internal teacher quality enhancement quality graduate at Madrasah Aliyah Negeri 3 Langkat

Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, especially for educators at universities. Teachers play an important and strategic role in education.

Teachers are the component that has the most influence on the creation of quality educational processes and outcomes. As a result, without the support of qualified teachers, efforts to improve education quality won't yield much. As a teacher, the future glory and safety of the nation's children are achieved by instilling noble basic values as a national educational ideal and by forming a prosperous personality physically and mentally, which is achieved through education and, of course, religious education.

Through this meeting, it is hoped that all teachers will always prepare themselves for the implementation of teacher professional competency development, which will be carried out through internal and external madrasahs in collaboration with related agencies. Through the internal madrasahs, the activities that will be carried out will be supervised by the madrasah head and assisted by other appointed officers. by the head of the Madrasah

The aim of developing teacher quality is to improve the quality of graduates from Madrasah Aliyah Negeri 3 Langkat, so that Madrasah Aliyah Negeri 3 Langkat makes plans for developing teacher quality by selecting teacher professional competency development programs according to needs, can replace programs that have been implemented, or can add to existing programs. other.

Implementation of teacher quality development in improving the quality of graduates at Madrasah Aliyah Negeri 3 Langkat

The implementation of improving the quality of teacher professionalism at MAN 3 Langkat is in accordance with the planned program. This can be seen in the madrasah head's work program that can be implemented, such as curriculum training, which is carried out every semester so that teachers are able to gain new knowledge and apply what they have gained

during training, such as administering a new curriculum, using teaching methods, and using evaluation systems.

The implementation of the program to improve the quality of teacher professionalism has been running according to a predetermined schedule. For further study programs, both master's and doctoral, the head of the madrasa provides motivation to teachers who wish to continue their studies. Apart from that, researchers also discovered a disciplinary process by checking attendance via fingerprint. This is done to see the discipline of teachers when they come to school.

This is in accordance with the policy that the Department of National Education issued through the Director General of Primary and Secondary Education (DIRJEN DIKDASMEN) regarding the competencies that SMA/MA principals must possess in the field of teacher management, including:

1. Identify the characteristics of effective educational staff.
2. Planning school education personnel (demand, supply, and gaps).
3. Recruit, select, place, and orient new educational staff.
4. Developing the professionalism of educational staff.
5. Utilize and maintain educational staff.
6. Assess the performance of educational staff.
7. Develop a wage, reward, and punishment system that is able to guarantee certainty and justice.
8. Implement and develop a career coaching system.
9. Motivate educational staff.
10. Foster harmonious working relationships.
11. Maintain school personnel documentation or manage school personnel administration.
12. Manage conflict.
13. Conduct job analysis and prepare job descriptions for educational staff.
14. Have appreciation, empathy, and sympathy for educational staff.

In organizing education in madrasas, teachers are the main actors, with the support of stakeholders, to organize education in schools. In this action, teachers become the driving force behind the process of educating the nation's life, which has recently been considered to be experiencing stagnation, so that it is lagging behind when compared with the progress of education in other countries.

A leader must have a relationship with subordinates that is supportive and increases self-confidence using the group in making decisions. Leader effectiveness shows task achievement in terms of progress, work decisions, work morale, and work contribution.

The leader's actions serve as a catalyst for organizational members to perform well and in accordance with the goals they must achieve. To improve the quality of teacher professionalism at MAN 3 Langkat, the madrasa head must think about appropriate strategies in order to master knowledge, teaching methods, and matters related to teacher professionalism. Not only the head of the madrasah, but the teachers themselves must also equip themselves by increasing their knowledge and insight through training that has been carried out by the madrasah, so that professional teachers can be created who will give birth to the next generation who will fight for the religion, nation, and state. In improving graduates, of course, there are many factors that influence it, as stated by Rohiat (2020:55), who stated that improving the quality of graduates in an educational institution is not an easy matter; it is necessary to conduct some kind of study and plan activities in it. Quality education is education that is capable of carrying out the process of maturing the quality of students, which is developed by freeing students from ignorance, dishonesty, and damage to national morals. (Mulyasa, 2019:122) Educational institutions must carry out quality control and planning so that every process can be carried out properly and correctly. Good quality will be achieved and obtained if a good process has been carried out. If the educational institution's processes are good, then it will automatically produce good output, and the quality of graduates will also increase.

Improving the quality of schools will lead to efforts to produce quality graduates. In which there is a process of coordinating and harmonizing existing school elements in a harmonious manner, so that this will create a pleasant learning situation, be able to encourage and motivate students' interest in learning, and be able to empower students in a better direction. As explained by Nur Zazin in his book, the quality profile of graduates in an educational institution is the main component that supports the quality of educational institutions, so the main principle is that all teachers are able to work well in realizing the quality of graduates in each subject by setting standards so that there are targets. and measurable results.

(Nur Zazin, 2020) also explained that one strategy for improving the quality of graduates can be done by building a quality school culture. So that from here, students will get used to positive and good things until they graduate from school. Spranger, quoted in Nur Zazin's book (2020), explains that there are at least six types of values that should be developed by educational institutions: (1) science with basic thinking behavior; (2) economic values with

basic work behavior; (3) arts with the basic behavior of enjoying beauty; (4) religion with the basic behavior of worshipping God; (5) society with the basic behavior of serving and filial piety; and (6) politics/statehood with the basic behavior of ruling and governing.

Supervision development internal teacher quality enhancement quality graduate at Madrasah Aliyah Negeri 3 Langkat

The supervision of improving the quality of teacher professionalism at MAN 3 Langkat is carried out by various parties, including the head of the madrasah, assisted by the deputy heads of the madrasah. Of course, the form of supervision carried out is in accordance with the main tasks and functions of each. Monitor and evaluate the results of the implementation of activities and work programs that have been determined and mutually agreed upon, whether they are in accordance with the achievement targets or not.

Supervision of improvements made by the madrasa head by directly observing the implementation of ongoing training and MGMP and observing the learning process carried out by teachers via CCTV, which has been installed in each class and has been programmed on the computer in the head's room. madrasa. After several hours of viewing and monitoring from CCTV, the head of the madrasah monitored the class directly to see the progress of the students and teachers in teaching and learning activities. The madrasa head also saw the attendance list through the findings of the finger that the teachers had conducted through the picket teacher on duty at the picket table. Of all the main functions of management stated by George R. Terry, both in planning, organizing, acting, and controlling, the implementation of education in schools cannot be separated from the role of teachers in it. Teachers, together with school stakeholders, plan the education that will be held at school. In organizing, teachers get job descriptions according to their talents, interests, and abilities. In acting, the teacher, together with stakeholders, organizes education, while in the classroom, the teacher is a resource person, facilitator, and motivator for students in the learning process, but learning remains student-centered. Actuating in improving the quality of teacher professionalism is how the implementation of quality improvement is in accordance with the established plans and in accordance with the job description and division of each unit or not. Meanwhile, the controlling function in terms of improving the quality of teacher professionalism takes the form of monitoring activities, correcting deficiencies in implementation, and assessing the results of improving the quality of teacher professionalism.

Basically, there are steps that need to be taken in carrying out supervision, namely: (1) establishing measuring instruments or standards; (2) conducting training or evaluation; and (3) carrying out corrective actions and follow-up. Therefore, supervision is intended to prevent irregularities in work implementation, assess processes, and, at the same time, take corrective action. Supervision is divided into three categories, namely: (1) top-down supervision, namely supervision carried out directly by superiors to subordinates; (2) bottom-up supervision, namely supervision carried out from subordinates to superiors; and (3) embedded supervision, namely supervision that includes self-control. , namely that superiors and subordinates always monitor themselves.

Supervision is also an observation of all workers' activities in terms of their relevance to the plans and goals that have been set. Thus, in supervision of the following activities:

1. Observation of the performance of all employees
2. Development of employees
3. Exploring the relevance of work to planning
4. Order the direction of work with predetermined objectives

Supervision made in the management function is actually a strategy to avoid deviations in terms of a rational approach to the existence of inputs (quantity and quality of materials, money, staff, equipment, facilities, and information). Likewise, supervision of activities (scheduling and accuracy of implementation of organizational activities). Meanwhile, the other is monitoring output.

The teacher quality development monitoring system at MAN 3 Langkat involves a series of steps that focus on monitoring, evaluating, and improving the quality of teaching. The main aim is to ensure that teachers have the skills and knowledge necessary to provide quality education to students, so that it can have a positive impact on improving the quality of graduates. The following is a broad overview of how the teacher quality development monitoring system at Madrasah Aliyah can be implemented: Program Planning and Design: The process begins with planning and designing a teacher-quality development program. This involves a special committee or team, which may consist of the school principal, teacher quality development coordinator, education coordinator, and possibly also an educational consultant.

Implementation of Training and Development: After the training programs are designed, teachers will participate in training and quality development activities according to a predetermined schedule. This training can cover various aspects, such as the use of

technology in learning, the latest pedagogical approaches, curriculum development, classroom management, and others.

Classroom Observation and Performance Evaluation: One of the important methods in the supervision system is direct observation of teacher teaching in the classroom. The supervisory team or direct superiors carry out this.

Formative and Summative Assessment: Teachers will also be assessed formatively (throughout the learning process) and summatively (at the end of the period) based on their performance and progress. This assessment can include assessments from superiors, evaluations of student test or project results, as well as documented performance analysis.

Collaboration and Feedback: During the supervision process, it is important to continuously communicate with the teacher. Feedback is provided in both formal (e.g., evaluation meetings) and informal forms. **Coaching and Continuous Development:** Results from supervision are used to assist teachers in identifying areas for improvement and planning their personal development.

Responsibilities of Related Parties: Responsibility for monitoring teacher quality development can be shared between several parties, including:

1. **Principal:** responsible for general supervision and quality control of teachers in madrasas.
2. **Teacher Quality Development Coordinator:** responsible for planning, coordinating, and implementing teacher quality development programs.
3. **Direct Supervisor or Supervisory Team:** Conduct class observations, performance assessments, and provide feedback to teachers.
4. **Teachers themselves:** responsible for actively participating in training, adopting best practices, and continuously developing themselves.

The main objective of monitoring teacher quality development in the context of improving the quality of graduates at MAN 3 Langkat is to ensure that teachers have the skills, knowledge, and competencies necessary to provide quality education to students, which in turn will produce graduates who have the quality and readiness to face future challenges. The main objective of monitoring teacher quality development in the context of improving the quality of graduates at MAN 3 Langkat is to ensure that teachers have the skills, knowledge, and competencies necessary to provide quality education to students, which in turn will produce graduates who have quality and readiness. optimal to face future challenges. The following is a further explanation of these main objectives:

Improving Teaching Quality: Supervision of teacher quality development aims to improve the quality of teaching in the classroom. By ensuring that teachers have effective teaching skills and strategies, students will have a better and more engaging learning experience, which can contribute to a better understanding of the learning material.

Optimizing Understanding of Material: Quality teachers have a deep understanding of the material being taught. Through good supervision, teachers can ensure that they have an accurate and up-to-date understanding of lesson content, so they can better teach it to students.

Encouraging Educational Innovation: By monitoring teacher quality development, teachers are encouraged to adopt innovative and creative teaching approaches.

Increase Student Engagement: Quality teachers can create a learning environment that motivates and encourages active student engagement.

Improve Class Management Ability: Good classroom management is an important aspect of effective education. Through supervision, teachers can be given support and feedback to develop skills in managing student behavior, creating an environment conducive to learning.

Improve Understanding of Student Needs: Quality teachers must be able to identify and respond to individual student needs.

Improve Understanding of the Curriculum: Supervision can help teachers to better understand the curriculum followed by the madrasah and how learning materials are related to each other.

Increased Sense of Responsibility and Professionalism: Through positive, development-focused supervision, teachers feel more appreciated and encouraged to continuously improve themselves.

Improve Student Academic Results: By having quality teachers, students have a better chance of achieving better academic results.

Preparing Students for Future Challenges: The ultimate goal of teacher quality development oversight is to prepare students with the skills, knowledge, and abilities necessary to be successful in their future lives and careers.

Supervision of teacher quality development has a crucial role in ensuring that teacher quality development programs are implemented according to plan and have a positive impact on improving the quality of graduates at MAN 3 Langkat.

Below is a broader explanation of how this oversight contributes to achieving those goals:

Ensuring Compliance with Plans: Supervision of teacher quality development involves direct monitoring of the implementation of planned quality development programs.

Measuring Progress and Implementation: Through classroom observations and teacher performance evaluations, supervision can measure the extent to which teachers have implemented new knowledge and skills acquired during training.

Providing Feedback and Support: Supervision provides an opportunity to provide teachers with direct feedback about their teaching practices.

Encouraging Accountability: Monitoring teacher quality development creates a higher level of accountability. Teachers feel responsible for meeting established standards and implementing development programs seriously, because they realize that their actions will be evaluated.

Identifying Needs for Improvement: Through supervision, weaknesses or shortcomings in the implementation of teacher quality development programs can be identified quickly.

Linking Teaching to Student Outcomes: Monitoring teacher quality development helps link teaching practices to student learning outcomes.

Continuous Development: Continuous monitoring ensures that teacher quality development is a continuous process. Through regular evaluations, supervisors can assist in identifying areas that require further improvement and designing appropriate development programs.

Building a Learning Culture: Supervision that focuses on developing teacher quality can help build a strong learning culture in madrasas.

Directing Further Development Plans: The results of monitoring can be the basis for directing further development plans. Directing Further Development Plans: The results of monitoring can be the basis for directing further development plans.

Thus, supervision of teacher quality development has an important role in ensuring that teacher quality development programs are implemented according to plan and have a real impact on improving the quality of graduates in madrasahs.

In monitoring teacher quality development, various types of methods and instruments are used to monitor and evaluate teacher performance and the impact of development programs. The aim of using these methods and instruments is to gain a comprehensive understanding of teachers' teaching practices and identify areas that require improvement. The following are several types of methods and instruments that are generally used in monitoring teacher quality development:

Classroom Observation: Direct observation of teachers teaching in the classroom is a commonly used method. Supervisors or direct superiors can observe interactions between

teachers and students, teaching styles, the use of learning strategies, classroom management, and the effectiveness of communication in the classroom.

Performance Assessment: Teacher performance assessment involves assessment based on various criteria, such as lesson preparation, delivery of material, interaction with students, classroom management, use of technology, student assessment, and more.

Teacher Portfolio: Teachers may be asked to compile a portfolio that includes a variety of documents related to their teaching practice, such as lesson plans, teaching materials, evidence of student performance results, and personal reflections.

Discussions and Interviews: Interviews with teachers are a method that provides opportunities for teachers to talk about their teaching practices, the challenges they face, as well as personal development goals.

Surveys or Questionnaires: Surveys or questionnaires can be used to collect data from teachers regarding their perceptions of quality development programs, their impact on teaching, and the need for further development.

Analysis of Student Results: Student test or exam results can be used as an indicator to evaluate the impact of teacher teaching. Analysis of student results can help measure increases in student understanding of learning material.

Continuous Monitoring: In addition to periodic evaluations, supervision of teacher quality development may also involve ongoing monitoring. This may include regular meetings between teachers and supervisors to discuss progress, challenges, and follow-up plans.

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Independent Reflection: Teachers are expected to engage in independent reflection on their own teaching practices. This can take the form of a reflective journal or notes about experiences and discoveries in teaching, as well as changes implemented based on learning from the development program. It is important to note that the types of methods and instruments used may vary depending on the policies and practices at each madrasah. The combination of these various methods helps in providing a holistic picture of teacher performance and development, as well as the impact of teacher quality development programs on improving the quality of graduates.

Supervision regarding the application of training results and teacher quality development in the daily learning process is an important part of efforts to improve the quality of teaching and achieve the goal of improving the quality of graduates. This involves

continuous monitoring to ensure that teachers integrate new knowledge and skills acquired from training into their teaching practice. Here is a broad overview of how this oversight is carried out:

1. **Follow-up Plan:** After participating in the training or quality development program, the teacher, together with the supervisor or quality development coordinator, will plan a follow-up action.
2. **Class Observation:** The supervisor or immediate superior performs direct observation of the teacher's teaching techniques in the classroom. This observation involves directly monitoring how teachers implement new learning strategies, use methods obtained from training, and interact with students.
3. **Continuous Feedback:** After observations, the supervisor provides immediate feedback to the teacher on aspects that need to be improved or that have been implemented well.
4. **Analysis of Learning Materials:** Supervisors can analyze the teaching materials used by teachers to see whether the learning materials depict the integration of new concepts that have been learned during training.
5. **Discussion and Collaboration:** Teachers can participate in discussion and collaboration with colleagues and supervisors to discuss their experiences in implementing training results.
6. **Lesson Plan Review:** The supervisor or quality development coordinator can review the teacher's lesson plan to ensure that new strategies and methods have been properly integrated.
7. **Continuous Monitoring:** Monitoring teacher quality development does not stop after initial observations. Continuous monitoring is carried out to see whether the changes and improvements that teachers have implemented are continuing and being implemented consistently.
8. **Providing Additional Support:** If areas needing improvement are discovered or if teachers encounter certain obstacles in implementing training results, supervisors can provide additional support.
9. **Evaluation of Impact on Students:** Supervision also includes evaluating the impact of implementing training results on student learning outcomes. Supervisors can analyze improvements in student test or project results to evaluate whether there is significant improvement after implementing new teaching practices.

10. Continuing Professional Development: Oversight regarding the implementation of training outcomes also plays a role in designing continuing professional development programs. By continuing to monitor and evaluate the impact of training results, Madrasas can plan better programs in the future.

E. CONCLUSION

Based on the research results at Madrasah Aliyah Negeri 3 Langkat, the research results can be concluded as follows:

1. Planning for developing teacher quality by improving the quality of graduates at Madrasah Aliyah Negeri 3 Langkat, making plans for developing teacher quality by selecting teacher professional competency development programs according to needs, can replace programs that have been implemented or add other programs. These programs include training, workshops, MGMP, KKG, and writing scientific papers.
2. Implementation of the program to improve the quality of teacher professionalism at MAN 3 Langkat is carried out after the planning and organizing process has been carried out. The head of MAN 3 Langkat, along with the deputy head of the madrasah and teachers, have realized the previously planned work program with full commitment and responsibility. This can be seen in the training carried out, which includes the 2013 curriculum, which is carried out every semester, MGMP activities carried out by each subject teacher, and motivation for teachers who will continue their studies.
3. The madrasa head is in charge of overseeing the enhancement of teacher professionalism at MAN 3 Langkat. Various supervisions are carried out in accordance with their respective main tasks and functions. Directly monitor teacher performance, both in the classroom and using CCTV equipment, and evaluate the results of teacher performance, especially the achievements of work programs in improving the quality of teacher professionalism.

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