

MANAGEMENT OF ISLAMIC EDUCATION MANAGEMENT (MPI) GRADUATES COMPETENCE IMPROVEMENT THROUGH MADRASA INTERNSHIP IN MPI UIN SUNAN GUNUNG DJATI BANDUNG

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ABSTRACT

This research aims to know and analyze the implementation of the internship/PLP program of Islamic Education Management (MPI) students at the Faculty of Tarbiyah and Teacher Training of UIN Sunan Gunung Djati Bandung. PLP/Internship is expected to improve the competence of MPI graduate students as candidates for prospective educators or educational professionals. Therefore, students as one component in the development of educational institutions, need to understand and comprehend the context of empowerment and management of madrasa thoroughly. This research uses a qualitative case study method with natural paradigm. Data collection techniques are conducted by interview, observation, and document studies. The results of the research indicated that the internship/PLP program can improve the student capacity which includes improving personality, social, technique, and managerial competencies. Students are able to manage and explore themselves in implementing various programs to advance Islamic Educational institutions (madrasa). On the other hand, students also need reinforcement and motivation to implement the internship program as a whole and efficiently.

Keywords: *graduate competencies, internship program/PLP.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisis pelaksanaan program magang/PLP mahasiswa Prodi MPI Fakultas Tarbiyah dan Keguruan (UIN) Sunan Gunung Djati Bandung. PLP/Magang diharapkan dapat meningkatkan kompetensi lulusan mahasiswa Prodi MPI sebagai calon pendidik/tenaga kependidikan yang handal. Karena itu, mahasiswa sebagai salah satu komponen dalam pembangunan lembaga pendidikan perlu mengetahui dan memahami konteks pemberdayaan dan pengelolaan madrasah secara menyeluruh. Penelitian ini menggunakan metode penelitian studi kasus dengan ‘paradigma alamiah’ menggunakan pendekatan kualitatif. Teknik pengumpulan data dilakukan dengan wawancara, observasi, dan studi dokumen. Hasil penelitian yang dicapai menunjukkan bahwa program magang/PLP dapat meningkatkan kapasitas mahasiswa yang meliputi peningkatan kompetensi kepribadian, sosial, Teknik, dan manajerial. Mahasiswa mampu mengelola dan mengeksplorasi diri dalam melaksanakan berbagai program untuk memajukan lembaga pendidikan Islam (madrasah). Di sisi lain, mahasiswa juga membutuhkan penguatan dan motivasi untuk melaksanakan program magang secara utuh dan efisien.

Kata Kunci: *kompetensi lulusan, program magang/PLP.*

INTRODUCTION

Faculty of Tarbiyah and Teacher Training of UIN Sunan Gunung Djati Bandung is a Teacher Training Institution (LPTK) that prepares prospective educators and educational professionals. One of the departments or study programs that prepare prospective educators is the Islamic Education Management (MPI) Department. The main profile of MPI graduates is prepared as administrative staff in formal educational institutions and organizations/institutions that handle education. The formal education institutions are Early Childhood Education Program (PAUD), Elementary School (SD / MI), Junior High School (SMP/MTs), Senior High School (SMA/ MA/SMK) and higher education institutions. The institutions that handle Islamic education include the Directorate of Islamic Religious Education in Schools (PAIS), the Directorate of Madrasa Teachers and Education Personnel (GTK), the Directorate of Madrasas Institutional and Student Facilities Curriculum (KSKK), the Directorate of Early Childhood Education, and the Directorate of Islamic Boarding Schools at the Ministry of Religion of the Republic of Indonesia; Head of Islamic Religious Education in Schools (PAIS), Head of Madrasa, and Head of Diniya and

Islamic Boarding School in the Provincial Office of the Ministry of Religion; Head of PAIS Section, Head of Madrasa Section, Head of Diniya Section and Islamic Boarding School at the District and City Ministry of Religion Office.

Graduates can fill a number of positions in the formation of civil servants (ASN) in Indonesia including the first expert planner, archivist, procurement of goods and services, and educational assistants. MPI Graduates are expected to have personality competencies, social competencies, technical competencies, and managerial competencies. In preparing the competent administrative staff, the undergraduate program in MPI Faculty of Tarbiyah and Teacher Training of UIN Sunan Gunung Djati Bandung seeks to provide a set of knowledge, work attitudes, and skills to MPI students regarding the management of Islamic educational institutions in madrasas as Professional Training Practice (PLP) Course or Research-based internship. PLP/Internships in Madrasa aims to improve the competency standards of MPI graduates so that they have good work attitudes, knowledge, and skills in managing madrasas. PLP/internship activities are directed to shape student competencies in

order to become productive graduates in the community.

The reason for the importance of conducting research on Islamic education management (MPI) graduates competence improvement management through madrasa internship is because PLP/internship is a compulsory subject or course to MPI Study Program that demands high costs in its implementation. Thus, if the program is not managed properly, it will become inefficient. In terms of objectives, madrasa internship aims to improve the competence of MPI graduates, especially personal, social, managerial, and technical competencies through internship activities in madrasas. If the activity is not managed properly, the goal will not be achieved effectively. On the other hand, the MPI Study Program has conducted madrasa internship for approximately five years (2013-2018). In terms of the concept of planning, it has been quite ideal, but its implementation in the field is very varied regarding readiness of students to start and to end the time of the internship, the intensity of the visit and guidance of the supervisor, the involvement of the tutor teacher in mentoring the students, and the background knowledge of students which affecting the quality of the internship program. Capacity, in general terms, relates

to scope, capacity, absorption, maximum output or capability (KBBI, 2003). Capacity building is a series of efforts made to provide maximum capacity or output. In the context of the development of educational institutions (madrasa), this is related to various efforts undertaken to develop the ability of students to interact and manage madrasa into high-quality educational institutions in the future (Christenson and Robinson, 1989: 32). In another finding, it was stated that improving the quality of internship learning was one way to shape the capacity of students to provide added value to life in the community in strengthening student competence (Dewi Safitri Elsap, Agus Habis Noor, 2017: 37). Students are selected people who have the opportunity to improve their intellectual level. In a variety of situations, students can be independent without being influenced by any interests. The power of independence makes students sensitive and able to think critically in responding to various information obtained. The internship program also forms student personality competencies in the form of soft skills including communication skills, adaptation skills at work, teamwork management skills, socializing skills and thoroughness at work. These competencies can be internalized in students as academic people

supported by several other supporting courses r subjects (Ismail Hasan and Musdalifah, 2008). This shows that research on Islamic Education Management (MPI) graduates competence improvement management through madrasa internship is very important to do.

Profile of Study Program Graduates

The main profiles of the Islamic Education Management (MPI) Study Program graduates are educational administrative staff, research assistants, and educational consultant assistants who are knowledgeable, deep, and up-to-date in their fields, have good personalities. Besides, they are capable of carrying out tasks and responsible for Islamic teachings and ethics, knowledge, and expertise.

No	Graduate Profile	Description of Graduates Profile
1.	Educational Administration Staff	Bachelor of education who has work skills, mastery of knowledge, managerial skills, and responsibilities as educational administrative staff in PAUD, schools/ madrasas (SD/MI, SMP/MTs, SMA/MA/SMK/MAK) and government/private institutions in the field of education who have good personality, extensive knowledge and are up to date in their fields and are able to carry out their duties and responsibilities based on Islamic teachings and ethics, knowledge and expertise.
2	Educational Research Assistant	Bachelor of education who has work skills, mastery of knowledge, managerial skills, and responsibilities as research assistants in the field of educational management who are well-informed, knowledgeable and up-to-date in their fields and capable of carrying out tasks and responsibilities based on Islamic teachings and ethics, scholarship, and expertise.
3	Educational Consultant Assistant	Bachelor of education who has work skills, mastery of knowledge, managerial skills and responsibilities as an assistant education consultant in PAUD, schools/ madrasas (SD/MI, SMP/MTs, SMA/MA/SMK/SMK) with good

personality, extensive knowledge and up to date in their fields and are able to carry out their duties and responsibilities based on Islamic teachings and ethics, science, and expertise.

School/Madrasa Administration Staff Competencies

Competence is the ability to behave, think and act consistently as an expression of the knowledge, attitudes, and skills possessed by students. Competency standards are the minimum competency measures that students must achieve after attending a learning process in a particular education unit. Graduate Competency Standards (SKL) are the qualifications of graduates abilities that include attitudes, knowledge, and skills possessed by students in accordance with agreed national standards, as issued by Minister of National Education Regulation No. 23 of 2006. Graduate competency standards are used as a guideline for assessing students' graduation from education units (BSNP, 2006).

According to the Minister of National Education Regulation No. 24/2008 concerning School/Madrasah Administration Staff, there are four types of administrative staff competency at school/madrasah, namely personal, social, technical, and managerial competencies. In addition, the SKL function, namely: 1)

Graduates competency standards are used as a guideline for assessing students graduation from the education unit; 2) Competency standards of graduates at the level of basic education aim to lay the foundation of intelligence, knowledge, personality, noble character, and skills for independent living and to take further education; 3) Competency standards of graduates in general secondary education units aim to improve intelligence, knowledge, personality, noble character, and skills for independent living and attend further education; and 4) Competency standards of graduates in vocational secondary education units to improve intelligence, knowledge, personality, noble character, and skills for independent living and to take further education.

Dimensions of School/Madrasa Administration Staff (TAS/M) personality competencies include: 1) Integrity and noble Character; 2) Positive work ethic; 3) Self control; 4) Confidence; 5) Flexibility; 6) Thorough; 7) Discipline. Dimensions of social competence in school/madrasah administration staff include: 1) Teamwork;

2) Excellent service; 3) Organizational awareness; 4) Communicate effectively; 5) Build work relationships. The TAS/M technical competency dimensions include: 1) staffing administration; 2) Financial administration; 3) Infrastructure administration; 4) Public relations administration; 5) Correspondence and filing administration; 6) Student administration; 7) Curriculum administration; 8) Special service administration; 9) ICT Administration. The TAS/M Managerial Competency dimensions include: 1) supporting National Standard of Education (SNP) management; 2) arranging programs and work reports; 3) organizing staff; 4) developing staff; 5) taking a decision; 6) creating a conducive work climate; 7) optimizing the use of resources; 8) fostering staff; 9) managing conflicts; 10) preparing a report.

Professional Training Practice (PLP)/ Internship in Madrasas

According to the Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower, internship is part of an integrated work training system between training in training institutions by working directly under the guidance and supervision of instructors or workers who are more experienced, in the production process goods and/or services in the company, in

order to master certain skills or expertise. PLP/Internship activities in madrasas are managed by the Organizing Committee of PLP/Internships in the Islamic Education Management Study Program which is appointed by the Dean of the Faculty of Tarbiyah and Teacher Training of UIN Sunan Gunung Djati Bandung. The internship is a way of disseminating information in an organized way. In educational context, internships are one of the courses that must be completed by each student as a way of preparing themselves to become a proportional human resources ready for work (Rusidi, 2006: 3). The internship is the process of learning from an expert through real-world activities (Sumardiono, 2014: 116). Besides, internship is a process of practicing knowledge and skills to solve real problems around. The training or practice in internship aims to master certain skills under the guidance and supervision of experienced instructors. The implementation of this activity involves supervisors under the responsibility of the Head of Department of Islamic Education Management as coordinator.

During the internship, students work as staff in institutions (madrasa) so that they are able to absorb a variety of true work experience. Internships are conducted to

provide practical experience to students by participating in daily work at the madrasa. Specifically, there are several internship objectives, including 1) Improving the ability to apply the knowledge and skills possessed; 2) Improving knowledge in work both in terms of knowledge and work experience; 3) Improving the ability to communicate and socialize with the community in the company; 4) Stimulating the motivation of students who are interested in becoming prospective workers who are reliable and ready to work; 5) Opening opportunities to gain practical experience in work for students; 6) Creating links and equivalence between universities and the world of work; and 7) Creating cooperation between universities and the business and industrial world (Rusidi, 2006: 3).

However, internships have several advantages and disadvantages. The advantages of internships include a) Low cost. In terms of finance, an internship is a way to train at a very low cost. It is even possible to conduct without costs. Those who take part in this internship will not be paid or are paid very low because the main purpose is to study; b) Requires simple management. In terms of management, the internship uses simple management, so it is very helpful and does not bother the

manager; c) More mature. Participants, through this internship experience, will be more mature in carrying out their duties. This is because they directly face the work being handled so that they can live and pursue the work better; and d) Loyalty. If the company ultimately wants to use the participants as permanent employees of the company, the participants will have high loyalty because they already know more about the companies where they are apprenticed. On the other hand, the disadvantages of the internship are a) Too Slow. To become an expert through the internship process requires quite a long time, especially if the students want to get the desired job immediately; and b) Static and environmental influences. The demands of a faster era demanded students to keep up with the times. When participating in the internship activities the environmental aspects are less conducive, the students attitude will be static and they will even get poor learning and working experience (Nitisemito in Tocharman, 2003).

The implementation of PLP/Internship MPI Study Program in madrasas is carried out through six stages, namely:

1. Program socialization and registration socialized to all through the student website, Facebook,

leaflets, and delivered directly by the organizing committee/lecturer.

2. Orientation and debriefing as a systematic effort to provide an explanation to students about the basic concepts of the program, design of its implementation, partner institutions (stakeholders) that will be the location of the internship and the scope of work, the aspects of skills required in preparing proposals and reports on internship activities.
3. Implementation of the internship by preparing program proposals that have been submitted by each group in the madrasa that refer to the goals and outputs of activities that have been prepared and approved by the institution. Plans and design of activities that have been prepared based on the results of student observations prior to the internship remain oriented to the policy and work climate in madrasa. Internships are not only centered on work activities, but are also related to skills in overcoming various obstacles and problems in groups and in madrasas to form maturity of students, both in thinking, organizing, and working. Students

are expected to play an active role and participate in and in their free time.

4. Monitoring is a function that is carried out continuously with the aim of providing general feedback and initial indications on the progress and weaknesses of the implementation of internships by students in achieving the expected outputs.
5. The report is the final stage that is passed by the student participants. Students are required to compile reports on experiences and activities that have been carried out while in madrasa.
6. Evaluation and follow-up plan. Evaluation is a complex process with the intention of identifying factors related to the performance and effectiveness of programs/activities in order to determine their feasibility so that the programs/activities can be developed more effectively in the future.

Professional Practice/Madrasah Internship is a program that is intended for students of MPI Study Program Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung who have finished

attending lectures in semester 1 and 2. The PLP/Internship policy is part of the curriculum policy of the MPI Study Program Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung to prepare prospective graduates of MPI in order to have competence as administrative staff in madrasa.

METHOD

This research includes the naturalistic paradigm using a qualitative approach with the case study method (Mc Millan, James H, 2008: 273). The case study method is used because it is intended to explore the construct of strengthening the competency of teaching staff candidates (administration) through internships in madrasa on the quality of processes and the quality of administrative outcomes. The data to be obtained in this study is the data of competency development of study program graduates through internship/ Practice Professional Training of administrative staff in Madrasah. Strengthening competency development data for the graduates through internship/ Professional Practice of Madrasah Administration in MPI FTK UIN SGD Bandung study following aspects including: the competency development policy of graduates through internship (madrasa

administration) PLP/internship at MPI FTK UIN SGD Bandung study program; competency development planning for graduates through the internship (PLP) of madrasa administration staff in the MPI UIN SGD Bandung; the implementation of the development of graduate competencies through the internship (PLP) of madrasa administration staff in the MPI study program at UIN SGD Bandung; assessment of the development of graduate competencies through madrasa administration staff internship (PLP) in the MPI Study Program UIN SGD Bandung; and the prospect of the development of graduate competencies through madrasa administrative staff internship (PLP) at the MPI UIN SGD Bandung.

Research respondents included the head of madrasa, madrasa administration staff, madrasa students, and student participants (PLP) of MPI FTK UIN SGD Bandung. Moreover, the chosen internship locations were MAN 2 Garut, MAN 1 Bandung Regency, MAN Bandung Barat, MAN 2 Tasikmalaya City, MAN 1 Sumedang, MTsN Cimahi City, MAN 2 Ciamis, MAN 1 Garut, MAN Purwakarta, MAN Tasikmalaya (MAN-modeled Cipasung), MAN 2 Kota Bandung, MAN 1 Kota Bandung, MAN 1 Tasikmalaya (Sukamanah), and MAN 1 Kota

Tasikmalaya. The research problems to be investigated related to strengthening educational competencies through internships that the madrasa is able to explore and manage sources of educational competency strengthening through internships.

Madrasa selected as internship locations are madrasa that have met the 8 National Education Standards (SNP) and are eligible for being considered as an internship location to be held from July to August 2018. Internship activities carried out in the MPI study program are carried out

in the even semester in madrasa in the province of West Java which is engaged in administration. The internship aims to improve the strengthening of educational competence for MPI FTK UIN SGD Bandung graduates.

RESULTS AND DISCUSSION

PLP/Madrasah Internship Planning

In the planning stage, the MPI study program FTK UIN SGD Bandung designed the PLP/Internship committee and its job description. The Madrasa PLP/Internship job descriptions are described below:

Table 1. Description of PLP/Madrasa Internship

No.	Position	Job description
1	Dean of Faculty of Tarbiyah and Teacher Training (FTK) (Director)	<ol style="list-style-type: none"> 1. Issuing Certificate/Decree (SK). 2. Providing research-based guidance and advice to PLP I/Internship I Organizing Committees. 3. Receiving reports on the implementation and results of PLP I/Internships I based on research. 4. Making a letter of assignment for lecturer field supervisor (DPL)
2	Head of Department/Study Program (Person in Charge)	<ol style="list-style-type: none"> 1. Being responsible for the implementation of PLP I. 2. Carrying out supervision of the implementation of PLP I.
3	Chairperson of PLP I (course/subject lecturer)	<ol style="list-style-type: none"> 1. Arranging and planning the implementation time of PLP I. 2. Registering and arranging students who have met the requirements to carry out PLP I. 3. Arranging the placement of groups in PLP I locations that are available.

4. Providing PLP I facilities within capability limits.
5. Assigning a supervisor.
6. Collecting and administering the PLP I score and then sending it to the department/study program scoring section.
7. Monitoring the performance of PLP Advisor I.
8. Reporting the results of PLP I activities in written form to the Dean

Supervising lecturers must meet the requirements, namely:

1. Permanent Lecturer of the Faculty of Tarbiyah and Teacher Training (FTK) approved by the Dean of FTK UIN Sunan Gunung Djati Bandung through Decree.
2. Have an academic position of at least an expert assistant or equivalent to Group III.b.
3. Having expertise in accordance with study program competencies.
4. Willing to become a DPL (Field Supervisor) and able to carry out guidance with full responsibility.

The supervisor has the following tasks:

1. Providing an explanation of PLP I activities for prospective students in orientation activities.
2. Directing and explaining the rights and obligations of students.

3. Guiding PLP/Internship I participants to prepare PLP/Internship I.
4. Attending the opening of PLP/Internship I in madrasa while handing students to the headmaster of madrasas/tutors where PLP/Internship I conducted.
5. Guiding and providing training skills in managing education.
6. Giving an example of the personality of the educational staff.
7. Providing opportunities for students to evaluate the personal and social competence who carry out PLP/Internship I in madrasa in pairs.
8. Evaluating PLP/Internship I activities in madrasas by assessing PLP/Internship I group reports, student journal articles, compiling the assessment with grades/scores from fellow students and tutors, determining the final score obtained by the students, and providing feedback.

9. Submitting the final grades/scores of the results of the PLP/Internship I students to the PLP I organizing committee.

Meanwhile, Student internship participants (PLP) have a number of requirements, namely: a) Students taking the research-based PLP I/Internship I course (madrassa internship); b) Students who have registered and returning the registration form; c) Students who are taking at least the second semester and have passed at least 20 credits with a minimum GPA of 2.5; d) Having good behavior; e) Able to read the Koran well; and f) Has taken a madrassa management course.

Besides, Student Internship Participants (PLP) have a number of obligations, namely: *first*, saying, behaving, and acting politely with the principal, the board of teachers, administrative staff, students, and with fellow PLP/Internship I participants and reflecting the good morals of the people; *second*, maintaining the good name of UIN Sunan Gunung Djati Bandung; *third*, participating in research-based PLP/ Internship I madrassa orientation activities organized by Islamic Education Management Department/Study Program; *fourth*, conducting field observations in a span of 1 (one) week and reporting the

research-based observations results of PLP/Internship I madrassas to Supervising Lecturers; *fifth*, carry out PLP/Internship I madrassa according to the specified schedule; *sixth*, play an active role in internship activities in madrassa; *seventh*, evaluate and provide feedback to fellow students who have finished practicing; *eighth*, dressed neatly and politely in accordance with the code of ethics of UIN Sunan Gunung Djati Bandung students; *ninth*, compiled a research-based report on the implementation of PLP/ Internship Madrasahs, and *tenth*, made journal articles as a follow-up to individual research results on certain aspects of madrasah governance.

During the PLP/internship process, students get several rights including 1) Obtaining administrative and academic services; 2) Obtaining a guidebook of research-based PLP/Internship Madrasah I; 3) Obtaining guidance on the implementation of Research-Based PLP/Madrassa I activities from a Field Supervision Lecturer; 4) Obtaining a research-based PLP/Internship I Madrasah which is made collectively by each internship group signed by the Head of Madrasah Aliyah where the internship is located and is known by the Head of MPI Department/Study Program; and 5)

Obtaining the final grades/scores of PLP/Internship I Madrasa.

Management of PLP/Madrasa Internship

Management of PLP/Internship activities includes the preparation, orientation, observation, and practice of professional training (PLP) for madrasa administration staff.

1. Preparation

Preparation of research-based PLP/Madrasa Internship I conducted by the Department of MPI Faculty of Tarbiyah and Teacher Training of UIN Sunan Gunung Djati Bandung involves many related elements (leaders, lecturers, and administrative staff) within the Faculty of Teacher Training and Teacher Training of UIN Sunan Gunung Djati Bandung. Therefore, careful preparation is needed so that goals can be achieved properly. The preparations included: a) Socialization of the implementation of Research-Based PLP/ Madrasa Internship I to students. b) Data collection and registration of prospective students participating in research-based PLP/Madrasa Internship I. c) Identification and determination of Research-Based PLP/ Madrasa Internship I. d) Preparation of administration and other documents for students and supervisors. e) Orientation and Observation.

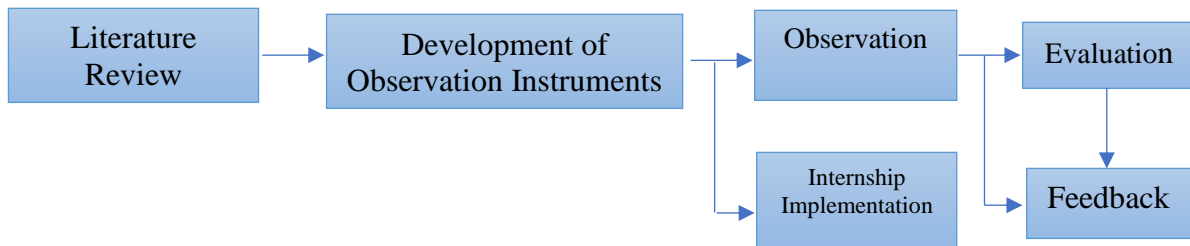
In orientation activities, PLP I Field Supervising Lecturer gave an explanation of the urgency of the Research-Based PLP/Madrasa Internship I professional practice in preparing prospective educational staff (administrative staff). The activity begins with the preparation of the first internship plan based on field observations. Observation activities carried out in groups before the implementation of PLP/Internship I madrasa. The results of the observation are reported in groups to the lecturers of the Internship I Course.

2. Orientation dan Observation

At the time of discussion/simulation of solving the results of observations, students use a worksheet that contains elements of a) Problems (strategic issues) that need to be solved with and the explanation. b) Analysis of the problem: description, review of education management. c) Identification of alternative solutions to the problem and its implementation. d) The model and mechanism/procedure for implementing the selected problem-solving. e) Evaluation and follow-up.

The results of observations within a period of 1 (one) week are practiced in madrasa educational internships. In addition, the frequency of research-based professional training (PLP)/madrasas Internship I is for 6 (six) weeks.

Diagrammatically, the PLP/ Madrasa administration staff internship mechanism can be described as follows:



PLP/Madrasah Administration Staff Internship Mechanism

3. Implementation of Madrasa Internship

The operational form of madrasa internship involves several steps, namely: a) Carrying out field observations within a period of 1 (one) week at the specified madrasa; b) Observation material includes educational management standards, namely student fields, curriculum, educators and education personnel, facilities and infrastructure, financing, culture and environment, and the role of the community in education; c) Making a plan, starting with problem identification, analysis, and problem-solving as a result of observation. Students must make plans to prepare for research-based professional practice I/ internships I that are consulted with supervisors before practice begins, and d) Carrying out practical training activities for madrasa professions/internships.

The activity trains students in a number of integrated basic skills which includes the following skills: a) Management of 8

(eight) National Education Standards. b) Mastery of material in the field of management of Islamic education. c) The use of education management strategies such as problem-solving through education policy, educational leadership, decision making, managerial activities, supervision, and education supervision. d) Strengthening social competence and personality of administrative staff.

Study/content of research-based PLP/ Madrasa Internship I of MPI FTK UIN SGD Bandung is carried out through madrasa management practices that contain: a) Madrasa Work Plan (RKM and RKT/ RKAT). b) Management of Madrasa Students. c) Management of Educators and Educational Personnel. d) Management of Madrasa Administration. e) Management of Madrasa Infrastructure Facilities. f) Management of Madrasa Curriculum. g) Madrasa Financial Management. h) Management of Madrasa Learning. i)

Utilization of Madrasa Management Information System (SIM). j) Madrasa Monitoring and Evaluation.

Service units relating to the administration of madrasa administration and management systems include a) Administration and management of madrasa curriculum. b) Administration and management of students. c) Administration and management of madrasa human resources (educators and education staff). d) Administration and management of madrasah infrastructure facilities. e) Administration and financial management of madrasas. f) Administration and management of madrasa partnerships. g) Administration and management of madrasa library. h) Administration and management of madrasa laboratories. and i) Administration and management of madrasa leadership.

The PLP/Internship I activities of madrasa administration personel for each group of students are guided by one lecturer as a supervisor. Guidance is integrated, meaning that the supervisor fully trains students in managerial aspects by emphasizing certain aspects gradually. Furthermore, the results of the guidance can be used as an internship material for students. The results of the discussion can be used as feedback for the students, and if

they make a mistake in practice, it can be corrected quickly at the next training opportunity. The presence of lecturers that provides guidance conducted at least three times; at the opening (initial arrival to the location), and during the PLP/Internship I process two times.

Assessment of PLP/ Internships

The purpose of PLP I assessment is to obtain accurate information about the level of mastery of students towards the trained competencies, as well as to determine the score of PLP I graduation. The principles used in internship assessments include: **First**, educative: in the sense that the assessment is not solely to find fault and student weaknesses, but to provide appropriate guidance to students. The supervisor needs to discuss the results of their assessment with students, so they can develop skills that are trained according to their potential. **Second**, comprehensive: the assessment is directed to assess the mastery of managerial competence, technical competence, personal competence, and social competence. **Third**, continuous: the assessment is carried out continuously to see students' progress. **Fourth**, objective: assessment is based on an actual situation that is in accordance with what is performed or done by students in PLP I.

The aspects of ability assessed in administrative staff PLP/Madrasa Internship activities include: orientation activities, managerial competencies, technical competencies, personality competencies, and social competencies, described as follows:

1. Orientation activities include the presence and mastery of the material.
2. Managerial Competence, includes:
 - a) mastery of theory and fundamentals of educational management; b) mastery to design and arrange education management programs; c) mastery of skills in carrying out educational management activities; d) mastery to evaluate the results of educational management activities; e) mastery of using educational management infrastructure skill; f) supports the management of National Education Standards; g) organizing staff; h) developing staff; i) making a decision; j) creating a conducive work climate; k) optimizing the use of resources; l) fostering staff; m) managing conflicts; and n) preparing a report.
3. Evaluation of technical competence, including mastery of madrasa

management: a) staffing administration; b) financial administration; c) administration of infrastructure; d) public relations administration; e) mailing and filing administration; f) student administration; g) curriculum administration; h) administration of special services; and i) ICT administration. The task referred to concerns the substantive aspects, aspects of the process, as well as aspects of the context of Islamic education management.

4. Assessment of personality competence includes: integrity and noble character; positive work ethic; self-control; confident; flexibility; thorough; discipline; creative, and innovative; responsible; neatness dress the sense of responsibility of doing practice; seriousness in practicing; timeliness (attendance, task completion; ability to work; interest and attention in practicing; politeness; sincerity in correcting mistakes/deficiencies during PLP I.
5. Social competence including teamwork; excellent service; organizational awareness; communicate effectively; and building working relationships.

Supervisor of PLP/Internship I activities in madrasas are tutors, field supervisors (DPL), and students. PLP I assessment refers to the form determined by the organizing committee (see appendix). Thus, the final score of PLP I is a combination of orientation and observation values,

managerial competence, technical competence, personal competence, and social competence. The final score of PLP/Madrasa Internship I submitted to the MPI Study Program Faculty of Tarbiyah and Teacher Training in the form of numeric and letter score/grade.

Table 2. Grade of PLP / Madrasah Internship

Grade (Number)	Grade (Letter)	Point/Interpretation
80 – 100	A	4,00
70 – 79	B	3,00
60 – 69	C	2,00
50 – 59	D	1,00
0 – 49	E	0,00

Students are declared to pass and succeed in the PLP/Madrasas Internship I activities if they have obtained a final grade of at least B (70 point value). If the students have not reached the minimum grade, they are not permitted to take PLP II programs. The PLP I assessment mechanism is as follows: 1) the observation grade is determined by the supervisor; 2) the competency grade is determined by the tutor teacher, the supervisor, and the assessment between students; 3) field supervisor lecturers submit grades to MPI Study Program; and 4) processing the final

grade of PLP I by the Study Program Lecturers.

CONCLUSION

Professional Training Practices (PLP)/Madrasa Internships can improve the competencies of the MPI Study Program graduates as candidates for education administration staff in madrasas including personality, social, engineering, and managerial competencies. Personality competence is manifested in the form of soft skills, such as communication and adaptation skills in the world of work. Social competence is manifested in the

form of social skills in madrasa (with teachers, education personnel, students). Technical and managerial competence is realized in the form of the ability to manage teamwork and accuracy in working. Improving student competency through the internship program is quite well implemented, indicated by the knowledge and competence of students in preparing activity planning, implementing activities, evaluating and administering in madrasas. This shows that PLP/Internship activities can improve the quality and competence of MPI graduate students and shape student capacity in management competencies in the Madrasa Education unit. PLP/Internship activities have a positive impact on MPI graduates, and it is recommended that all MPI Study Programs around Indonesia can conduct similar activities so that Indonesian MPI Study Program graduates have the same ability to become prospective educational administration staff in madrasas.

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