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OPTIMISING THE QUALITY OF SCHOOL WORK PROGRAM IN IMPROVING STUDENTS' PERSONALITY COMPETENCE: A CASE STUDY AT AL AZHAR ISLAMIC JUNIOR HIGH SCHOOLS 6 AND 9 BEKASI

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ABSTRACT

Education in Indonesia faces serious challenges related to quality and equity, as shown by its low global ranking. This research focuses on optimising the quality of school work programs as an effort to improve students' personality competencies at Al Azhar 6 and 9 Bekasi Islamic Junior High Schools, emphasising the importance of character education in the context of formal education. Using a descriptive qualitative approach, data were collected through semi-structured interviews, direct observation and document analysis, and participants were purposively selected to explore in-depth information about the implementation of the school work programme. The results showed that structured planning and organisation of the work program contributed significantly to improving teachers' personality competence and student enrolment stability, while continuous implementation, control and evaluation supported improved students' academic and non-academic achievements. The findings support the importance of collaboration between principals, teachers and parents and the use of technology and SMART methods in planning, although there are limitations related to the scope of participants and the subjectivity of the data collected, so further research is needed to extend the generalisability of the results.

A. INTRODUCTION

A common statement often used by Indonesian academics is that the quality of education in the country is far from ideal. This statement is based on data released by Worldtop20.org, where Indonesia's education ranking in 2023 is 67th out of 209 countries in the world. Indonesia ranks alongside Albania in the 66th position and Serbia in the 68th position. In 2023, Denmark ranked first in the world's education ranking, followed by South Korea in second place and the Netherlands in third place. The top 20 education rankings for 2023 are Denmark, South Korea, Netherlands, Germany, Ireland, Sweden, Finland, Slovenia, France, Belgium, Australia, Iceland, Japan, United Kingdom (UK), Norway, Canada, Spain, Israel, Russia, and Poland (Zarawaki, 2023).

Despite the abundance of human resources, education in Indonesia has not been equitable. Educational inequality is a complex problem in many countries, including Indonesia. Some of the causes of educational inequality in Indonesia include inequalities in teacher quality and access to higher education. Socioeconomic factors also affect students' access to quality education. The Indonesian government continues to address these inequalities with programs, especially for poorer groups and those in remote areas. Education in Indonesia still faces various challenges, such as low education quality, access and participation issues, and unequal distribution of teachers (Hamasy 2023).

Currently, Indonesia is not only trying to improve the quality of education but also revising the existing education system and quality standards. Teacher quality is a determining factor in the quality of education in Indonesia. Teachers' pedagogic competence plays a role in developing educational standards in schools. According to the *World Economic Forum* report and the results of the *Programme for International Student Assessment* (PISA), the quality of education in Indonesia is still concerning and has a low ranking in reading, mathematics, and science skills. The results of the 2022 *Program for International Student Assessment* (PISA) study were recently announced on December 5, 2023, and Indonesia ranked 68 out of 81 countries, with scores of 379, 398, and 371 in mathematics (379), science (398), and reading (371) (Alam, 2023).

Meanwhile, society's demands for the quality of *inputs, processes, outputs, and outcomes* of school activities are increasing. In addition, the development of the school's internal and external environment, especially with current technological advances, is important. The impact of progress in all aspects of life is significant in the field of education. Thus, the development of education in Indonesia is carried away by the current of globalization, which, although not liked, inevitably must be followed (Mayasari, 2021).

This research focuses on optimizing the quality of school work programs to strengthen students' personality competencies at Islamic Junior High Schools Al Azhar 6 and 9 Bekasi. The phenomenon raised in This study highlights the importance of character education in schools as an effort to shape students' good personalities. Character education not only serves to improve academic achievement but also to shape students' character and morals, which are important aspects of education in Indonesia (Aprily 2019; Anwar and Rosyad 2021). In this context, a quality school work program is key to achieving this goal.

Data and evidence suggest that effective character education can improve the overall quality of education in schools. Previous research has shown a positive relationship between the principal's leadership style and achievement motivation on teacher work productivity, which in turn affects the quality of education received by

students (Komariyah, Murniati, dan Egar 2021; Syafii, Saied, dan Hakim 2023). In addition, other studies have revealed that implementing character education in junior high schools can significantly impact students' character. This suggests that a well-planned and structured school work program can contribute to strengthening students' personality competencies.

The importance of character education in schools is further strengthened by studies showing that it can help students develop positive attitudes and behaviors (Rosyida 2023). For example, research conducted in several schools shows that extracurricular activities that focus on character education can improve students' religious character. Thus, optimizing the quality of school work programs oriented towards character education is important to create a learning environment that supports students' personality development.

Existing studies show that many schools in Indonesia have implemented character education programs using various approaches. However, challenges remain in its implementation, such as a lack of understanding of the importance of character education among educators and students (Dewi, Suresman, dan Suabuana 2021; Anwar dan Umam 2020). Therefore, this study aims to explore how SMP Islam Al Azhar 6 and 9 Bekasi can optimize their school work programmes to improve students' personality competencies.

The first relevant study showed that good education management positively influences students' character building. This study emphasizes the importance of the principal's role in creating a school culture that supports character education. In addition, a second study showed that developing creativity and critical thinking skills in specific subjects can contribute to students' character education. This suggests that a holistic approach to education can improve the quality of students' character. The third study highlights the importance of collaboration between schools and parents in supporting character education (Sunariati 2023). This study shows that parents' involvement in students' character education can increase the effectiveness of programs implemented in schools. Thus, optimizing the quality of school work programs should involve all stakeholders, including teachers, students, and parents, to achieve the desired character education goals.

In the context of education, especially at the junior secondary school level, the quality of school work programs must be optimized to improve students' personality competencies. The foundation for the positioning of this research focuses on an in-depth understanding of how effective work programs can contribute to student character building. In this case, Islamic Junior High Schools Al Azhar 6 and 9 Bekasi are relevant objects of study, given that both have a good reputation for character education development. This study seeks to identify key elements in the work programme that can be optimized to achieve the desired character education goals.

This research is positioned in the context of the importance of character education in formal education in Indonesia, which is in line with the government's policy on character education. This positioning argument is based on the fact that character education serves not only to improve academic achievement, but also to shape students' good personalities, which is an important aspect in the formation of a quality generation. Thus, this study seeks to make a significant contribution towards the development of a better education model that not only focuses on academic aspects but also on the formation of students' character.

The main objective of this study is to explore and analyze how optimizing the quality of school work programs at SMP Islam Al Azhar 6 and 9 Bekasi can improve students' personality competencies. This study aims to identify the best practices in the work programs that have been implemented in both schools, as well as the challenges faced in their implementation. In addition, this study aims to provide recommendations that can be used by schools to design more effective work programs oriented towards character education. The objectives of this study include several important aspects. First, this study aimed to identify the key elements in the school work program that contribute to strengthening students' personality competencies. This includes analyzing the curriculum, extracurricular activities, and teaching methods applied at SMP Islam Al Azhar 6 and 9 Bekasi. Second, this research also aims to evaluate the effectiveness of the existing work programme, taking into account feedback from students, teachers, and parents. Third, this study is expected to provide greater insight into the challenges faced in implementing the work programme and the strategies that can be applied to overcome these challenges. Thus, the results of this study are expected to make a meaningful contribution to the development of character education at the junior secondary school level in Indonesia.

B. METHOD

This study used a descriptive qualitative approach to explore and analyze the optimization of the quality of school work programs in improving students' personality competencies at Al Azhar 6 and 9 Bekasi Islamic Junior High Schools. This approach was chosen because it can provide an in-depth understanding of the character education practices implemented, as well as the challenges and successes of its implementation as an integral part of the education curriculum in Indonesia. The participants in the study included principals, teachers, students, and parents, who were selected through a purposive sampling technique to ensure that the information obtained was relevant and comprehensive regarding the implementation of school work programs and character education (Indarwati 2020).

The instruments used included semi-structured interviews, direct observation, and document analysis. The research procedure began with preliminary data collection through a literature study to understand the context and background of character education in both schools. Next, in-depth interviews were conducted with various stakeholders to explore information related to the implementation of the school work programme and its impact on students' personality competence. Observations were conducted during teaching and extracurricular activities to obtain contextual data, and document analysis was conducted on the curriculum, lesson plans, and school activity reports.

The data obtained were analyzed using the qualitative analysis technique of the Miles and Huberman model, which includes the stages of collection, reduction, presentation, and conclusion drawing. This technique allowed the researcher to filter out relevant data and present it in the form of narratives or tables that facilitate understanding, as well as identify the main themes that emerged from the data. A data triangulation approach, through a combination of interviews, observations, and document analysis, was used to increase the validity of the findings and provide a comprehensive picture of the effectiveness of school work programs in improving students' personality competencies (Carlyna, Ahmad, dan Kesumawati 2022).

C. RESULT AND DISCUSSION

The results of the researcher's in-depth study at Al Azhar Islamic Junior High Schools 6 and 9 Bekasi showed that all of the National Education Standards (SNP) of these schools have been fulfilled. However, in the process of obtaining new students, it is known that there are several things that still look odd from the quantity of educational input, which is also a parameter of the quality of the school program in the three Al Azhar Islamic Junior High Schools.

Table 1. Condition of Students at Al Azhar 6 Islamic Junior High School Bekasi
Study Year 2018/2019 - 2023/2024

Class	Year of Study					
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Class VII	124	144	105	106	94	128
Class VIII	157	124	144	105	106	94
Class IX	147	157	124	144	105	106
Total	428	425	373	355	305	318

Source: Processed by the School Administration.

The condition of students at Al Azhar Islamic Junior High School 6 Jakapermai, Bekasi City, over the past 6 (six) years, as recorded in Table 1 above, shows that from the 2018-2019 academic year to the 2023-2024 academic year, the number of students fluctuated. In the 2018-2019 academic year, conditions were quite good, and the number of students was 428. However, in 2023-2024, the number of students decreased by 110, bringing the total number of students to 318.

Table 2 Condition of Students at Al Azhar 9 Islamic Junior High School Bekasi
Study Year 2018/2019 - 2023/2024

Class	Year of Study					
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Class VII	180	132	139	83	87	97
Class VIII	172	182	132	142	89	86
Class IX	184	173	182	139	144	90
Total	536	487	453	364	320	273

Source: Processed by the School Administration.

In contrast to SMP Islam Al Azhar 6, the overall condition of students at SMP Islam Al Azhar 9 Bekasi has tended to decline since the 2018-2019 academic year. This condition is thought to be due to the influence of the school's work program. Along with the quality it carries as an Islamic educational institution. The number of students until the 2023-2024 academic year, which is a significant decrease of 273 students over the last 6 (six) years there has been a significant decrease, as many as 263 students.

From the overview of the three schools above, it can be concluded that schools that can maintain their academic and non-academic achievements through the quality management of their school work programmes are able to maintain the quantity of students throughout the year. Therefore, the above conditions cannot be separated from the quality management of school work programmes implemented, so that the school

programmes that are driven can improve teachers' personality competencies, which have an impact on teacher professionalism, student & school achievement, and *Stakeholders'* satisfaction

According to the results of the research, the number of students in the acquisition of new students (PMB) is strongly influenced by the quality management of the school programme implemented, as evidenced by the results of research by Leni Novita, Department of Philosophy and Sociology of Education, Education Policy Study Program, Faculty of Education, Yogyakarta State University. In her research entitled, "Indicators of School Quality According to the Perspective of Parents of Students at SMP Negeri 2 Bantul," Leni asserted that: 1) a quality school is determined from the results of school accreditation through the fulfilment of the National Education Standards (SNP); 2) Quality Indicators of SMP N 2 Bantul school, with the fulfilment of 8 (eight) SNP standards, and the school has a quality management of education programmes that are featured; 3) indicators of school quality according to parents of SMP N 2 Bantul students can be seen from: a) school accreditation; b) graduates who are accepted in the best schools; c) having teachers who have pedagogical competence, and perform well; d) achievement of UN results and UN average; e) achievement in competing, both in academic and non-academic; and f) good character (Novita, 2020).

Based on the above, it can be concluded that quality management of school work programmes plays a very important role in strengthening teachers' personality competencies at Al Azhar 6 and 9 Islamic Junior High Schools in Bekasi. Collaboration between teachers and principals, the use of technology, and continuous evaluation are the cornerstones of developing effective school work programs that are oriented towards improving teachers' personality competencies.

With good quality management, not only does the quality of students improve, but also the pedagogic competence of teachers improves, with the following discussion:

Planning

The research findings from the quality planning of the school work program at SMP Islam Al Azhar 6 and 9 Bekasi are very important to strengthen teachers' personality competence. This planning is the core of effective and efficient school work program management. In this context, the formulation of the school work programme is an important initial indicator for determining the direction and purpose of the activities to be carried out (Miftah, 2022).

The formulation of the school work programme involves identifying needs and objectives, collecting data, and determining concrete steps. In this case, a participatory approach involving various relevant parties at SMP Islam Al Azhar 6 and 9 Bekasi will ensure the program's representativeness and suitability to the school's needs. In planning the quality of school work programmes, the methods and ways of planning affect the smoothness and success of the programme implementation. The SMART (Specific, Measurable, Achievable, Relevant, Time-bound) method ensures clear, measurable, and appropriate results.

The involvement of the academic community, especially teachers, is important in planning the quality of school work programs. Through a participatory process, teachers at SMP Islam Al Azhar 6 and 9 Bekasi can provide their input and experiences to develop school work programs that are relevant and effective in strengthening their personality competencies (Dodent et al., 2022).

Organizing

The research findings from organizing the quality of school work programs are an important aspect of strengthening teachers' personality competence at Al Azhar 6 and 9 Islamic Junior High Schools in Bekasi. To achieve this goal, several indicators must be considered, including work specialization, authority, chain of command, delegation of authority, and span of control. First, work specialization plays a role in optimizing teachers' skills and abilities in carrying out educational tasks in schools. In this case, organizing the quality of school work programs needs to consider the selection and placement of teachers according to their competencies and interests (Permatasari, 2020).

Authority is an important indicator of the quality of school work programs. Teachers with clear authority can make decisions and act more effectively in carrying out their tasks. This will affect the strengthening of teachers' personal competence, as they have the authority to develop work programmes that suit the needs and abilities of learners. Furthermore, the chain of command is also an aspect to consider in organizing the quality of school work programs. A good and clear chain of command facilitates communication between school management and teachers, as well as between teachers and students (Yulisma et al., 2023).

In addition, delegation of authority also has a positive impact on strengthening teachers' personality competence. In organizing the quality of school work programs, school management needs to delegate tasks and responsibilities to teachers who have the competence and expertise to perform the assigned tasks. This will give teachers the opportunity to develop and feel more responsible for implementing the work programme. Finally, span of control is a determining factor in organizing the quality of school work programs. A good span of control will facilitate the supervision of the implementation of work programs by teachers at Al Azhar Islamic Junior High Schools 6 and 9 in Bekasi (Irwan et al., 2021).

Implementatio

The research findings from the implementation of quality school work programs at SMP Islam Al Azhar 6 and 9 in Bekasi can be adopted using a systematic and structured approach. For example, schools can set clear goals and objectives as guidelines for developing work programmes. In addition, the application of comprehensive evaluation methods is important to ensure that the work program runs effectively and efficiently.

Driving the quality of school work programmes involves all relevant parties in the decision-making process and implementation of the work programmes. In this case, strong leadership from the school is essential to effectively drive the quality of the work program. Principals can act as facilitators and motivators for teachers in strengthening their personality competencies through quality work programs (Irsyad Zamjani et al., 2020).

In implementing the school work programme, Al Azhar 6 and 9 Islamic Schools face many challenges, such as lack of resources, internal conflicts, and resistance to change. To overcome these challenges, schools can implement effective strategies, such as involving all *stakeholders* in decision-making, providing sufficient resources for education, and establishing good cooperation with related parties. In addition, schools

need to ensure transparency and accountability in managing the implementation and driving the quality of work programs (Hayudiyani et al., 2020).

Control

The research findings from the quality control of school work programs are an important step in strengthening teachers' personality competence at Al Azhar Islamic Junior High Schools 6 and 9 Bekasi. In decision-making, quality management of school work programmes must consider all relevant aspects to achieve the desired educational goals. This involves selecting the best work outcomes and evaluating their impact on the learning process (Santosa & Mushtofa, 2022).

In the coordination process, the quality of the school work programme must be optimized to ensure effective collaboration between all *stakeholders* involved. Good coordination minimizes errors or shortcomings in the implementation of work programs to strengthen teachers' personality competencies. The communication process is also an important factor in controlling the quality of school work programmes. Effective communication between all parties involved in the implementation of the school work programme strengthens cooperation and ensures that each party has a clear understanding of their duties and responsibilities (Sofian et al., 2023).

In addition, good information management is an important aspect of controlling the quality of school work programmes. Efforts to optimize the quality of school work programmes must ensure that any necessary information is available and effectively disseminated to all relevant *stakeholders*. With good information management, teachers at SMP Islam Al Azhar 6 and 9 Bekasi will be able to access relevant information and update their knowledge and skills, which in turn will strengthen their personality competence (Rahman Tanjung et al., 2022).

Evaluation

Research findings from the evaluation of the quality of school work programmes at SMP Islam Al Azhar 6 and 9 Bekasi show that to ensure that school work programmes are effective, it is necessary to evaluate various predetermined indicators, including effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy (Syukri, 2021).

When evaluating the quality of a school work programme, indicators of effectiveness are very important. This involves evaluating whether the school work programme has succeeded in achieving its stated objectives and producing expected *outcomes*. This evaluation will also show whether the teachers at SMP Islam Al Azhar 6 and 9 Bekasi have the required personality competencies. Furthermore, an efficiency evaluation must be conducted to ensure that the school's work programme is run in the most efficient way. This evaluation involves assessing the effective use of resources, such as time, effort, and budget, to strengthen teachers' personality competencies (Alam, 2023).

It is also important to evaluate the adequacy of the school's work program to ensure that all activities and resources required by teachers are adequately provided. This may involve assessing whether the school has provided the facilities, learning materials, and other support that teachers need to do their jobs well (Barnabas et al., 2022).

An evaluation of the equity, responsiveness, and appropriateness of school work

programmes also needs to be conducted. This involves assessing the equitable provision of educational opportunities and services to all students and the extent to which the school responds to the needs of individual students. In addition, measuring the appropriateness of the implementation of school work programmes will provide an overview of the extent to which the programmes can provide benefits according to the needs of students and teachers (Rosadi, 2021).

Solutions

The findings of this study show that there are a number of solutions that can be implemented to optimize the quality of school work programs at Al Azhar 6 and 9 Bekasi Islamic Junior High Schools. First, strengthening teachers' personality competence is an important first step. Schools can organize various training sessions and workshops for teachers, either internally or with the involvement of external parties. This training could include innovative teaching strategies, the use of technology in the classroom, and project-based learning. By strengthening teachers' personality competence, schools will be able to provide more effective and efficient learning for students (Angelina et al., 2021).

The second solution is to increase parental involvement. Parents are important partners in the educational process. Schools can organize regular meetings with parents, either individually or in groups. In these meetings, schools can convey information related to school work programs, student development, and various activities that will be implemented. In addition, schools can encourage parents to be actively involved in school activities, such as becoming school committee members or volunteering in teaching and learning activities. This active involvement from parents can build a strong synergy between teachers, students, and parents in improving the quality of school work programmes (Miftah, 2022).

The third solution is to pay attention to school funding. Schools need to provide an adequate budget to support work programs that aim to optimize school quality. This can be achieved by evaluating and managing existing resources. In addition, schools can seek additional funding through cooperation with external parties, such as foundations, sponsors, and other social organizations. With sufficient funding, schools can provide adequate infrastructure, conduct quality extracurricular activities, and support innovative and effective learning activities (Rahman Tanjung et al., 2022).

Implication

The final discussion of this research aims to explore the implications of optimizing the quality of school work programs on strengthening teachers' personality competencies at Al Azhar 6 and 9 Islamic Junior High Schools in Bekasi, Indonesia. The results of this study provide an overview of the efforts made by schools to strengthen teachers' personality competence through quality work programmes (Khairi, 2021).

In addition to teachers' personality competence, school work program financing is also an important indicator in this study. This study seeks to explore the real impact of optimizing the quality of school work programs on program financing at Al Azhar 6 and 9 Islamic Junior High Schools in Bekasi. Through a case study analysis, data were collected through interviews with school leaders and document analysis related to financing. The results of this study can provide an in-depth understanding of successful school financial management strategies and efforts made to overcome financing

constraints in implementing work programs (Rahman Tanjung et al., 2022).

In this context, the implications of optimizing the quality of school work programs also improve the quality and quantity of students at Al Azhar 6 and 9 Islamic Junior High Schools in Bekasi, Indonesia. Factors such as teaching patterns, student participation levels, and school and community support were analyzed in relation to optimizing the quality of school-work programs. Data collected through interviews, observations, and documentation studies were analyzed to identify the concrete implications of school work program quality on student quality and quantity. The results of this study provide valuable insights for SMP Islam Al Azhar 6 and 9 Bekasi in optimizing their school work programmes to improve the quality and quantity of students (Komara et al., 2023).

D. CONCLUSION

The study findings reveal that planning and organizing the quality of the school work program, which involves the active participation of all stakeholders, significantly improves teachers' personality competencies and the stability of student numbers at Al Azhar 6 and 9 Bekasi Islamic Junior High Schools. The study findings show that the implementation, control, and evaluation of an integrated school work programme not only improved students' academic and non-academic achievements, but also promoted better character building through the development of a supportive learning environment and the use of comprehensive evaluation strategies.

Evidence from the use of quality management theory and the constructivist approach in this study shows that the methods applied were able to address the research issues effectively, generating in-depth insights into the character education practices. However, this study has limitations, including the limited number of participants and the subjective nature of the data; therefore, generalization of the findings must be done with caution. Further research with a wider sample and complementary quantitative methods is expected to strengthen the findings and increase the validity and reliability of the results.

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