
INTERNATIONAL CONFERENCE OF MOSLEM SOCIETY

ISSN 2622-5840, Volume 3, 2019, Pages 317-329

DOI: <https://doi.org/10.24090/icms.2019.2338>

Proceeding of 3rd International Conference on Empowering Moslem Society in the 4.0 Industry Era

Efforts to Improve the Quality of Islamic Education Institutions in the Millennium Era: Case Study in MI Darwata Mujur Lor Kroya Cilacap

Mursida Aziz

State Institute on Islamic Studies Purwokerto, Indonesia

4zizms@gmail.com

Abstract: In the millennium era, the competition between educational institutions is getting tougher. If an institution does not innovate in improving an educational institution, it will lag behind other educational institutions. After the researcher observed the MI Darwata Mujur Lor Educational Institution, the researcher found a lack of proportional improvement in the ability of teachers and a lack of networks that were integrated with the community. The purpose of this study was to determine the efforts made by MI Darwata Mujur Lor in improving the quality of its institutions. The type of the research is descriptive research. Descriptive research is done by collecting data as much as possible which is supporting factors that influence it then explained according to the data found. Data collection techniques in this study were interviews, observation, surveys and documentation. The analysis technique of this study used taxonomic analysis that is the analysis of the chosen domain which is further elaborated to find out the internal structure using focused observation. The results showed that efforts to improve the quality of educational institutions in Darwata Mujur Lor in the aspects of teacher professionalism were carried out by improving the profession individually, and increasing teachers through professional organizational channels, and network aspects carried out by conducting workshops / training internally, collaborating with school committee, collaborate with the community, and collaborate with local agencies and non-governmental institutions.

Keywords: *educational institution, teacher, millennial era*

A. Introduction

Today a reality that cannot be denied is that education has an important role for human life. With education, humans will be able to embody the potential of humanity and divinity in him. Because human beings are basically natural beings, without sin, like white paper without stains. Education ideally rooted in society because each society has a value system that is believed, obeyed and implemented in order to maintain

harmonization in society (Sumiarti, 2017, p. 240).

Islamic education institutions are part of Islamic education institutions that have a strategic position from the cultural side where Islamic character can be built in a moderate manner. For the case with the madrasa also has a strategic position from the political side where its existence can be used as a parameter of Islamic strength.

In this competitive millennial era, an educational institution should make strategic

efforts to maintain and even improve the quality of its madrasas. One indicator of quality education institutions is the achievement of student learning outcomes according to the KKM (minimum completeness criteria). This indicator will describe the quality of madrasas based on educational processes and outcomes. In addition, the student graduation rate reaches 100% and the number of students who meet the standard ratio is 1 teacher : 15 students.

About five years ago, there were still many students' learning outcomes at MI Darwata Mujur Lor who scored under KKM both at the Middle Semester Assessment (PTS), Final Semester Assessment (PAS), and End of Year Assessment (PAT). In addition, the number of students is still very alarming, which only has 50-60 students. With an average of 6 students per class. This is due to several factors. One of them is the quality of Islamic education institutions when viewed from the first side of the educator. The first is the lack of implementation of the MBM (madrasah-based management). Both lack of facilities and completeness of learning and still lack of effective and efficient learning. Third, the teacher's lack of optimal ability in learning in both the skills and knowledge of education, the four lack of integration of networks with the community in improving the quality of education. Against the background of the above problems, the researchers tried to find out ways to improve the quality of Islamic education institutions in MI Darwata Mujur Lor. With the focus of the problem, the researcher took the title "Efforts to Improve the Quality of Islamic Education Institutions in the Millennium Era (Case Study in MI Darwata Mujur Lor, Kroya Sub-District, Cilacap Regency)".

Referring to the background description of the problem, problems can be drawn to serve as the basis for making this paper. The formulation of this problem is, "What are the efforts to improve the quality of Islamic education institutions in MI Darwata Mujur Lor in the Millennium Era?"

B. Method of Collecting Data

The method that will be used in this research is descriptive method, which is an investigation method that aims to solve an actual ongoing problem at this time. Descriptive method is chosen as a research method because in its implementation it is not limited to data collection only, but will also arrive at organizing, processing, and drawing conclusions based on the results of the analysis.

In order to support the use of descriptive methods, data collection is carried out using data collection techniques as follows:

1. Observation

Observation is a way of collecting data by investigating techniques both directly and indirectly. (Winarno Suharman, 1989: 9). This technique will be used to look for data on the efforts that have been made by MI Darwata Mujur Lor in improving the quality of its institutions. In making observations, researchers choose certain times that are effective in retrieving data.

2. Interview

In its implementation, the interview will be conducted with the head of the foundation that houses the institution, the head of the madrasa and the teacher. The problems interviewed with them are classified as their respective duties. As a tool in the interview a list of questions will be interviewed and for writing.

C. Efforts to Improve the Quality of Islamic Education Institutions

1. Understanding the Quality of Institutions

Quality is a picture and overall characteristics of goods, services or people who show their ability to satisfy expected or implied needs. (Rohiat, 2009: 52). Institutions according to language are "bodies" or "organizations" (gathering places). (Umar, 2011).

Based on these definitions, it can be concluded that the quality of institutions is

a body or organization that has a comprehensive picture and characteristics of goods, services or people who show their ability to satisfy expected or implied needs that have specific objectives.

2. Network aspect or public relationship
a. Definition of network or public relationship

According to Ibnu Syamsi in his book (Suryosubroto, 2004: 154) Network or public relationship is an activity of the organization to create harmonious relations with the community so that they support it consciously and voluntarily

b. Network function or public relationship

According to (Suryosubroto, 2004: 154) network functions or public relationships are as follows:

- 1) Regulate the relationship between madrasas with parents or guardians of students
 - 2) Maintaining good relations with the Education Organizing Agency (BP3).
 - 3) Choosing and developing good relations for madrasas with government, private, and social organizations.
 - 4) Provide understanding to the public about the function of the madrasa through various kinds of communication techniques.
- c. Classification of types of network activities or public relationships
- According to (Suryosubroto, 2004: 163-164) network management or public relationships include:

1) External activities

External activities always relate to the public or the general public outside the citizens of certain institutions. There are

two possibilities that are carried out namely direct activities and indirect activities.

2) Internal activities

This activity constitutes publicity in its target is none other than the citizens of the institution concerned.

D. Definition of Basic Islamic Education Institutions

The basic level of Islamic education institutions is a form of organization that is held to develop basic-level Islamic institutions that are both permanent and changing and have certain patterns in acting out their functions, and have their own structures that can bind individuals in their shade so that this institution has its own legal force. (Umar, 2011). At the beginning of the 20th century among the Muslims of Indonesia learned a new consciousness emerged to address the conditions of Islamic education in Indonesia that was experiencing retardation. They are very open to ideas or thoughts that lead to change and progress and strive to provide the best solution. Among these efforts was to establish Islamic institutions of modern style (Malisi, 2017, p. 44)

1. Network Aspects or Public Relationship

According to (Director General of Diniyah and Pondok Pesantren education, 2009: 20) the network aspects in the existing potential management in the form of strengthening community participation and cooperation in the management of basic Islamic education education institutions need to:

- a. Inform and report on the condition of institutions and good education programs that have been or will be implemented in the community.
- b. Form a group or parent guardian of students or santri. Intended as a medium for reporting the development of educators to stakeholders and the media to provide

input in the implementation of education.

- c. Acting the community in each event. This is intended to foster a sense of belonging for the community.
- d. Cooperate with the private sector, government and other communities.

According to (Director General of Diniyah and Pondok Pesantren education, 2009: 20) the network aspects in the existing potential management in the form of strengthening community participation and cooperation in the management of basic Islamic education education institutions need to:

- a. Inform and report on the condition of institutions and good education programs that have been or will be implemented in the community.
- b. Form a group or parent guardian of students or santri. Intended as a medium for reporting the development of educators to stakeholders and the media to provide input in the implementation of education.
- c. Acting the community in each event. This is intended to foster a sense of belonging for the community.
- d. Cooperate with the private sector, government and other communities.

2. Improving teacher quality

According to (Suryosubroto, 2004: 190-192) efforts to increase teachers / educators are carried out with various programs including:

- a. Improvement of the profession individually

Improvement of the profession individually is done by:

- 1) Improvement through upgrading
 - a) Upgrading with certain media
 - b) Upgrading carried out by certain Ministry of Religion or certain institutions and

through project programs by the government

- c) Upgrading carried out by the private sector and in collaboration with the government.

2) Increasing teachers through self-study

In this case the teacher selects the books that are needed in accordance with the interests in the teaching and learning process.

3) Enhancing teachers through a media by using technology

Teacher enhancement is done by using electronic media that develops according to the current needs of the internet and others.

- b. Teacher improvement through the PLPG pathway

Based on the Teacher and Lecturer Law article 10 (1) concerning educators who have competencies, pedagogical competencies, professional competencies, personality competencies, and social competencies obtained through professional education.

The four competencies above can only be produced through the implementation of quality education. Therefore, educators have a very strategic role, function, and position. It is oriented to the coordination of education, the competence of educators (teachers) has a very important role. Because it supports teaching staff (teachers) as well as one component in teaching and learning activities that have a very decisive position in learning, because the main function of educators (teachers) is to encourage, train, and improve learning. Thus the quality of the teaching staff (teacher) has a role and key in the entire education process. In this case the strength and quality of education of a country can support by using the quality factor of the educator (teacher) as

one of the main leaders. That is the reason, among others, the quality assurance of educators (teachers) is a factor associated with learning. The more truly a government is to build its country, the more important the position of quality of educators (teachers).

In Government Regulation No. 19 of 2005 article 2 (1) that: "National standards of education consist of standards of content, process, competency of graduates, educators and education, facilities and infrastructure, management, financing, and assessment of education which must be planned and periodically improved "

The standards of educators and education staff in SNP article 28 (1) that: "Educators must have academic qualifications and competencies as agents of learning, physically and mentally healthy, and have the ability to realize national education goals". Whereas paragraph (2) explains that: "the academic qualification as referred to in paragraph (1) is the minimum level of education that must be fulfilled by an educator as evidenced by the relevant diploma and / or certificate of expertise in accordance with applicable legislation". Whereas in paragraph (3) it explains that: "competence as a learning agent at the level of primary and secondary education and early childhood education includes: pedagogical competencies, personality competencies, professional competencies, and social competence". The standard in question is a criterion that has been developed and established based on effective sources, procedures and management. While the criterion is something that describes the desired size and circumstances.

Conceptually, standards can also function as a tool to ensure that the education programs of a profession can provide qualifications of abilities that must be fulfilled by candidates before entering

the profession concerned. Professionalism and competence are two things that determine the parameters of a person who is qualified or not qualified. Both are two things that are not separate from each other.

Brokko and Stone (1995) cited by E. Mulyasa suggests that teacher competence is a qualitative description of the nature of meaningful teacher behavior. While Charles (1994) quoted by E. Mulyasa suggests that competence is a rational behavior to achieve the required goals in accordance with the expected conditions. Whereas in the Republic of Indonesia law number 14 of 2005 concerning teachers and lecturers, it is explained that: "competence is a set of knowledge, skills and behaviors that must be owned, internalized, and mastered by the teacher or lecturer in carrying out professional duties. 11 According to Oemar Hamalik that teachers in work can carry out their functions and school goals, teachers must have competencies as follows:

- a. The teacher is able to carry out his roles successfully.
- b. The teacher is able to work in an effort to achieve school education (instructional) goals.
- c. The teacher is able to carry out his role in the teaching and learning process in the classroom.

From the description above, it appears that competence refers to the ability to carry out something obtained through education; Teacher competence refers to performance and rational actions to meet certain specifications in carrying out educational tasks. It is rational because it has direction and purpose, while performance is real behavior in the sense that it can not only be observed, but includes something invisible. Competence is the main component of professional

standards in addition to the code of ethics as a regulation of professional behavior established in certain procedures and supervision systems. Competence is interpreted and interpreted as an effective behavioral device that is related to exploration and investigation, analyzing and thinking, and giving attention, and perceiving that directs someone to find ways to achieve certain goals effectively and efficiently. Teacher competency is a combination of personal, scientific, technological, social, and spiritual abilities that formally form the standard competence of the teaching profession, which includes mastery of material, understanding of students, learning that is educational, personal development of professionalism.

According to Nurfuadi (2012: 71-94) who quoted from the Teacher and Lecturer Law article 10 (1), there are 4 teacher competencies, including:

1. Pedagogic Competence

National Education Standards (SNP), an explanation of article 28 (3) point a is stated that pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize various competencies that it has.

According to Slamet PH, quoted by Syaiful Sagala, the pedagogic competence consists of sub-competencies (1) contributing to the development of KTSP related to the subjects taught; (2) developing syllabus based on competency standards (SK) and basic competencies (KD); (3) implementing the learning implementation plan (RPP) based on the syllabus that has been developed; (4) designing learning management and class management;

(5) implementing pro-change learning (active, creative, innovative, experimental, effective and enjoyable); (6) authenticating student learning outcomes; (7) guiding students in various aspects, for example: lessons, personalities, talents, interests and careers; and (8) develop professionalism as a teacher.

2. Professional Competence

National Education Standards (SNP), the explanation of article 28 (3) point c stated that what is meant by professional competence is the broad and profound mastery of learning material that enables students to meet competency standards set out in the National Education Standards. Professional competence of a teacher must at least have mastery including:

The subject matter is broad and in-depth in accordance with the standard content of the education unit, subject matter, and or group of subjects to be taught, and

Relevant concepts and methods of scientific discipline, technology or art, which are conceptually overshadowing or coherent with the educational unit program, subjects, or groups of subjects to be taught.

3. Personality Competence

The term personality is used in psychology disciplines that have an understanding of "the essential nature reflected in one's attitude". The word personality is taken from the translation of words derived from English, namely the word personality, which has an understanding of the characteristics and typical behavior of someone who distinguishes them from others (Kartini Kartono and Dali Gulo: 1987) .19 National Education Standards (SNP), explanation Article

28 (3) point b, it is stated that what is meant by personality competence is a strong, stable, mature, wise, and authoritative personality ability to be an example for students and noble character. Personality competency has a huge effect on the growth and personal development of students. This personality competence has a very important role and function in shaping the personality of the child, in order to prepare and develop human resources as well as the welfare of society, the progress of the country, and the nation in general.

4. Social Competence

National Education Standards (SNP), an explanation of article 28 paragraph (3) point d, stated that what is meant by social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents or guardians of students, and surrounding communities.

Social competence can also be interpreted as the teacher's ability to foster and develop social interaction both as a professional and as a member of the community. Thus, an educator (teacher) should not only be responsible in the classroom, but must color the development of students outside the classroom. In other words, educators (teachers) are not just people who are present in front of the class to convey certain knowledge material, but also community members who must actively participate in directing the development of students into community members.

Based on the above description, it can be understood that the competency standard of the teaching staff (teacher) is a measure that is set

or required in the form of mastery of knowledge and proper behavior of a teacher to occupy functional positions according to the task, qualification and education level so that teacher quality can be known. The competency standard of the teaching staff (teacher) aims to obtain a standard reference in measuring teacher performance to obtain teacher quality assurance in improving the quality of the learning process. Thus, the competencies possessed by each teacher (teacher) will show the quality of the teacher in teaching. These competencies will be realized in the form of mastery of knowledge and professionals in carrying out their functions as teachers. This means that the teacher must not only be smart but also good at transferring knowledge to students.

c. Increasing teachers through the path of teacher professional organizations

The path of professional organizations is an organization or association that has certain ties from a type of expertise or position such as PGRI. Regarding the form of increasing teachers through professional organizations, among others:

- 1) Teacher working group discussion (KKG)
- 2) Field trips
- 3) Organizational bulletins

Efforts made according to (Directorate General of Islamic Religion, 2004: 40) in the development of educators in this case are teachers are:

- 1) Providing broad opportunities for everyone to improve professionalism through training and further study.
- 2) Giving legal permission and security to teachers and other

education personnel in carrying out their duties.

3) Network quality improvement

According to (Rohiat, 2009: 93) the strategy of improving the quality of basic Islamic education institutions is carried out by:

a. Conduct workshops / training internally

Internal training is carried out to improve the ability of madrassas to collaborate with other parties so that the results obtained are satisfactory. The form of the training is communication of culture with the community, the skills of the surrounding culture and others in part.

b. Collaborating with the madrasa committee

The form of cooperation with the madrasah committee is to make the most effective savings in efforts to socialize the environment so that the programs carried out at the madrasa can run well and receive support from the local community.

c. Cooperating with the community

Collaboration carried out in an effort to improve the network is intended so that ordinary people understand and understand and are willing to accept what is expected by the madrasa and the surrounding community or other institutions. Madrasahs usually communicate with the community to understand the need for community education and development. This form of collaboration is directly involved / directly involved in the

commemoration of religious holidays, August 14 and so on.

d. Collaborating with local agencies and non-government institutions.

Collaboration with local agencies and non-governmental institutions is carried out in increasing network institutions. The strategy implemented is by carrying out a memorandum of cooperation for the improvement and development of even material or non-material.

E. Discussion

1. General Description of MI Darwata Mujur Lor Kecamatan Kroya

This Madrasa is precisely located on Jl. Mujahideen No. 01 Mujur Lor Kroya Subdistrict Cilacap Regency Postal code 53282. Kroya Sub-District itself is located in the south border of Banyumas-Cilacap district, on the east it is bordered by Nusawungu sub-district, south of Adipala District, west of Sampang District. The existence of Cilacap district itself precisely on the southern island of Java is directly adjacent to the Indian Ocean and Nusa Kambangan island.

MI Darwata Mujur Lor Kroya Subdistrict is located in the interior and far from the city center. This Madrasah is more precisely located in Tegalanyar hamlet, Mujur Lor village, with the northern boundary bordering the village of Buntu (SDN Buntu 03), on the east bordering Pecangakan hamlet (MI Muhammadiyah Mujur Lor), on the south bordering the Kranding hamlet, and on the west bordering with Hamlet Rawaseser (SDN Mujur Lor 01 and SDN Mujur Lor 02).

With such a geographical area, the feeling of seclusion between madrassas was felt. This is very felt when registering students at the beginning of the school

year. Each educational institution competes with the attention of the community to entrust their children to be included in their respective educational institutions.

2. Quality Improvement of Islamic Education Institutions

Efforts to improve the quality of Islamic education institutions are important in an effort to improve the quality of education in madrasas in particular. Madrasah developed from a reactive attitude to be proactive towards community development into social reconstruction. Being social reconstruction means that madrasah education needs to actively participate in giving patterns and directions to the aspired society. For this reason, independence reaches excellence, the philosophy outlined in a visionary madrasa education development strategy, provides more strategic additions, and further enhances human dignity. Improving the quality of Islamic education needs to be designed and developed that is able to reach long-term time, capable of producing significant changes in the direction of the vision and mission of education from an established institution.

3. Improved Management Quality

Improving the quality of management in basic Islamic education institutions is important. Management is a process of planning, coordinating, scaling and monitoring activities carried out in an Islamic education institution in particular. Improving management quality can be used for madrasah improvement programs. Improved management of basic Islamic education institutions planning activities to supervision must run one goal, namely the vision and mission of education to be achieved. This is a wrong development model that is managed and adapted to each madrasa.

Efforts to improve management quality carried out in educational institutions include the MBM (Madrasah Based Management) program. The implementation of MBM in Darwata Mujur Lor MI has actually been done well. According to (Rohiat, 2009: 58) as for the main purpose of the MBM, namely the characteristics of Madrasah-Based Management (MBM). Characteristics of Madrasah Based Management (MBM) include: input, process and output that runs one purpose.

Increasing the input aspects carried out in MI Darwata Mujur Lor include: planning up to supervision, namely implementing policy strategies and patterns of madrasa development carried out by the board of teachers and all employees, recruiting students tailored to the needs of madrasas, making readiness for teaching staff and employees administration in order to have competence in their fields, as well as improving academic quality.

Whereas the process in MBM is the first way the teacher teaches effective and efficient lessons to his students for example by practice, discussion and combined with learning media in the madrasa environment. Both leadership of the head of the madrasa are right and firm. The head of the madrasa will take the right action when there is a problem both for the teacher or the student who violates the discipline. While the third to create a safe and orderly environment is done by creating harmonious relationships and establishing friendship between teachers, students, parents and employees.

Output in an effort to improve management in madrasas by means of input and process must be integrated with each other so that academic and non-academic achievements can be achieved. This is evidenced by the existence of the UN exam all students can 100% pass.

While MI Darwata Mujur Lor non-academic achievements have been Central Java level dumband champions, and several times won recitations, scouts, athletics, chess, arts etc.

4. Improving the quality of learning

Learning is an activity carried out by the education component, namely teachers, students and others in the madrasa environment at a certain period. In an effort to improve the quality of learning in MI Darwata Mujur Lor the efforts made are in the first way emotional-oriented learning, namely efforts to increase emotional learning by incorporating religious values as the most important element in building the character of students. This is in accordance with the 2013 curriculum which always prioritizes spiritual and social attitudes in students. The effort that is carried out is by the method of direct practice both worship and procedures for dealing with other people. By the teacher it is usually done by using the 2013 curriculum approach such as scientific, inquiry, discovery and using demonstration, memorization, and practice methods directly by involving students.

Efforts to improve the learning of the social aspects of students are taught teacher exemplary and also how to behave well with the value of cultural modesty of the local community. For example, you must always respect and respect your parents, love local customs and other cultures. Form of learning with the method of introduction directly, pact and evaluation with a test.

Efforts to improve the quality and learning outcomes of cognitive, affective and psychomotor aspects in students are adjusted to the curriculum set by the madrasa, for example KTSP for grades 3 and 6 and Curriculum 2013 for grades 1,2, 4, and class 5. Efforts to improve the

quality of learning related to cognitive by adding additional hours especially for grade 6 to prepare for the national exam. Besides that the method of compaction towards subjects that are included in the National Examination (UN) is often done considering the target obtained by the madrasa is to pass 100%. Physical learning efforts are carried out by teachers having to make physical contact by prioritizing aspects of religious morality, namely shaking hands, rubbing students' heads, rebuking in a good way if students are wrong and so forth.

This is in accordance with the opinion (Baharuddin, 2009) which says that social, emotional, cognitive and physical aspects are efforts in learning so that the quality of education can increase. It is all done by involving teachers and students in the learning process within the madrasah.

5. Improving the Quality of Educators / Teachers

In an effort to improve educational institutions in Darwata Mujur Lor in the case of educators is to include equalization of diplomas for teachers who have a diploma that is not in accordance with the program, for example a teacher who holds a Bachelor of Economics degree. In addition, it includes teachers who are not SI to participate in the scholarship program implemented by the Ministry of Religion in collaboration with Universities as partners. The description of the education and training scholarship program is as follows:

Educational scholarships are a form of educator development in order to create and develop higher knowledge skills and education levels compared to before. Implementation in the form of scholarships at Darwata Mujur Lor MI has been optimal. In general, teachers who teach at MI Darwata Mujur Lor already have SI education. Both teachers get a

diploma on a scholarship or at their own expense.

For optimal activity, it is inseparable from the madrasa's stubborn efforts to always seek information and propose these teachers to obtain scholarships from the government. This is done repeatedly and continuously by involving qualified teachers. The results obtained turned out that there were already several teachers who received college scholarships, especially the equalization program. By obtaining scholarships, the quality and quality of educational institutions in MI Darwata Mujur Lor is increased.

Improving teacher quality will not be separated from increasing teacher competency and must be in accordance with the standardization system of teachers in each type and level of madrasah education (competency standards). The purpose of developing teacher competency standards is to establish a measure of the ability of knowledge and skills that must be mastered by a teacher to be professional in planning and managing the learning process in the madrasa. Increasing teacher competency can be done through in-service training programs (in service training). The training implies that after training the teacher will be motivated by his motivation to improve performance, ways of learning or refreshing his knowledge and information. Training is generally interpreted as an activity to improve the control of various skills and techniques for implementing certain work in a very short time. Teacher training is usually carried out by training institutions or education / MoRA offices appointed to provide facilities to teachers to carry out these activities.

Today teacher training is an urgent part, especially after reform. Therefore for the future the teacher training must be tied to at least four components of

competency put forward, namely (1) general cultural competence (general culture) or so-called social competence, (2) special academic competence (special scholarship), also called field competence certain academic knowledge. (3) professional knowledge competencies that show their teacher types, (4) competencies related to art and technical skills (art and technical skills) which are demonstrated.

And even more important in the effort to improve the quality of educators is the implementation of the PLPG program (Teacher Professional Training and Training). Teacher Professional Education and Training is a government program that aims to guarantee the fulfillment of teacher competency standards. These competencies are: pedagogic, professional, personal, and social. And it is fitting that the PLPG program should be able to facilitate the teachers to improve their competencies. By joining the PLPG program a lot of the knowledge gained from the instructors facilitates and also guides the teachers in the process, in order to achieve Teacher professionalism which has been widely discussed.

In general the objectives of teacher training are stated by (Moekijat, 1993) to increase the knowledge, skills, and improvement of attitudes of the trainees. Morse (Tracy, 1974) states that the direction of training goals is the development of individual work performance and one's career development. From the description above it can be seen that with the training attended by teachers, it is expected that teachers will be more familiar with the world of work, can develop their personalities, display individual work, develop careers, be effective and teachers will become more competent.

6. Network quality improvement

Building network relationships is one of the most important things in an effort to

improve the quality of education in an educational institution. The network in an educational institution has a central role in development efforts so that it impacts on the progress of madrasas and learning achievement increases.

Efforts to improve networks in Darwata Mujur Lor MI are carried out by: first conducting internal training the steps taken are to prioritize aspects of cultural communication and cultural management that are integrated in a seminar or internal discussion conducted by the teacher council. In the implementation at MI Darwata Mujur Lor the head of the madrasa was more intensive in conducting discussions with the teachers to remind each other and respect each other's opinions in the village of Mujur Lor even though there were opinions that did not develop in the community.

Collaborating with the madrasa committee and cooperating with the community. The madrasa committee is a representative form of the surrounding community. Efforts to improve network quality through madrasah committees must be carried out both material and non-material development issues. Efforts are made to conduct discussions and deliberations between the madrasa conducted by the head of the madrasa and the staff of teachers on matters that are very important. Usually discussions and deliberations take the form of an education program design for the next year. Whereas cooperation with the community is carried out with involvement in certain events such as commemorating religious holidays, encouraging cooperation, salvation and so on.

Efforts to improve quality in networking with local agencies and non-government institutions are carried out by establishing programs in madrasas where the orientation is the development and management of madrasas by prioritizing

aspects of education that are globally oriented and have Indonesian culture. The way to do external training is where the involvement of madrasas, the government is a central role and is supported by non-governmental organizations around them. These activities are for example: visits to other madrasa both private and public, and carry out a memorandum of cooperation for an increase and development as a matter of fact.

This is in line with the opinion of (Rohiat, 2009) the way to improve network quality is to conduct workshops / training internally, Cooperate with madrasah committees, collaborate with the community and cooperate with local agencies and non-government institutions.

F. Conclusion

Based on the results of the research conducted by researchers, it can be concluded as follows:

1. Efforts to improve the quality of educational institutions in Darwata Mujur Lor in terms of teachers / educators are carried out by increasing the profession individually, and increasing teachers through professional organizations.
2. Efforts to improve the quality of educational institutions in MI Darwata Mujur Lor in terms of networks are carried out by conducting workshops / training internally, collaborating with madrasah committees, collaborating with the community, and cooperating with local agencies and non-governmental institutions.

Bibliography

- Baharuddin, (2009). *Pendidikan dan Psikologi Perkembangan*. Jogjakarta: Ar-Ruzz Media.
- Direktorat Pendidikan Diniyah dan Pondok Pesantren, 2009. *Regulasi Pendidikan Al-Qur'an Pedoman Pembinaan TKQ/TPQ*. Jakarta.
- Malisi, M. A. (2017). Modernization of Islamic Education in South Kalimantan (Socio-historical Perspective of Normal Islam Amuntai). *Ijtimā'iyya: Journal of Muslim Society Research*, 2(1), 43-66. <https://doi.org/https://doi.org/10.24090/ijtimaiyya.v2i1.1051>
- Nurfuadi, (2012). *Profesionalisme Guru*. Purwokerto: STAIN Press.
- Rohiat. (2009). *Manajemen Madrasah*. Bandung. Refika Aditama.
- Sagala, Syaiful. (2007). *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta
- Suryobroto. (2004). *Manajemen Pendidikan di Madrasah*. Jakarta: Rineka Cipta
- Sumiarti, S. (2017). Islamic Education Based on Agroforestry in MTs Pakis Gununglurah Cilongok Banyumas. *Ijtimā'iyya: Journal of Muslim Society Research*, 2(2), 239-258. <https://doi.org/https://doi.org/10.24090/ijtimaiyya.v2i2.1639>
- Undang-Undang RI No. 20 Th. 2003 (tt). *Sistem Pendidikan Nasional*. Jakarta: Winijaya Abadi.