The Construction of The Teacher Against Student Religious Education in Improving The Discipline of Learning

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Abstract

This research was aimed at uncovering the development of Islamic studies teacher in improving students' learning discipline as the effort to improve students achievement reflected by the development of professional ability of the teacher. The purpose of this research is to grab the picture of how the development of MTs and SMP students' discipline is carried out by the Islamic studies teacher in Bandung. This is a case study the data of which are collected though observation, interviews, documentary studies and purposive sample. The finding shows that the principle roles, the Islamic studies teacher as trainer, facilitator, motivator, supervisor in implementing curriculum through creativity development have the enormous effect in developing students' achievements. It can be realistically noticed that the implementation of Islamic studies teacher development in developing students' learning discipline in Tsanawiya boarding and junior high school in Bandung shows the improvement in teaching services through facilities and infrastructures improvement, and the quantity of prospective students improvement. The enhancement of welfare likely affects the improvement of the qualities of graduation and the acceptance of the input and outcome. The benefit of this research is this; to develop students' achievement, it is needed the optimum development of teacher professionals in programmed and integrated way by educational stakeholder, principal, and professional organization. The writer recommends the study of technical instructions, teacher group of the same subject cluster in intensive way to produce professionals that can provide the optimum learning and teaching process for students.

Keywords: coaching, discipline, religious education teacher learning

A. Introduction

Nowadays, it has become the interests and needs of each nation to continue to develop the education. Thus from these efforts, it can be created quality human resources who are able to follow the progress in science and technology. Education

is an effort of personality development and human progress both physical and spiritual.

Educationis a processof culture to increase human dignity. Results are considered to be high-quality education when their performance is better in higher education institutions and in the community. Thus the field of education occupies an important position to lead the development and progress of a nation. So that national education goals above will be achieved when there is the responsibility of all parties. Good students, parents, teachers, government, educational institutions (schools) as well as the community. So that education is not just the responsibility of one party only, but all partiesmust also be involved.

One of the government's policies in coaching teachers in Indonesia is the project to apply the Certification Teaching Profession which aims to improve the quality of education in Indonesia. Certification is the process of granting certificates of Educators for teachers and lecturers or formal evidence recognition given to teachers or lecturers as professionals. If teachers and lecturers have passed the certification then he has the right to educate learners in accordance with the expertise contained within the teaching certificate.

Besides, they has earned the recognition as a professional teacher and lecturer after graduation certification, they will get a salary or balance allow ance in accordance with the profession they have mastered. Because the purpose of this certification is to improvethe welfare of teachers, consequently teachers must improve the quality of their professionals. Therefore,a teacher who seeks aprosperous life, he must pass the certification in accordance with the qualification that the government has decided to.

Certification is the embodiment of Law No. 14 in 2005 and Government Regulations No. 19 of 2005 with the aim to improve the quality of teachers in Indonesia. In Article number 4 of the law, it states that the role of the teacher is "learning agent". Then in Government Regulations No. 19, 2005, Article 28 (paragraph 3), it is also mentioned that "learning agent" on primary and secondary education as well as early childhood education, should have the competence that consists of:
1. Pedagogic Competence;
2. Personality Competence;
3. Professionals Competence;
4. Social Competence.

According to Law No.14 of 2005, Article 8, the teachermust have academic qualifications, competence, Educator Certification, physical and mental health, as well as having the abilityto realize the objective of National Education.

It is very necessary to be conducted by the government due to facts that there are still many teachers who teach not in accordance with the profession, thus it negatively affects on the learning process and student intelligence development. It is very important that the coaching is done in accordance with the rules that have been set by the government, namely the national standards education.

The regulation indicates that the Government actually pays attention to the education of its people. Other evidence indicating the government's attention to education, among others: the enactment of Law No. 20 of 2003 on National Education System, the 9-year compulsory education program, scholarships for excellence students, facilities and infrastructure subsidies by governments in various schools, promoting National Discipline program and much more. All forms of government attention and effort is carried out and laid down in order to improve the quality of education in Indonesia, so that through the efforts that have been made, it can be produced the quality human resources who can follow the progress in the various sectors of development. Education as a deliberate and well-planned effort to assist potential and abilities of children is not only the responsibility of the government alone, but also parents, school, and community. Here, the family, specifically the father and the mother, actually have the responsibility and role as the most important educators of their children, giving first support for learning at home, pay attention to the needs of school children, provide equipment and facilities for the education of children etc. But notice that parents may not be able to educate with all the knowledge necessary for the provision of children's' life, it is obvious that the educational effort carried out by the family needs help.

In accord ance with law No. 14 of 2005 on Teachers and Lecturers, it is asserted that teachers and lecturers are required to have academic qualifications, competence, educator certificate, physically and mentally healthy, and meet the other qualifications required higher education unitin charge of the place, and have the ability to consummate national education goals.

Law on Teachers and Lecturers explicitly and clearly regulate in detail the aspects which have not been regulated in detail for years. For example, the position, function and purpose of the teacher, the rights and obligations of teachers, competence and others.

At this point, it ought to be optimized the idea of how to follow-up the needs to enhance the contribution of religious teachers through disciplined implementation of student learning, family environment and school environment that is very influential and is expected to improve the quality of education. Because most of the students have a lot of time at home, theparents' role cannot be ignored. Due to the facts that the process of discipline begins at home, the role of parents in monitoring and giving attention to the education of their children is very important. Besides, the

school also must in culcate discipline at all components in good school principals, teachers, students and others. Schools also must provide complete learning adequate facilities. And noless important, school rules must be implemented responsibly by allcitizens of the school.

The overall aim of the research is to obtain aclear picture and analyze the development of Islamic Education teachers in improving student learning discipline in MTs and Junior High Schoolin Bandung.

The oretically research contributions of religious teachers in improving student learning discipline in MTs and junior Bandung are expected to be useful for improving school and each individual student achievements.

In practical terms the findings are expected to assist the governments in improving the learning process of coaching done by teachers are already working effectively or not.

B. Method

This research used descriptive method with qualitative approach. The research process took place through natural background; where researchers placed themselves as the main instrument directly contacting the source data. The goal was to obtain a description of the planning, implementation, and processing the collected data. The research result was the interpretation of the results obtained in the field.

The subjects of the research were all the things being studied; there were people, things, or institutions (organizations). Subjects were students of junior secondary schools in Bandung; i.e.SMPAs-Salam and the MTs Negeri 2.

The object of researchisthe nature ofthe stateofan object, person, or who becomes the center of attention and research objectives. The nature of the circum stances referred to could be the nature, quantity, and quality can be behaviors, activities, ideas, opinions assessment, the prosand cons, sympathy-antipathy, state of mind, and can also be a process. In this case the object of research is the development of religious teachers to improve student learning discipline.

1. Data Collection Techniques
    a. Interview
    b. Observation
    c. Study documentation
2. Implementation of Data Collection
    a. Orientation
    b. exploration
3. Member Check
    a. Data Analysis Procedures
    b. Data reduction

c. Display Data

C. Results

The first aspect of religious education is addressed to the soul or personality formation. students are given awareness to the existence of God and accustomed to doing the commands of God and left his ban. In this case the students are guided so accustomed to doing good, in accordance with religious teachings.

The second aspect of religious education is addressed to mind is the core of teaching the religion itself. Believing in God is not to be perfect when the content of the teachings of the Lord is not known really. Students must be shown to be what they were told, what is prohibited, what is allowed, what is recommended to do it and what is recommended to leave it according to religious teachings.

In connection with it, in the description of the result of the research, the interpretation of the   Developmentof Religious Education Teachersin Improvin Student Discipline At MTs and SMPAs-Salam Bandung is as follows:

1. Activities undertaken by religious teachers to improve students' learning discipline.

The roles of teachers as educators (nurturer) are the roles associated with tasks to give help and encouragement (supporter), the tasks of supervision and coaching (supervisor) as well as tasks related to students' discipline for the student to be obedient to the school rules and life norms in the family and society. These tasks related to improving the growth and development of children to gain more experiences such as the use of physical health, free from parents and other adults, the morality of civic responsibility, knowledge and basic skills, preparation. Formarriage and family life, the election office, and things that are personal and spiritual. Therefore the teacher's task can be called educators and child care. The teacher in charge of disciplining the child must control every activity of the children so that the child's behavior does not diverge with existing norms.

The teacher's roleis a model or example for children. Each teacher expects them to be an example or model for their students. Therefore, the behavior of educators such as acher, parents or ommunity leaders should be in accordance with the norms adopted by the community, state and nation. Because the values of the state and nation of Indonesia are Pancasila, the behavior of educators must always be infused by the values of Pancasila.

The role of teachers is also as learners. A teacher is required to always increase knowledge and skills so that the knowledge and skills they have not outdated. Mastered the knowledge and skills that are not only limited to the knowledge relating to the development of professional duty, but also the task of social and humanitarian work.

The role of teachers is as *setiawan* in educational institutions. A teacher is expected to help his friends who need assistance in developing their potential. Help can be directly through official meetings and incidental meetings. The role of the teacher is as a communicator of community development. A teacher is expected to play an active role in the development in all areas was being done he can develop his abilities in the areas under their control.

The teacher as an administrator, a teacher not only as educators and teachers, but also as an administrator in the field of education and teaching. Therefore, a teacher is required to work on a regular administration. All in relation to the implementation of the learning process needs to be administered properly. For administration treated as making teaching plans, noting the results of learning and so is avaluable document that he had been carrying out their duties properly. Efforts made Islamic religious teachers in coaching include:

a. Through educational process

Basically the moral education in schools has the sense of providing knowledge to students and direct and guide the growth and development of the nature of the students through the teachings of Islam towards maximum points, because they are aimed at the education of the soul ormoral formation. Thus efforts should be made by the teacher of Islamic religion in fostering *akhlakul karimah* students in the educational process is done through:

1) Planting the values of faith, in the effort to plant the values of faith in the life of students is inseparable from the values contained in the pillars of faith include: faith in Allah, His angels, His books, His Messengers, doomsday and *qadha* and *qadhar* of Him. Sixth it is a basic *spektural* defined by religion to form and nurture the personality of *akhlakul karimah* Muslims.

2) Cultivation of religious values, the relationship between faith and worship is like the relationship of fruit and branches. The good deeds of worship must be from the tree good faith anyway. The values of worship to God it includes four things: prayer, alms, fasting Ramadan and pilgrimage for those who can afford.

b. Through the process of Guidance and Counseling

Process guidance and counseling is a process that is under way to build well-being of individuals and groups in the broadest sense is based on the Koran that contains the teachings of guidance towards improvement. Thus efforts must be made in the development of the discipline of student learning through guidance and counseling are:

1) Instilling a feeling oflove for God in the hearts of the children.

2) Educating children too bey the commands of Allah and leave the ban, in still feelings of love to God in the hearts of children.
3) Fosteringa noble character and ful fill religious obligations
4) Teach children to know the penalties of religion and practice it.
5) An example or examples of good teaching and advice.

c. Perform activities of religious holidays. This activity is intended that students can examine the meaning of warning the great days of Islam.

d. The existence of the school rules. With the order of the then is something to regulate morals or behavior which is expected to happen to the students, so that students have a good personality. Without the discipline of coaching *akhlakul karimah* of the students it will automatically not be realized, in contrast with implementing the existing order, then by itself will form the student's personal morals.

e. With the above activities, it is expected to oversee *akhlakul karimah* students, because of good morals, the formation and fostering not only through lessons alone, bu tis also supported by the religious activities, and the activities it is realized by example or role model good and real so that it can assist the formation and development ofthe discipline of students in learning.

2. Cause of the lack of discipline of student learning / i in MTs and SMP As-Salam Bandung
There are several factors that affect the discipline, namely:
a. Yourself.
   We must have the desire and intention to change our lazy attitude becomes better and can apply the values of discipline. Because if we do not have the desire, we will not be able to do all of that.
b. Family
   The family in the application of discipline also has an important role, because the family has the right to supervise their children to elect society. The family should also monitor the development of children who have started growing up.
c. Environment
   Association in the environment also affects the children adolescence. Moreover children who had just past adolescence-age are be able to make us uncomfortable, because we think we've grown from the past.Serta we should strive to be able to develop potential, and choose the good relationships.
d. Friend

Friends may also affect the level of discipline of students and students. Students and students can be a good boy or according to rules that have been set with the help of friends around. We as a student also must be able to choose friends hang out. Not that the rich by the rich and the poor with the poor, but we should be able to choose friends who will be able to bring us to a good path and we invite not violate tat existing order.

3. Supporting and Inhibiting Factors fostering Islamic Religious Teachers Against Students In improving the discipline of learning.

Nurture and educate students to learn discipline in schools has not always run smoothly without hindrance and obstacles often occurs various problems and affecting the moral formation of students in school. In the discipline of students' existing coaching enabling and inhibiting factors are highly influential in the development of religious education teachers. For more details of these factors are as follows:

   a. Factors Supporting Development of Religious Education Teachers
      1) Environmental Factors Family

      The family is the social unit of the simplest in the life of human. The members consisting of father, mother and children children. For children the family is the first social environment known.

      Thus family life into a phase of early socialization for the formation of children. The effect of religious life of both parents on the development of the religious life of children in the Islamic view because they have long realized. By it as an intervention to the development of the religious life, the parents are given the burden of responsibility.

      There is a kind of series of provisions are recommended to parents, ie*azan* in ears of newborns, *akikah*, giving a good name, to teach reading Al-Quraan, get used to pray as well as other guidance that is in line with religious orders. The family is considered as the most dominant factor in laying the foundations for the development of religious life.

      From the above explanation, the authors conclude that the family environment is a matter that is very influential on the process of moral education that has been received by the students, in the sense that if a family environment better then the better the child's personality and that it is a supporting tool in coaching morals students. Vice versa when the family environment is bad, so bad anyway child's personality and it is an obstacle in the formation of morality.
      2) Institutional environment (school)

Schools as formal educational institutions participated in helping to influence the development of the child's personality. According to Shelter D. Gunarsa influence it can be divided into three groups: 1) curriculum and children; 2) The relationship Master and Disciples; 3) The relationship between children.

Judging from the relation with the development of religious life, it seems that the three groups involved are affected. Because in principle the development of religious life cannot be separated from efforts to form a noble personality. In all three groups were generally implied the elements that support the formation of such perseverance, discipline, honesty, sympathy, sociability, tolerance, exemplary, patient and justice. Treatmentand habituation to the formation of such properties generally become part of the educational program in schools ,

Through the curriculum, which contains teaching materials, and exemplary attitude of teachers as educators as well as the interaction between friends in schools assessed role in instilling good habits? Habituation is part of the moral formation which is closely associated with the development of a person's religious life.

3) Environment Society (association)

Although it seems loose, but social life is limited by various norms and values that are supported by its citizens. Therefore every citizen tries to adjust the attitude and behavior to the norms and values that exist. Thus social life has something that is conditioned to obey the order together.

At first glance community environment is not an environment that contains an element of responsibility, but only an element of sheer influence, but the norms and values that there is sometimes more binding in nature. Sometimes even greater influence and development of religious life in the form of positive and negative. For example, communities that have a strong tradition of religious would be a positive influence for the development of the religious soul of the child, but the communities that are less religious traditions, it will bring negativ influence on the development of the religious life of the child.

b. Obstacle factor Development of Religious Education Teachers
1) Lack of supervision school

The school especially Islamic religious teachers cannot always monitor or supervise student behavior outside of school. In addition teachers do not know the religion of Islam beyond the bad good living environment of students especially parents / families play an important role in the formation of religious teachers in improving student learning discipline.

2) Awareness among students

Students are less aware of the importance of religious activities conducted by schools, especially those activities related at all to the moral formation of students.

3) Lack of facilities and infrastructure

To support the strategy of Islamic religious teachers in coaching *akhlakul karimah* students then also there should be activities that could support it. Such activities can run smoothly if the facilities and infrastructure can be met, but if the facilities and infrastructure are less then it becomes an obstacle for the implementation of activities.

4) The influence of television

Television shows that less educated is an influence that is not good for children, because it indirectly gives the example is not good so feared the children imitate.

4. Results fostering religious education teachers to students to enhance discipline of study in MTs and Middle School in Bandung.

In this case the researchers got an answer from respondents about the impact of coaching as well as the obstacles encountered and the completion of the formation of religion teachers in improving student learning discipline. He said that the obstacles often faced in improving student learning discipline.

a. The obstacles are:
1) Creativity of the teacher facing student learning conditions are already saturated.
2) The creativity of teachers in improving student discipline
3) Creativity and motivate teachers to improve student in improving the quality of learning.
4) Creativity of teachers in dealing with students who act dishonestly, like lying.
5) Creativity of teachers in dealing with students who lack confidence, his attitude is always moody, difficult to get along and isolated.
6) Creativity and innovative teachers in dealing with students who have difficulty accepting the subject matter.
7) Creativity of teachers of subjects who developed

b. Solutions and Solved
1) The condition of class that's already saturated

Learning is essentially a process of interaction between the learners and the environment, resulting in a change in behavior better. In the interaction of many factors that influence it, both internal factors that come from within

the individual students, as well as external factors that come from the environment. As put forward by. E. Muyasa (2002: 100) is in the learning, the most important task of the teacher is conditioned environment to support changes in the behavior of the learner participants. The principal's role as a motivator very determining steps and actions of teachers in enhancing creativity, Hopefully, through the creativity of teachers, classroom learning into a fun activity.

2) Facing the students who always violated discipline.

Discipline is an easy thing to say, but difficult to be implemented. Schools need to instill discipline starts with the premise that in accordance with the purpose of national education is democratic attitude. With regard to discipline E. Mulyasa (2002: 108) suggests a situation where people are incorporated in a system subject to the regulations that exist happily.

From the above understanding seems that school discipline is aimed at helping learners find themselves, overcome and prevent problems and to create a pleasant situation for learning activities, so that students obey all the rules that have been established

In this case, the teacher responsible for directing what is good, how to do good, patient should be an example, a full understanding. Teachers should be able to cultivate self-discipline in learners. For this purpose, the teacher should be able to do things: 1). Help learners develop behaviors for themselves, 2). Help learners to improve standards of behavior, 3). Using the implementation of the rules of the school as a means to enforce discipline. Thus the discipline can be a help to students so that they are able to stand alone.

3) Competitive in improving the quality of student learning

The learning process is said to be effective if all students actively involved, either mental, physical, and social. The quality of learning can be seen in terms of process and outcome. With regard to learning Mulyasa E. (2002: 1001) suggests:

Learning is successful and qualified if all or at least most of them (75%) of students involved actively, physically, mentally, and socially in the learning process, in addition to showing the excitement of high learning, the spirit of great learning and confidence yourself. While in terms of results, the learning process is successful when there is a change of behavior that positive self-learners entirely or at least the vast majority (75%) further the learning process is successful and the quality if the input evenly, producing

output that much and high quality, as well as according to the needs, the development of society and development.

The learning process is essentially separately develop the activity and creativity of learners, through various interactions and learning experiences, which motivated both from inside *(internal)* or outside *(external).* Motivation is one factor that determines the effectiveness of learning. Learners learn best when motivated. In this case the teachers are required to have the ability to raise the motivation of learners. With regard to the motivation of learners, E. Mulyasa (2002: 114) suggests some principles that are applied to improve motivation, namely:

a) Learners will study harder when the topics studied interesting and useful for himself.

b) Learning objectives should be developed with clear and informed to the students, so they know the purpose of learning. Learners can also be involved in the preparation of these objectives.

c) Learners must be told about the study results

d) Giving praise and reward is better than punishment, but any time penalties also needed.

e) Utilizing attitudes, ideals and curiosity of learners.

f) Try to pay attention to individual differences of learners, for example, differences in abilities, backgrounds and attitudes toward school or a particular subject.

g) Try to meet the needs of learners by observing their physical condition, giving a sense of security, and indicates that the teachers pay attention to them, arrange a learning experience such that each learner never obtain satisfaction and appreciation, as well as directing the learning experience towards success, so the achievement and has confidence.

4) Confronting students being dishonest, mendacious

Individual differences require different treatment in the handle to produce the same purpose. Individual differences include differences in physical disability is a deficiency in vision loss, speech and other things as a result of damage to body cells. While the psychological defect that involves negative habits that have been attached into a single unit with everyday behavior.

The ability of teachers in dealing with students who as noted above, we need a special treatment, with the aim to enhance the students' self-confidence, heal habits were not good, so it has the ability to face environment.

5) Confronting students moody, insecure and isolated

Groups of students those are difficult to adjust to environmental conditions, difficulty in adjusting to the demands of the rules that apply to the school environment and the community. Students who have problems such as these require special assistance in order to emerge confidence, which in turn will be able to adjust to the environment. With regard to the problems experienced by students Ahmad Sanusi (2000: 48) named:

The problem arise for several reasons. First, because students face constraints (constraint) in an effort to meet their needs or reach his goal. Constraints can come from within the person or from outside himself. Constraints of the (internal) for example; weaknesses in basic skills (intelligence, talent), skills, and willingness, ability to make decisions quickly and accurately, the reluctance to take risks, a fatalistic attitude in life, and others. Constraints from the outside (external) eg changes in the rules, the economic capacity of the frail elderly, limited time, lack of support from others, and others.

Secondly, because there are options that are equally strong that one of them should be taken by someone at the same time, the conflict arises. If the conflict continues, and individuals are not able to get out of the conflict (the so-called intra-psychic conflict), then the resulting problems.

Against this troubled students, teachers as educators should seek to provide logical reasons acceptable by learners, so willing to not do the habits that have been done before.

6) Students who have difficulty accepting the subject matter

Not all students can follow the educational process smoothly. Usually there are a number of students who face difficulties in one or a number of subjects. Student circumstances such as these require a more specialized handling and required creative abilities of teachers MTs Bandung, so that can know the extent of the difficulties encountered, which in the end with the guidance of teachers, will help solve the problems faced by students. As raised by Ahmad Sanusi (2000: 50), namely

Students who face learning difficulties related to the fact that take place, namely, (a) students' ability of learning great, tempo learning fast, and academic achievement superior (above average) compared with students other students as it occupies the number 25% of the number of students, (b) students ability to study unremarkable (normal) and his achievements on average, the number of students of this group some 50% of the total number of students, (c) students ability to study less, tempo learning slowly, low

learning achievement (below average). The number of such students is 25% of the amount of students.

Students who have difficulty in accepting the subject matter, should get priority handling. Then students who have difficulty learning in most subjects on a particular topic should receive priority support learning. So that all can be accommodated and facilitated the ending could ultimately improve student achievement at the school *tsanawiyah* Bandung.

7) Impact on the progress of the people

From the above scope, how important is everyone to apply a disciplined attitude, especially the majority of the population of Indonesia are Muslims. If this can be implemented properly it will surely create a developed society, increasing quality of life, both in terms of financial, religious, and social environment. As the word of Allah swt;

وَٱلْعَصْرِ ﴿١﴾ إِنَّ ٱلْإِنسَٰنَ لَفِى خُسْرٍ ﴿٢﴾ إِلَّا ٱلَّذِينَ ءَامَنُوا۟ وَعَمِلُوا۟ ٱلصَّٰلِحَٰتِ وَتَوَاصَوْا۟ بِٱلْحَقِّ وَتَوَاصَوْا۟ بِٱلصَّبْرِ ﴿٣﴾

"Sesungguhnya manusia itu benar-benar dalam kerugian, Kecuali orang-orang yang beriman dan mengerjakan amal saleh dan nasehat menasehati supaya mentaati kebenaran dan nasehat menasehati supaya menetapi kesabaran". (QS. "Ashr: 1-3).

So that we can understand that all people live in losses, if they waste time and do not use their time well because life in that world is only temporary. Only people who believe in Allah Almighty will survive the world and the end because they are able to manage / use time well.

D. Conclusion

Based on the research that has been discussed in the chapters above and discussion presented in this study can be concluded as follows:

1. To carry out a good job effectively and efficiently then before teaching, the teacher must make preparations in advance to master the material to be taught before dealing with students in class, the teacher must prepare at least three kinds of preparation, namely:
   a. Mental preparation, the ability and willingness to become a teacher
   b. Preparation of material, i.e getting material or galvanization containing about ways to do its job, including mastery of the material
   c. Written preparation systematically, namely thinking about what kinds of subjects will be given, from which source, how to deliver so well that the purpose of teaching and learning can be achieved.

In the implementation of a religious teacher and the school principal should have concern for the efforts to increase competitiveness in student learning through enhanced coaching religious teachers and discipline students in various subjects,

particularly on religious subjects. As the formal leader, the principal is responsible for meeting the educational goals through togetherness understand understanding, the philosophy and implementation of the curriculum and the implementation of the law no national education system. 20 th, 2003 as the embodiment and educate the young generation.

2. At the time of teaching, the main task of the teacher is to create an atmosphere in the classroom teaching and learning interactions that occur which can motivate students to learn by sugguh seriously.

   To create an atmosphere that fosters a passion to learn, improve student achievement, then the teacher must master class where the teacher is teaching.

   In the final activity or a follow-up study among teachers should raise or give the students an overview of the topic or competence that will be studied at the next meeting. This method needs to be done to guide or direct the students in learning activities conducted outside school hours. With the hope that students will learn in advance before discussed or studied in school and trained in the discipline of habituation or learning.

3. Teacher activity after holding preparations for teaching, and performing their duties in the learning process, then the activity gives last teacher evaluation to students who intended to measure the extent of the student's ability to understand and examine the subject matter presented.

   Assessment carried out by the father / mother of teachers is to know the results of study conducted through a variety of techniques, such as a written test used to measure cognitive, practical test to measure aspects of skill, and observation or observations to assess the affective aspects and their psychomotor.

   If viewed from the perspective of outputs supporting the success of education in two MTs Bandung least, there is an increase in quality once held coaching teachers especially the religious teachers, and graduates also received in school favorite especially at the next level in the city of Bandung, is expected to principals , teachers, students and parents and the community always supports the programs developed by the school, and participate to improve competitiveness and discipline of learners or children when it is not in the supervision of his teacher.

4. The impact of the use of time is very large for people's lives in this modern era where the community mineside has been much different, if all Muslims in Indonesia are able to use time well then there will be a harmonious, safe, peaceful, peaceful and modest life so that the nation will be created that "*Baldatun Toyyibatun Warobbun Ghofur*".

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