

## **Implementation of the Education Quality of Pondok Al-Qur'an Al-Majidiyah Foundation Bagan Batu District Rokan Hilir Regency**

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### **Abstract**

This study aims to see and analyze the Implementation of the Quality of Education of the Al-Qur'an Al-Majidiyah Rokan Hilir Islamic Boarding School Foundation. The type of research is qualitative research, which is a form of research that naturally traces a phenomenon, so that objective conditions can be found. This research was conducted at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation, Bagan Sinembah District, Rokan Hilir Regency. The informants in this study were 7 people from the foundation, principal and also teachers and education personnel. The data collection techniques used were through interviews, observation and documentation. Meanwhile, the analysis used was Data Reduction, Data Presentation and drawing conclusions. The results of this study are the Planning of work programs to improve the quality of education through educator standards, namely educational qualification planning, equivalency and certification, competency training, supervision of educator performance, and Subject Teacher Deliberation (MGMP). Planning of standard facilities and infrastructure, namely planning to meet representative classrooms according to needs, supporting facilities and facilities for the teaching and learning process, and other supporting facilities such as sports fields, laboratories, offices and so on. The implementation of educator standards is through activities to improve educator qualifications, skills and competencies, professional development, monitoring and evaluating performance, conformity to values, and involvement in extracurricular activities and leadership. The implementation of standards for facilities and infrastructure to improve the learning environment, the welfare of students by providing good facilities, and the development of students' potential through the provision of facilities and infrastructure.

Keywords: Quality Implementation, Education, Al-Majidiyah, Rokan Hilir

### **Abstrak**

Penelitian ini bertujuan untuk melihat dan menganalisa Implementasi Mutu Pendidikan Yayasan Pondok Al-Qur'an Al-Majidiyah Rokan Hilir. Adapun jenis penelitian ini adalah Penelitian kualitatif, yaitu suatu bentuk penelitian yang menelusuri secara alamiah suatu fenomena, sehingga dapat ditemukan keadaan yang obyektif. Penelitian ini dilaksanakan di Yayasan Pondok Al-Qur'an Al-Majidiyah Bagan Batu Kecamatan Bagan Sinembah Kabupaten Rokan Hilir. Adapun informan dalam penelitian ini berjumlah 7 orang dari unsur yayasa, kepala sekolah dan juga guru dan tenaga kependidikan. Teknik pengumpulan data yang digunakan adalah melalui wawancara, observasi dan dokumentasi. Sementara itu analisis yang digunakan adalah, Reduksi Data, Penyajian Data dan menarik kesimpulan. Adapun hasil penelitian ini adalah Perencanaan program kerja peningkatan mutu pendidikan melalui standar pendidik yaitu perencanaan kualifikasi pendidikan, penyetaraan dan sertifikasi, pelatihan kompetensi, pengawasan kinerja pendidik, dan Musyawarah Guru Mata pelajaran (MGMP). Perencanaan standar sarana dan prasarana yaitu perencanaan memenuhi ruang kelas yang representative sesuai dengan kebutuhan, sarana dan fasilitas pendukung prose KBM, dan sarana pendukung lainnya seperti lapangan olah raga, laboratorium, kantor dan sebagainya. Pelaksanaan standar pendidik yaitu melalui kegiatan peningkatan kualifikasi pendidik, keterampilan dan kompetensi, pengembangan profesional, pemantauan dan evaluasi kinerja, kesesuaian dengan nilai-nilai, dan keterlibatan dalam kegiatan ekstrakurikuler dan kepemimpinan. Pelaksanaan standar sarana dan prasarana peningkatan lingkungan belajar, kesejahteraan santri dengan memberikan fasilitas yang baik, dan pengembangan potensi santri melalui penyediaan sarana dan prasarana.

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## **BACKGROUND**

Success in organizing education can be influenced by various components including teacher components, student components, management components, and financing components. All of them are interrelated and very decisive for the success of organizing education, especially in improving the quality of education. Through Government Regulation Number 19 of 2005 concerning National Education Standards, in Article 19 concerning process standards and Article 55 concerning management standards, it is stated that every educational unit in carrying out learning process planning, implementation of the learning process and assessment of learning outcomes, as well as supervision of effective and efficient learning processes requires monitoring, supervision, evaluation and reporting activities, as well as taking follow-up steps based on supervision results (Ministry of Religion of the Republic of Indonesia, 2007).

Planning the learning process, implementing the learning process and assessing learning outcomes, as well as monitoring the learning process effectively and efficiently requires monitoring, supervision, evaluation and reporting activities which are part of the education management process which must be carried out optimally to support and improve the quality of education delivery so that there is an increase in the quality of education (Am, 2022). One of the educational institutions that also supports the implementation of education is Islamic boarding schools (Muhajir Muhajir, Syahraini Tambak, Desi Sukenti, Ilyas Huti<sup>4</sup>, Zamsiswaya Zamsiswaya, Sawa-luddin Sawaluddin, Miftah Syarif, 2024). In the implementation of Islamic boarding school education, in order to achieve the goals that have been formulated and determined, various changes need to be made in the form of developing and improving the process of implementing the education, both the facilities and infrastructure provided, because education is a very basic need (Darmaji et al., 2020). Through education that is managed professionally, it is hoped that the true goals can be achieved. In addition, through Islamic boarding school education, humans can build the welfare of the world and the hereafter. Therefore, Islamic boarding school education needs to continuously implement efforts to improve the quality of education so as to improve the quality of Islamic boarding school education (Budi, Radiana, Tulus, 2022).

The quality of education is an important aspect that must be considered to achieve the progress and welfare of a nation. Because alternative quality of education will affect existing human resources. According to The Greatest Showman (2018) that the problem of education quality is one of the central issues in national education, especially related to the low quality of education at every level and education unit, especially at the elementary and secondary education levels (Gustini & Mauly, 2019). No matter how good the quality of the curriculum or program that has been prepared, it will mean nothing if it is not supported by proper management, especially in implementing the right strategy, adequate resources, which are competent and committed, good management and a supportive school climate and culture (Rahwati, 2019). This confirms that quality certainly prioritizes good education program planning. In education planning to achieve quality education, it is necessary to pay attention to the conditions that influence, the right strategies, planning steps and have assessment criteria (Risal Sammara, 2023).

Likewise, the Al-Qur'an Al-Majidiyah Boarding School Foundation, Bagan Batu, Bagan Sinembah District, Rokan Hilir Regency, related to the quality of education, is a concept that has good values for the development of organizations in all sectors of life (Maggiore & History, 2023). Quality has been widely adopted into various fields, especially in education (Rahminawati, 2021). The concept of quality is not only focused on aspects of business and economic development, the values contained in quality can be

implemented in the world of education, including in the implementation at the Al-Qur'an Al-Majidiyah Boarding School Foundation, Bagan Batu, Bagan Sinembah District, Rokan Hilir Regency.

Based on a preliminary study of the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation, Bagan Sinembah District, Rokan Hilir Regency, it always tries to make a breakthrough to participate in educating the nation's children through formal education activities. Considering that this educational institution is an implementer of formal education with various potential diversity of students who require diverse educational services, different environmental conditions from one another, this educational institution always tries to be dynamic and creative in carrying out its role to strive to improve the quality or quality of its education (Sulastri, 2020).

Al-Qur'an Al-Majidiyah Boarding School Foundation Bagan Batu, Bagan Sinembah District, Rokan Hilir Regency always strives to improve the quality of its education, all of which have shown efforts to improve education, but various obstacles and problems are still found in its implementation. The problem faced is that the strategy for developing education so far has been more input-oriented. Such a strategy is more based on the assumption that if all educational inputs have been met, such as the provision of books (teaching materials) and other learning tools, the provision of educational facilities, teacher training and other education personnel, then educational institutions will automatically be able to produce quality output as expected.

### **Policy Implementation Concept**

In the study of public implementation, it is said that implementation is not merely related to the mechanism of explaining political decisions into routine procedures through bureaucratic channels, but more than that, implementation concerns the issue of conflict, decisions, and who gets what from an implementation. Therefore, it is not too wrong to say that implementation is a very important aspect in the entire implementation process. According to Meter as quoted by Winarno (2012) defines implementation as: Policy implementation encompasses those actions by public and private individuals (and groups) that are directed at the achievement of goals and objectives set forth in prior policy decisions. This definition means that implementation is actions taken by individuals (groups) in government and the private sector that are directed at achieving goals that have been set forth in previous implementation decisions.

In relation to action, the action in question includes efforts to change decisions into operational actions within a certain period of time or in order to continue efforts to achieve major and minor changes determined by implementation decisions. It should be emphasized that the implementation stage will not begin before the objectives and suggestions are determined or identified by implementation decisions. Thus, the implementation stage occurs only after the law is enacted and funds are provided to finance the implementation of the implementation.

Furthermore Dwijowijoto (2013) states that the implementation of implementation is in principle a way for an implementation to achieve its goals. To implement public implementation, there are two choices of steps taken, namely directly implementing in the form of programs, or through the formulation of derivative implementation or derivatives of the public implementation. Both of these choices require a more systematic way to understand. The term policy or some people call it wisdom is often equated with the term policy. This is probably because until now the correct translation of the term policy into Indonesian is not known. What is policy? Donovan and Jackson in Keban (2014) explains that policy can be seen philosophically, as a product, as a process and as a framework. As a philosophical concept, policy is a set of principles, or desired conditions, as a product, policy is seen as a set of conclusions or recommendations; as a process, policy is seen as a way through which an organization can find out what

is expected of it, namely programs and mechanisms in achieving its products and as a framework, policy is a process of bargaining and negotiation to formulate issues and methods of implementation.

James E. Anderson quoted by Solichin (2017) also put forward the formulation of policy as the behavior of a number of actors (officials, groups, government agencies) or a series of actors in a particular field of activity. Policy is an action that leads to a goal proposed by a person, group or government in a particular environment in relation to the existence of certain obstacles while seeking opportunities to achieve goals or realize desired targets. According to the opinion Azmi (2016) that policies with social engineering have a broad impact on life.

The study of policy implementation is crucial for public administration and public policy. Policy implementation is the stage of policy making between policy formation and the consequences of the policy for the society it affects. If a policy is not appropriate or cannot reduce the problems that are the targets of the policy, then the policy may fail even if the policy is implemented well. Meanwhile, a brilliant policy may also fail if the policy is not implemented well by the policy implementers.

There are four crucial factors or variables in the implementation of public policy. These factors or variables are communication, sources, tendencies or behaviors and bureaucratic structure. Some important things in the communication process are transmission, consistency and clarity. Important resources include adequate staff and good skills to carry out their duties, the authority and facilities needed to translate proposals on paper to carry out public services. The tendency of the policy implementers is the third factor that has important consequences for effective policy implementation. If the implementers have a good attitude towards a particular policy, and this means support, they are more likely to implement the policy as intended by the initial decision makers.

The fourth factor is the bureaucratic structure. Bureaucracy is one of the bodies that most often, even as a whole, becomes the implementer of policies. Bureaucracy, whether consciously or not, chooses organizational forms for collective agreements in order to solve social problems in modern life (Winarno, 20125).

Based on the opinions of the experts above, it can be concluded that policy implementation is related to where the policy is implemented or the application of the plan in practice. Policy implementation is not only limited to the actions or behavior of alternative bodies or bureaucratic units responsible for implementing the program and generating compliance from the target group, but more than that it also continues with the network of political, socio-economic forces that influence the behavior of all parties involved and ultimately there are expected and unexpected impacts.

### **Basic Concepts of Quality Management**

Management is a unique process consisting of planning, organizing, moving, and supervising actions carried out to determine and achieve predetermined goals through the use of human resources and other resources. Or in other words, management is an action or activity of planning, organizing, moving, controlling, or supervising. According to Paul Harsey (1988) that quality improvement management is a work process through individuals, groups and other sources to achieve organizational goals. In other words, managerial activities are only found in an organization, be it a business organization, government, madrasah, industry, hospital and others. According to Jerome (2015) defines management as "a social and technical process that uses resources, influences human activities, and facilitates changes in order to accomplish the organization's goals". This means that management is a social and technical process that uses resources, influences human activities, and facilitates changes in order to achieve the organization's goals.

Although the development of science and management theory is more influenced by the needs of business development, but basically organizations outside business (public) can take advantage of these changes. Until now, management theory has developed to the fifth generation (V), although the term is actually not quite right, perhaps it is more appropriate to call it a difference in paradigm approach. Several theories about quality management were put forward by quality experts such as E. Deming, Juran, Crosby, Feigenbaum, Garvi and Davis. The following will discuss the quality improvement theories:

1. Dr. William Edward Deming's Theory (PDCA Cycle)

PDCA stands for Plan, Do, Check and Act, which is a continuous or continuous process improvement cycle like a never-ending circle. The concept of the PDCA cycle was first introduced by an American quality management expert named Dr. William Edwards Deming. For more details on the Plan, Do, Check and Act (PDCA) cycle, see the figure below:



**Figure 1. Deming PDCA Cycle**

2. Dr. Joseph M. Juran's Quality Trilogy Theory

Juran, a graduate of electrical engineering who was born on December 24, 1904 in Braila-Moldova, in 1986 put forward a quality theory known as the Quality Trilogy, namely quality planning, quality control, and quality improvement. According to Juran, quality is "fitness for use" oriented towards meeting customer expectations. The cost of quality is determined by three costs, namely appraisal, prevention, and failure costs (internal and external). Juran believes that the main factor of quality costs is appraisal and prevention costs. Increasing quality costs will be in line with increasing quality. According to Juran, "Quality is Expensive", because prevention and appraisal costs take the largest cost composition in the company to reduce failure costs.

In improving quality, producers should first assess and prevent the possibility of product failure in the market and not in accordance with customer expectations. Assuming, although expensive at the beginning, but with a decrease in the failure rate to nearly zero percent will improve the quality of the product, as a result rework costs can be minimized and the value of goods and services will increase in the market, and meet customer expectations. The three Juran quality concepts can be explained in the picture below:



**Figure 2. Juran's Quality Trilogy**

3. Philip B. Crosby's Quality Theory

Philip Crosby put forward the idea of quality which is divided into two parts, namely the idea that quality is free and the idea that errors, failures, waste and time delays can be eliminated if the institution has the will to do so.

In his book *Quality Is Free*, Crosby states that a systematic step to realize quality will produce good quality. The Zero Defects Theory proposed by Philip Crosby is an idea that involves placing a system in an area that ensures that everything is always done with the right method from the first time and forever. According to Philips B. Crosby, the definition of quality is "Zero Defects", which is one hundred percent conformity to product specifications. Crosby also stated that company management must take quality costs as part of the financial system.

**Quality Management of Planning for Educator Standards, Facilities and Infrastructure at the Al-Qur'an Al-Majidiyah Islamic Boarding School Foundation**

Based on the main findings, namely the planning of educator standards, educational facilities and infrastructure at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is carried out through meetings and work meetings of the leadership along with other elements formulate work program planning related to education quality. The planning stages carried out are preparation of education quality planning by formulating the quality to be achieved, especially through educator standards, facilities and infrastructure.

The planning of educator standards to support the quality of education at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is by compiling activity programs, namely improving educational qualifications, educator equivalency and certification, competency training, monitoring educator performance, Subject Teacher Deliberation (MGMP). The planning activity is

intended as a form of compiling a work program that is truly appropriate and needed in supporting the implementation and improvement of the quality of education at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation.

The planning of educator standards implemented by the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation certainly refers to the development of guidelines and criteria that must be met by educators (in this case, specifically teachers as teaching staff) and the education system as a whole. Educator standards aim to improve the quality of education, ensure that educators have adequate qualifications, and improve the learning and teaching process..

Planning of educator standards is also related to The profession of educator is a very important profession, especially in education and the life of a nation. Educators as the dominant element in the education process, so that the quality of education is more or less determined by the quality of educators and education personnel as the second layer. Therefore, the profession of educator is an absolute requirement for the progress of a nation, by improving the quality of educators will encourage the quality of education as a process and its results.

Task educators are nothing more than helping participants educate to be able to adapt to various challenges of life and be able to develop the personality that is within him. Based on the tasks carried out by educators which are quite heavy, educators should strive to always develop themselves so that they can carry out their roles optimally so that they are able to provide real contributions for the sake of national development and national education goals (Nugroho et al., 2022). Thus it can be understood that teachers as A professional educator is someone who has at least teaching experience, more than that a professional educator must have intellectual ability, morality, faith, a spirit of devotion, discipline, responsibility, a broad view of the world of education, managerial ability, quality, creativity, open-mindedness, professionalism in the field of potential, and have an influence on student development (Sawaluddin, Koii Sahbudin Harahap, Imran Rido, 2022). The planning of standard facilities and infrastructure prepared by the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is to identify the basic and specific needs of the learning environment, pay attention to the regulations and standards set, plan the design and development of appropriate facilities, the process of building or repairing infrastructure runs after the design is approved and planning must be open to the integration of technology that can enhance the learning experience. This can include the use of software, online learning platforms, and other current technologies that support the educational process (Sawaluddin et al., 2019).

Planning standard facilities and infrastructure to support quality education at the Al-Majidiyah Bagan Batu Islamic Boarding School Foundation, namely by making efforts to provide representative classrooms according to needs, providing facilities and supporting facilities for the teaching and learning process in LCD classes, bookcases with collections of books and the Koran and, having other supporting facilities such as sports fields, laboratories, language, chemistry, and science, health room, BK room, principal's office, vice principal, teachers and TU, teacher's dining room, multipurpose room and so on. The planning of standard facilities and infrastructure implemented at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation refers to the process of establishing guidelines and criteria that must be met to ensure that the physical facilities and infrastructure used for education are in accordance with the established standards. These standards are designed to ensure a safe, comfortable learning environment that supports the development of students, especially at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation (Sawaluddin & Sainab, 2019).

Standard planning of facilities and infrastructure is related to activities that regulate the preparation of all equipment/materials for the implementation of the educational process in schools. Management of

facilities and infrastructure is the entire process of planning the procurement, utilization, and supervision of facilities and infrastructure used so that educational goals in schools can be achieved effectively and efficiently. Planning for educational facilities and infrastructure is all equipment, materials, and furniture that are directly used in the educational process at school (Hamidah et al., 2019). In relation to this, educational infrastructure is related to all basic equipment that indirectly supports the implementation of the learning process at school. The emphasis on this understanding is on its nature, facilities are direct and infrastructure is indirect in supporting the educational process (Barnawi et al., 2018).

Opinion Halimatu Sykadian and Syahrani (2022) which confirms that the planning of education quality certainly pays attention to the National Education Standards which are the minimum criteria regarding various aspects that are relevant in the implementation of the national education system and must be met by organizers or education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. The National Education Standards function as a basis for planning, implementing and supervising education in order to realize quality national education.

Planning a program to improve the quality of education has at least two functions, namely planning is a systematic effort that describes the preparation of a series of actions that will be carried out to achieve the goals of the educational institution by considering the available or provided resources and planning is an activity to mobilize or use limited resources efficiently and effectively to achieve the goals that have been set (Sabariah, 2022).

Planning certainly includes activities in determining what to achieve and how to achieve it, how long and how many people are needed, and how much it will cost. Therefore, planning is made because there is something to be achieved before the action is carried out. Planning can be understood as the process of compiling various decisions that will be implemented in the future in achieving the specified goals (Sawaluddin, 2021). Planning is the process of determining and utilizing resources in an integrated manner that is expected to support activities.

### **Implementation of Educator Standards, Facilities and Infrastructure of the Al-Qur'an Al-Majidiyah Islamic Boarding School Foundation**

Implementation of improving the quality of education on educator standards, facilities and infrastructure at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is carried out through activities involving various components of the Islamic boarding school consisting of the head of the foundation, the director of the Islamic boarding school, the deputy head of the Islamic boarding school, supervisors, teachers and education personnel at the Islamic boarding school. Activities are directed at implementing quality work programs, and are able to foster work enthusiasm. Implementation activities to improve the management of educational quality as implemented have produced written plans that are used as guidelines for implementing activities to improve the management of educational quality (Sawaluddin & Muhammad, 2020).

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standards, facilities and infrastructure. The planning of educator standards to support the quality of education at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is by compiling activity programs, namely improving educational qualifications, educator equivalency and certification, competency training, monitoring educator performance, Subject Teacher Deliberation (MGMP). The planning activity is intended as a form of compiling a work program that is truly appropriate and needed in supporting the implementation and improvement of the quality of education at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation (Samanhudi, 2021).

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Planning of educator standards is also related to The profession of educator is a very important profession, especially in education and the life of a nation. Educators as the dominant element in the education process, so that the quality of education is more or less determined by the quality of educators and education personnel as the second layer. Therefore, the profession of educator is an absolute requirement for the progress of a nation, by improving the quality of educators will encourage the quality of education as a process and its results. The planning of standard facilities and infrastructure prepared by the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is to identify the basic and specific needs of the learning environment, pay attention to the regulations and standards set, plan the design and development of appropriate facilities, the process of building or repairing infrastructure runs after the design is approved and planning must be open to the integration of technology that can enhance the learning experience. This can include the use of software, online learning platforms, and other current technologies that support the educational process (Samanhudi, 2021).

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Standard planning of facilities and infrastructure is related to activities that regulate the preparation of all equipment/materials for the implementation of the educational process in schools. Management of facilities and infrastructure is the entire process of planning the procurement, utilization, and supervision of facilities and infrastructure used so that educational goals in schools can be achieved effectively and efficiently (Astuti et al., 2023).

***Implementation of Educator Standards, Facilities and Infrastructure of the Al-Majidiyah Al-Qur'an Islamic Boarding School Foundation.***

Implementation of educator standards, facilities and infrastructure at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation is a work process in an effort to improve the quality of Islamic boarding schools as an educational organization that has a goal. In an organization that has definite goals and targets, of course, the components in the organizational system cannot be separated separately (Saihu & Siregar, 2022). Of course, a system that is interdependent between one personnel component and another is needed. Starting from interdependence, each individual has a potential that can be built solidly. One of the potentials in an organization is the existence of a work group, whether it is a social relationship in the organizational environment, or a work relationship (Sawaluddin, Koisyahbudin, Imran Rido, 2022).

Educators and education personnel in the education process play a strategic role, especially in efforts to shape the character of the nation through the development of personality and desired values. The implementation of educator and education standards at the Al-Qur'an Al-Majidiyah Islamic Boarding School Foundation, especially in fostering educator competence in carrying out their duties and obligations, is carried out through training, improving the quality of competence (Sawaluddin, 2018).

The implementation of educator and education standards at the Al-Qur'an Al-Majidiyah Bagan Batu Islamic Boarding School Foundation involves the development of educator competencies (ustadz/ustadzah) and also the management of educational aspects as a whole. Implementation of educator and education standards for Islamic boarding schools. Islamic boarding schools must have qualified educators and education personnel. They must have a deep understanding of Islam, but must also have good pedagogical skills to effectively teach students. Educators also need to continuously develop themselves through training and further education.

Efforts to develop teacher competencies need to be carried out continuously so that their knowledge, understanding and skills related to their duties always follow the development of progress in the world of education. For this purpose, improving teacher competencies is carried out in order to ensure that their professional competencies remain in accordance with developments in science, technology, art and other cultures. The development and improvement of competencies in question are carried out through a system of continuous teacher professional development and coaching (Syahrul Hasibuan, 2023).

Improving teacher competence can be done through policies, especially policies for developing and improving teacher competence through training, workshops, seminars, and so on. At least these policies must meet global challenges and demands and the development of the times. As expressed by Nanang and Fattah (2012) namely, education policy analysis describes how the country plans and moves towards education priorities, then the results of the analysis must be explained by the existence of global policy factors.

The current condition of education in Indonesia has not shown optimal results, especially the performance of certified teachers in carrying out their duties and responsibilities is still very less than optimal. This causes the quality of education to still lag far behind ASEAN countries. This underlies the need for various efforts that must be made in fostering the improvement of teacher competence in carrying out their duties so as to achieve the expected goals (Hasibuan, 2022).

Various phenomena related to the less than optimal development of teacher competencies through in-service training were found from research results. which found that efforts to improve the quality of teacher competence in carrying out their duties were still less than optimal (Asarina Jehan Juliani, 2021).

The results of previous relevant research also showed that the education and training programs provided to teachers still had problems, namely:

3. Supervision of the implementation of education and training for teachers and the assessment system is still lacking.
4. Decentralization in improving the quality of teacher competency has not been implemented optimally, especially through education and training as well as teacher career development.
5. The model for improving the quality of teacher competency that has been implemented so far has not changed.
6. The education and training programs provided were apparently not on target.
7. The quality of teachers varies widely.
8. The efficiency and accountability of financial management are suspected of showing leaks.

Based on the explanation above, it can be concluded that the education and training that has been implemented at the Training Center in order to foster the improvement of the quality of teacher competence in carrying out their duties is still less than optimal. This is because the control mechanism for the implementation of teacher education and training has not been implemented and the assessment system is less systematic and periodic. Decentralization has not been realized in the implementation of teacher competence development, especially through education and training and teacher career development. The model for developing teacher competence from year to year has not changed at all so that the implementation of education and training programs has not fully hit the target, resulting in teacher quality being very diverse. Efficiency and accountability are greatly influenced by financial management, therefore they need to be evaluated because they are still not enough to maximize the number of participants who take part in training activities (Nasution, 2022).

In the implementation of the teaching and learning process, teachers need to make changes by emphasizing more on the scientific-based learning process to create active, creative, inspiring and enjoyable learning for students. The education and training program for teachers at the Medan City Religious Education and Training Center should be adjusted to the demands of the times that emphasize the scientific-based learning process. So that teachers who participate in the education and training program have the right competence. The participants (teachers) who will participate in the implementation of education and training should be able to participate more and these teachers are truly capable and master technology so that efforts to accelerate the provision of professional teachers can be achieved optimally (Amri et al., 2022). Implementation of standard facilities and infrastructure in supporting the improvement of education quality at Yayasan Pondok Al-Qur'an Al-Majidiyah Bagan Batu by fulfilling and providing several facilities and infrastructure needed to support the implementation of education and learning. In general, the facilities and infrastructure provided include dormitory buildings, study rooms, mosques, teacher housing, production buildings, and other supporting facilities that are very much needed (Rahmasari & Wafa, 2024).

The implementation of facility and infrastructure standards refers to the guidelines and requirements that must be met by Islamic boarding schools in terms of facilities, infrastructure, and other needs to provide education and training to students (Islamic boarding school students). The implementation of facility and infrastructure standards is very important to ensure that the educational environment is safe, healthy, and supports the learning and self-development of students. Several relevant research results also emphasize the importance of implementing quality education. Implementation of quality becomes a benchmark in seeing everything for consumers or enthusiasts, including in education. Education must have good quality to be able to continue to survive. In education requires to continue to

improve quality with the development of technological and information advances, and changes in the era make education in facing competition to continue to innovate with the advancement of the technological era, and the systems needed by society (Yanti et al., 2024).

Pesantren is an Islamic educational institution that has an important role in maintaining and developing Islamic religious values. Along with the development of the times, pesantren need to face various challenges and adapt to changes in modern society. One aspect that needs to be considered is the formation of strong morals among santri (pesantren students). Pesantren not only aims to convey religious teachings, but also to form Islamic character in its students. Strong morals are the main foundation in forming personality and attitudes in accordance with Islamic teachings (Aini, 2021). The implementation of educational quality requires active involvement of all members of the organization, starting from planning, control and improvement and development, and is aimed at all activities that occur in the organization. To realize these conditions, there are basic elements that need attention in quality management, namely implicit elements and explicit elements (Burhan, 2017).

In implementation This improvement in the quality of education requires professional and managerial skills from all components of the Islamic boarding school community in the field of education so that all decisions made by the Islamic boarding school are based on consideration of the quality of education. Especially for the leaders of Islamic boarding schools, they must be able to position themselves as agents of change in pesantren. Therefore, the head of the pesantren must have the ability to collaborate with teachers and the community around the pesantren, have a broad understanding and insight into the theory of education and learning, have the ability and skills to analyze the current situation to predict future events as input for compiling school programs, have the ability and willingness to identify problems and needs related to the effectiveness of education.

## CONCLUSION

Based on the research results and discussion, the following conclusions can be put forward: Planning work program to improve the quality of education through educator standards, namely educational qualification planning, equivalency and certification, competency training, teacher performance supervision, and Subject Teacher Deliberation (MGMP). Planning of facilities and infrastructure standards, namely planning to fulfill representative classrooms according to needs, supporting facilities and infrastructure for the teaching and learning process, and other supporting facilities such as sports fields, laboratories, offices and so on. Implementation of educator standards, namely through activities to improve educator qualifications, skills and competencies, professional development, monitoring and evaluation of performance, conformity to values, and involvement in extracurricular activities and leadership. Implementation of standards for facilities and infrastructure to improve the learning environment, the welfare of students by providing good facilities, and the development of students' potential through the provision of facilities and infrastructure.

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