

The Management of Teachers Competency of Islamic Religious Education to Improve Learning Quality in Madrasah Aliyah

Deti Rostini, Nur Fuadi, Moh. Sutarjo and Otto Fajarianto*

Abstract--- Various problems Learning the quality of teacher learning in PAI includes inappropriate management planning between planned and the reality of classroom learning, implementation of learning has not been able to implement various active learning strategies. Head of Madrasah Programs or institutions in improving the quality of teachers of Islamic Education the development of quality learning specifically aims: 1). Teachers are able to study plans to improve professional competence for the development of learning quality 2). Teachers are able to analyze the implementation of competencies in the development of learning quality 3). Learning quality 4). Teachers are able to understand and deal with inhibiting factors in improving teacher professional competencies for the development of learning quality 5). Teachers are able to try to overcome the related factors in improving comp teacher professional ethics for the development of learning quality 6). Teachers able to analyze, describe the quality of learning. This type of research is field research (Field Research), where researchers directly obtain data in the field about teacher competency management information for the development of quality learning in Islamic Religious Education. The method of collecting data was through: observation, interviews, documentation and triangulation. The results of data analysis concluded that 1) Planning for the compilation of learning activities comprehensively stipulates the vision, mission, strategy, goals and targets of achievement 2) Implementation through the provision of facilities and assignments to PAI teachers by participating in MGMP teacher workshops, workshops and activities -activities have to do with improving human resources for PAI clump teachers, 3) Scheduled evaluations through classroom supervision activities implemented ideally one semester 2 X but sometimes only 1 time, 4) Inhibiting factors: limited quota of sarpras training participants limited 5) Countermeasures: accessing the internet has to do with academic quality development, active in MGMP. 6) Learning Quality.

Keywords--- Management, PAI Cluster Teacher Competence, Learning Quality.

I. INTRODUCTION

In Constitution No. 20 of 2003 concerning National Education System clause 40 states that “Educators and education personels are entitled to get: career development in accordance with the demands of quality development, opportunities to use facilities, infrastructures and educational facilities to support the continuity implementation of tasks”. The development of teachers’ competence can be applied through learning from various training programs both from school and outside school and from school facilities and infrastructure (library, laboratories, internet) and other educational programs and facilities provided at school. Thus teachers are expected to be able to become professional in education and teaching process in the classroom. Therefore schools are required to provide training

Deti Rostini, Universitas Islam Nusanantara, Bandung, Indonesia. E-mail: deti.rostini@uminus.ac.id
Nur Fuadi, Universitas Islam Nusanantara, Bandung, Indonesia. E-mail: nurfuadirekso2@gmail.com
Moh. Sutarjo, Universitas Swadaya Gunung Jati, Cirebon, Indonesia. E-mail: mohsutarjo2014@gmail.com
Otto Fajarianto*, Universitas Swadaya Gunung Jati, Cirebon, Indonesia. E-mail: ofajarianto@gmail.com

and learning resources to form a competent teachers, school must have a management of teachers' competency development. For that means, the training programs and learning resources are planned, organized, implemented and evaluated well and periodically, for example once in a year. As a consequence of those programs, training will spent time, energy and cost. Therefore schools or trainers must understand well an effective training concepts for teachers.

The success of teachers' training programs will affect the learning quality. The learning quality refers to learning process at school and learning outcomes that follow the needs and expectation of educational stakeholder. The learning quality is determined by three variable, namely school culture, teaching and learning process and school reality. For this reason the learning quality is influenced by these three components.

One of the causes of the low of educational quality in Indonesia is the low of teachers' quality. The condition of teachers in Indonesia is still become a concern. Most teachers do not have an adequate professional is me yet to carry out their duties as referred to clause 39 of Constitution No. 20/2003, there are to plan learning, to implement learning, to assess learning outcomes, to do mentoring, to do training, to do research, and to do public service.

It shows that there are still found many teachers who do not have professional competence as expected by Constitution No. 20/2003 as mentioned above, therefore teachers must be able to evaluate themselves especially in relation with teachers' performance in teaching. Based on respondents answers to The Teachers Teaching Performance questionnaire, 54.9% of respondents obtained the results of teachers teaching performance as being in the medium or sufficient category (Yulianingsih, 2017: 53-55). It shows the teaching performance of teachers who are medium or sufficient reflect the teaching and learning activities for the efforts to improve students achievement are not optimal yet. Based on the indicators used as research, respondents' answers consisting of 150 students to the published questionnaire appeared in table 1.

Table 1: The Description of Teachers Performance

Indicators	Avarage	Interpretation
To formulate learning objectives	3,11	Sufficient
To arrange learning materials	3,25	Sufficient
To plan the use of learning methods	3,25	Sufficient
To plan the use of tools and resources That will be used for learning	3,17	Sufficient
To plan the assessment of learning outcomes.	3,16	Sufficient
Opening skills	3,18	Sufficient
Explaining skills	3,18	Sufficient
Closing skills	3,33	Sufficient
To use a various strategies and methods of Assessment to monitor students learning outcomes	3,37	Sufficient
To take further actions on students learning outcomes	3,17	Sufficient
Avarage	3,22	Sufficient

Based on Interview results with one of the PAI teachers at MA Al Ikhsan Beji Purwokerto, there are many problems encountered by PAI teachers related to the management of teachers competency of PAI teachers such as (1) teachers has not been able to implement various active learning strategies;(2) there is no Principle Madrasah or Institution to improve the quality of human resources of PAI teachers; (3)it does not have a standard in applying the curriculum (Results of an interview with Ms Umi Hasanah at MA Al-Ikhsan Beji on November 3, 2017).

Based on some problems mentioned above and from the results of previous research, a description of qualifications conditions and teachers' competence in the field especially at Banyumas District area become the root cause of this research, it is the low quality of teachers in learning therefore the writer is interested in conducting research with title *The Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality In Madrasah Aliyah (Case study at Madrasah Aliyah Negeri 1 Banyumas and Madrasah Aliyah Al-Ikhsan Beji Kedungbanteng Banyumas)*.

II. RESEARCH METHODS

This research uses a qualitative approach, or naturalistic inquiry with description method, it is a research that conducted on a natural setting condition. This qualitative method is based on post positivism philosophy, through natural conditions. The descriptive qualitative research describes and interprets the real conditions in accordance with the reality in the related field to the management of teachers professional is competence to improve the learning quality at two Madrasah Aliyah in Banyumas District area.

The data collection techniques in this research are: (1) Interview, conducted to get data related to the management of teachers competence of PAI includes teachers, Principle of Madrasah, and students at each MA at Banyumas District, (2) Observation, conducted to get data events related to the management of teachers competency of PAI teachers in the form of learning quality, (3) Documentation, analyzing the required documentation or written data related to the management of teachers competency of PAI teachers, and (4) Triangulation, combining data resources at once to test the validity of data by checking the credibility of those data from various existing data resources.

III. RESULTS AND DISCUSSION

The discussion of the research findings of the management of teachers competence of Islamic Religious Education to improve learning quality at two Madrasah Aliyah in Banyumas District area includes several discussions both theoretically and practically.

1. The Planning of the management of Teachers Competence of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah in Banyumas District Area.

The planning is the first function of management since before all other management functions are carried out. Planning is simply formulated as a setting objectives and actions that must be taken to achieve the objectives of organization. According to Gibson and friends, planning includes determining the objectives and appropriate tools to achieve the objectives set. In contrast to Gibson and friends, Siagian, planning refers to the entire thinking process and determination thoroughly of things that will be done in the future to achieve the objectives that have been decided. A side from being the first function of management, the planning function is very general because it includes all other management functions, means that in planning, the organizations leader need to plan and / or arrange carefully some of these things: a) objectives to be achieved (targeting), b) who will do and what will do (organizing), c) time and how to do an organization's work (actuating), d) who will regulate and who will responsible (*leading and staffing*), e) the amount of budget needed to carry out the organization's work (budgeting),

f) the manner and amount of cost that will be spent to pay salaries of employees (remunerating), g) types of promotion that will be given to an excel employee (promoting), h) control system and evaluation that are used to control the movement of the organization (controlling and evaluating).

Planning process always involves various aspects around it. A good planning certainly takes into account internal and external aspects, strengths and weakness, opportunities and challenges, so that the objectives of the organization can be achieved. Considering that every action taken to achieve that objectives must be adapted to the line of policies, programs of work, procedures of work, and budget of organization, so the management of organization must include those elements in its planning. That means, the management must set various regulations and implementation guidelines that must be followed and / or made a reference to do activities, determining the amount of cost required during the activities and the amount of cash income that can be expected from a series of activities that must be done.

2. *The Implementation of Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah Banyumas District*

In theory, Implementation is actuating. Implementation (actuating) is the third function from management. It is like planning, implementation is a management function that is very general because it includes other management functions, such as budgetting, personnel (staffing), leadership (leading), organizing orienting, coordinating, motivating, controlling.

Managerially the implementation of management of Teachers' Competency of Islamic Religious Education to improve learning quality at Madrasah Aliyah Negri 1 Banyumas District area by following the activities of the Subject Teachers' Consultative Meeting or MGMP, workshop and other activities related to the improvement of human resources for Islamic Religious Education teachers either through educational seminars or further studies as long as they do not interfere with learning and teaching activities with notes that all the schedule of learning and teaching activities that have been assigned to comply all. Technically the implementation is through official meetings at the beginning of the semester, mid-semester and sometime through incidental office meetings for example when there is an important information related to the socialization of radicalism, for these formation there are usually a direct information from the central ministry, regional offices and district ministries which often directly coordinate important information's that must be immediately socialized to institutions or Madrasah Aliyah at Banyumas District.

At the first of school year a workshop was held by inviting speakers from the curriculum center (PUSKUR) at the Garden Resto followed by all teachers of Madrasah Aliyah Negri 1 Banyumas and also invited several invited guests from Kasi Penma (Head of Madrasah Education section) Semarang and from the ministry of religion Banyumas District which was technically open by greetings, read *Al-fatihah* together and teachers asked materials which has taught (pre-test) then continued the material using lecturer method, discussions, questions and answer, next clarification from teachers by still referred to the books used such as textbooks, *Tiga Serangkai*, *Air Langga*, later on teachers gave questions of daily tests and the results of those test assessed by Aqidah Akhlaq Teachers and input to the teachers' assessment book, before learning finished teachers also gave examples by using table adapted

to the material being studied.

While the implementation of the subject teachers' meeting activity (MGMP) was first opened with reading *Basmalah* by the MGMP chairman and given a briefing by the chairman related to learning material, about the content of the material whether it is compatible with K13 or not and about the correct learning strategy for SKI. After being briefed on these issues, a question session was then opened which was related to the SKI subjects, for example questions about the material at grade 12 sub-topics of Islamic Reform with various opinions of figures such as Muhammad Abduh, Muhammad Ali Pasha, Jamaludin Al Afghani who had different views when during grade 11 the discussion was only about the Umayyad and Abasiyah dynasties but at grade 12 the direct discussion was on the renewal and modernization of the Islamic world, while the material for Islamic renewal is related to the discussion of the Ottoman Turks, due to the destruction of Turkish Ottoman by the French led by Napoleon Buna Parte. The example of one of the problems mentioned above is what was further discussed in the MGMP forum and all participants played an active role in providing input or contribution to each other, Next, conclusions / consensus were taken together with a variety of issues discussed in the MGMP forum and the last note-taker then read the results of the discussion.

MGMP activities usually held at least 4 times in a year and starts from 8:00 AM to 1:00 p.m. which is held at the beginning of the school year, before midterm or PTS (Mid Semester Assessment) and UAS / PAS (Final Semester Assessment) at the end of the year or grade promotion. MGMP activities in the even semester are done at the beginning of the school year even semester and before the PAT (End of Year Assessment). The Material activities taught in learning refer to the division of time, and at the beginning of school year usually use an agreement system in the form of a learning contract. In learning activities use a standard value in the form of minimum completeness criteria or kkm as well as using a variety of methods or strategies in learning and teaching. They usually do an assessment or evaluation in accordance with the curriculum used after carrying out teaching and learning activities.

In improving the quality of learning in the next grade is in the form of activities in active learning at class in the form of discussions, questions and answers and group presentations at class, at the beginning of the class study contract was held to each learning, being called when learning, at the next meeting before learning begins the teacher asks Students about the material that has been studied, that has reached any material, whether it is understood or not, then continued by questions session and if there is no questions it will continue to the next material, the teacher delivers material through learning media, one of which is through LCD by displaying material / power point slides and also through the teacher's handbook which is studied with active learning models and not based on textual understanding but with illustration models as in the Qur'an and Hadith subject about dialogs / conversations when the Prophet and his companions dialogue each other.

While Managerial implementation of the management of teachers' Competency of Islamic Religious education to improve learning quality at Madrasah Aliyah Al-Ikhsan Beji Kedungbanteng Banyumas through a stage. Stages of implementation are done after a planning that designed or compiled at the beginning or before doing an activity.

Teachers must complete all education administrations such as the Learning Implementation Plan or RPP that done by each teacher, but the Headmaster of Madrasah always monitoring about the the administrative requirements

that have been prepared and done as well as the presence of supervisors from outside the Madrasah, it is from the Ministry of Religion to monitor Madrasah Aliyah Al-Ikhsan Beji about learning tools in Madrasah starting from syllabus, lesson plan, and drafting questions grid. The Islamic Religious Education teachers implement all learning tools starts from planning, implementing, and evaluating.

3. Evaluation of Implementation of the Management of Teachers' Competency of Islamic Religious Education to Improve the Learning Quality at Madrasah Aliyah, Banyumas District

In theory the evaluation or control refers to the management function to carry out monitoring, assessment, and correction of all activities done by subordinates. This function is intended so that the work of the subordinates is always directed to the right path, in accordance with the plans that have been set before, in order to achieve organizational objectives (Werang, 2015: 2-7). Evaluation of Implementation of the Management of Teachers' Competency of Islamic Religious Education to develop the learning quality at Madrasah Aliyah 1 Banyumas is scheduled and routinely through classroom supervision activities which are ideally carried out 2 times in a semester but sometimes only once.

At pre-supervision of the Principle of Madrasah usually meets with the teachers concerned about the preparation of what has been prepared in the administrative educations' tools / learning tools, how the implementation of learning and how to follow up, an example in a particular subject how the method and etc. After checking the overall readiness, then they enter the classroom to be monitored by the Madrasah Principle for approximately 15 minutes and then evaluate the findings during the monitoring that must be corrected to be followed up or corrected through the subject teacher supervision report conducted by the Principle of Madrasah by technically going through several stages including Pre-Teaching and Learning Activities, Teaching and Learning Plans, Implementation of Teaching and Learning Activities and Post-Teaching and Learning Activities.

To evaluate *Aqidah Akhlak* subject usually carried out when the material has been completed each chapter and there are three sub-chapters, then teachers conducting evaluations such as conducting daily test using multiple choice questions as much as (10) questions to (20) questions and Essay questions from (5) to (10) questions with only one hour (45 minutes) for one session. At grade 12 IPS 4 with a total 36 students so those 36 students were technically divided into two sessions when they do test, there are first session test that sorted from students with number 1 to 18 while for second session test is sorted from students with number 19 to 36, with the same questions form between first session and second session, namely multiple choice with 10 to 20 questions and for essays from 5 to 10 questions. As for allocation of time (45 minutes) and when the first session is held so students from second session are asked to study outside class to prepare and wait for the test on the next session (second session).

Evaluation of implementation of the management of teachers' competency of Islamic Religious Education to Improve the Learning Quality at Madrasah Aliyah Al-Ikhsan Beji are students do discussion at first to (feedback) an evaluation of the process of discussion then students are allowed to understand books that are used as references and other existing books related with the material, then continued with sharing about the correct learning according to students. To find out about the weak points of mastery of the material in accordance with the ability of students to the text that is still lacking sousing this discussion model is very effective, and the results are satisfying. KBM in the

subjects of *Aqeedah Akhlak* and *Fiqih* is 75 (seventy five) and for the implementation of *fiqih* subjects through learning discussion will be the same as in the implementation of learning the *Aqeedah Akhlak*. Whereas the practice of *fiqih* is usually done when it has promoted to 12th grade and can only follow the practice of *fiqih* for example training in *janazah*, *tahlil*, *kultum*, and *sermon*.

4. The Resistor factors of Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah Banyumas District

There is usually a resistor factors in the management of Teachers' Competency of Islamic Religious Education to developing the learning quality, therefore in theory in order for the learning message that will be transformed well, so Malcolmas quoted by Abdul Gaffur (2006) recommends that teachers design the learning message with due regard to the following principles.

- a. *Readiness and Motivation*
- b. Attention tool
- c. Active students participation
- d. Repetition
- e. feedback
- f. avoid irrelevant material

The Resistor factors of Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah Negri 1 Banyumas such as if the quota of education and training activity for participants in a year is limited, it is only one teacher representing per educational institution / madrasah so there are many teachers who cannot get opportunities to follow education and training program, even until they get retirement, some of them have never participated in education and training program, funding problems also become an obstacle for example when holding an independent workshop activities often stumble with the existence of limited funds / budgets, personal problems of the teachers become their own problems, especially teachers do not like to add scientific insights to support the teacher's own human resources such as not happy to learn, read and others. So teachers only conducts routine activities which cause the lack of passion of the teachers in increasing his professional level such as they do not want to attending seminar activities, reading books and also literacy culture. The assets of academic ability is limited, especially in terms of foreign languages such as Arabic, English and lack of enthusiasm for learning so to study references is very limited ability, for example, *fiqih* subjects teachers should be able to read classic books, Another factor is the limited time allocation of learning activities in class while a lot of material must be learned and teachers are required for 24 hours especially PNS teachers that have 37.5 hours in one week, they must actively carry out their duties and functions as a teacher to participating in the Subject Teachers' Consultative Meeting (MGMP), education and training become an obstacle in the problem of dividing the time, on the one hand must continue to teach but on the other hand the teacher can also participate in activities that support academics to improve the quality of competence that has implications for the quality of learning and outcome for students. from students input factors who have a background from public junior high school become a separate job for teachers of the Islamic Religious Education family because on average there are still many students with a general education background who are not familiar with Islamic Religious Education materials comprehensively,

then other resistor factors are on Monday and Saturday Students are often late in participating in learning and teaching activities. Schools does not have a special laboratory for practicum activities, other resistor factors in improving the quality of learning at Madrasah Aliyah Al-Ikhsan Banyumas include: improvised school facilities, internal conditions of schools / madrasah about harmonization between peers still not stable, environmental conditions both teachers and students have not been able to discipline for example come to school at seven in the morning but the fact there are still more than seven in the morning so that it will interfere with concentration in teaching and learning activities in the classroom. Other resistor factors are the limited availability of teaching materials, inadequate practicum facilities that will affect the quality of learning. Time allocation for learning is too little while the material is very much and most students also domicile in Al-Ikhsan Beji Kedungbanteng Islamic Boarding School so that learning and teaching activities in Madrasah Aliyah can only be carried out until 13.00 WIB because at 13.30 WIB students must attend learning and teaching activities (recite Koran) in the boarding school. Therefore, to catch up with the subject matter, students must take additional learning activities (private tutoring). Furthermore, the resistor factors of the teacher also become a problem, for example, when teachers teach in class, there are still those who teach monotonous (lectures) only and the teacher takes the Practicum of Religious Education Islam, The mosque as one of the parts of the Islamic Religious Education laboratory is not yet representative of the number of pilgrims from students who reach the number of 1,600 (one thousand six hundred) so it needs to be renovated to have a more ideal capacity of pilgrims. All Islamic Education Books are relevant but only publishers of *Airlangga*, *Tiga Serangkai*, and the Ministry of Religion are willing to publish.

5. *The Countermeasure Efforts of Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah Banyumas District*

In theory, through an effective control system on organizational movement, implementation of plans, policies, and quality control efforts can be done properly, *Maasie* formulated several supervisory principles as follows: a) Aimed at strategy as the key target that determines success, b) supervision becomes feedback to make various improvements or revisions in order to achieve goals, c) flexible and responsive to changing conditions and the environment, d) matches with the organization that has an open system, e) a self-control, f) directly, means the implementation of controls at work, g) pay attention to human nature.

While other efforts in improving the quality of learning are with oral repetition activities, especially in the subjects of Islamic cultural history (SKI) for example, one by one Students to go forward to retell the material given by the teacher, then the teacher gives an assessment in accordance with the results of the quality of the mastery of the storyline and understanding. Students also have the function to train the mental courage of students in delivering material, because when students' progress to deliver material the teacher provides flexibility to students in accordance with the awareness and readiness of the students so it does not match the absent number specified by the teacher. Efforts in overcoming it are to provide motivation to students so that students are more active in learning by providing examples or criteria for successful people. By studying hard with the intention of worship later Allah will provide a way for people who are optimistic and hardworking by trying their best, God will surely fulfill all his ideals. Another effort is to utilize a conducive and strategic educational institution environment because it is close to the Al-Ikhsan Beji Kedungbanteng Islamic Boarding School, which will influence the quality of learning because

most of the teachers and students teach and live in the Islamic boarding school.

6. The Quality of Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah Banyumas District

In theory Quality is a matter related to passion and self-esteem. For each institution, quality is the main agenda and improving quality is the most important task. Even so, some people consider quality as a concept that is full of puzzles. Quality is considered as a confusing and difficult thing to measure. Quality in someone's view sometimes contradict with the quality in the view of others, so it is not strange if there are two experts who do not have the same conclusion about how to create a good institution.

We can indeed know the quality when experiencing it. We still find it difficult when trying to describe and explain it. In daily life, we will do anything to be able to get quality, especially if the quality has become a habit. Ironically, we can only realize the existence of these qualities when they have disappeared. One thing we can be sure of that quality is something that distinguishes between good and vice versa. Departing from this reality, quality in education is ultimately the difference between success and failure. Thus, quality is clearly a major problem that will guarantee the development of schools in achieving status in the midst of increasingly fierce competition in the world of education.

The best organizations, both government and private, understand quality and know its secrets. Finding quality sources is an important adventure. Educational practitioners recognize their need to achieve these qualities and present them to students and protege. Indeed, there are many sources of quality in education, such as good building facilities, prominent teachers, high moral values, satisfactory test results, specialization or vocational training, parental encouragement, local business and community, abundant resources, application of the latest technology, good and effective leadership, attention to students and protege, an adequate curriculum, or also a combination of these factors.

IV. CONCLUSION AND RECOMMENDATION

Based on the results' research generally concluded that Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at two Madrasah Aliyah in Banyumas District manajemen kompetensi guru rumpun Pendidikan Agama Islam dalam peningkatan mutu pembelajaran di dua Madrasah Aliyah Kabupaten Banyumas is approaching in accordance with management theory and the theory of learning quality carried out by teachers, it is proven by programmatic planning, realistic implementation and supervision / monitoring by principals of Madrasah / Schools and Supervisors with strictly measurable and Professional. The advantage gained from this research for the Madrasah Aliyah is the quality of learning that is seen applied by the teachers of the Islamic Religious Education family for student competencies.

The recommendations are in accordance with the results of research data on Management of Teachers' Competency of Islamic Religious Education to Improve Learning Quality at Madrasah Aliyah Negeri 1 Banyumas District and Madrasah Aliyah Al-Ikhsan Beji Kedungbanteng including:

1. The principle of Madrasah Aliyah should be more programmed or planned in a professional and professional manner in managing educational institutions to improve the quality of learning.
2. For the deputy principle of Madrasah in the field of Curriculum, it is better to be able to carry out programs related to HR especially in the management of the competence of Islamic religious education teachers in improving the quality of learning in Madrasah Aliyah
3. For Islamic Religious Education teachers should be able to reflect / evaluate the performance results that have been monitored / evaluated by the leadership to be followed up in real evidence on the implementation of management of teacher competency to improve the quality of learning in Madrasah Aliyah
4. For all components of educational institutions in Madrasah Aliyah, especially for policy makers in order to be able to handle the resistor factors in the management of teachers' competency of Islamic Religious Education in a professional manner.
5. For all the academic community, especially teachers of the Islamic Religious Education they try to overcome various challenges that result in the low quality of learning.
6. For students to strive to learn actively, creatively and independently in improving the quality of Learning, especially in the subjects of the Islamic Religious Education family, so that it will improve satisfying results.

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