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JURNAL KEPEMIMPINAN PENDIDIKAN (JKP UHAMKA)

EVALUATION OF TEACHING FACTORY PROGRAM IN SMK YP IPPI CAKUNG
Sri Utami Purnama SARI, Linda SILVIANA

.....428-433

THE EFFECT OF ACADEMIC SUPERVISION AND PRINCIPAL'S LEADERSHIP ON
TEACHERS' PERFORMANCE IN THE ELEMENTARY SCHOOL IN EAST JAKARTA
Rachmatul UMMAH, Fitria yeni BAHRI.....434-444

ANALYSIS OF ACADEMIC SUPERVISION MANAGEMENT IN IMPROVING SCHOOL
QUALITY

SUMIATI, Hery MULJONO.....445-451

TRACER STUDY MASTER ADMINISTRATION OF EDUCATION OF UHAMKA AS THE
INTENTION OF THE EDUCATIONAL TRANSFORMATION PROGRESS

Ihsana El KHULUQO, RISMITA.....452-464

EVALUATION OF THE IMPLEMENTATION OF THE TAHFIZ AL-QUR'AN PROGRAM AT
ASSHAFIA ASSIGNING ISLAMIC ELEMENTARY SCHOOL, DEPOK

Nova FAUZIAH.....465-473

THE EFFECT OF MOTIVATION, SATISFACTION AND WORK DISCIPLINE ON
EMPLOYEE PERFORMANCE OF PT. TRIWIRA INSANI LESTARI TBK

NURJAMAN.....474-484

ANALYSIS STRATEGY OF HUMAN RESOURCES DEVELOPMENT
PT KREASI CIPTA UTAMA

Aprinda KOMELIANTARI.....485-492

EVALUATION OF IMPLEMENTATION CHARACTER EDUCATION IN SCHOOL
CULTURE

Siti NURAENI.....493-497

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EVALUATION OF TEACHING FACTORY PROGRAM IN SMK YP IPPI CAKUNG

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ABSTRACT

The purpose of this study was to examine the implementation of a teaching factory, and the factors that inhibit its implementation at SMK YP IPPI Cakung. The results of the study noted that the implementation of the teaching factory begins with the establishment of a management structure and collaboration with industry and the related education office. The competency standard used is an application of the school curriculum that is Indonesian National Work Competency Standards (SKKNI) or industry curriculum standard involving students who master vocational competencies and have interests or talents. Thus, the learning media in the form of products have been adjusted to competence. The instructors involved in teaching factory are those who have academic qualifications, experience in industry, and commitment. The products are marketed to consumers and then an evaluation of the implementation of teaching factories are conducted by schools and companies. The inhibiting factors in this program are related to human resources, namely teachers and students. There is still lack of teachers for the department of Computer and Network Engineering but they have fulfilled academic qualifications according to their competencies. In terms of student issues, students' lack of interest and funding are the obstacle. For supporting factors of teaching factory, it includes superior products, which raw materials are easily obtained, and work strategies that can be adapted to conditions. In addition, supporting facilities, good infrastructure, good marketing, and sufficient location are some good things to carry out the production.

Keywords: *Teaching Factory, industry curriculum standards, expertise, competence, vocational school*

INTRODUCTION

When the government considered that many vocational high school (SMK) graduates were unemployed and the impact of the 4.0 Industrial Revolution on students and educators, the government together with the education department made a policy of "Revitalizing SMK" or what we call "SMK Revitalization" but by setting a policy "SKKNI Industri ". But the policy needs to be improved because it must be under the national economy. Facing the problem of economic inequality and global trends. Fajaryati (2013), and Perdana (2018) noted that the government was compelled to revitalize the SMK as a whole. Starting from the improvement of vocational curricula that are in line with future needs, including certification that refers to the Indonesian National Work Competency Standards (SKKNI), apprenticeship programs in the industry to improve students' abilities and capacities, teacher training of trainers, to improve the selection system that matches expertise and increase the interest of prospective students becoming vocational students. According to Siswanto (2011), one of the efforts made by the Directorate General of PSMK to achieve the vision of realizing

SMKs that can produce entrepreneurial graduates who are ready to work, smart, competitive, and have a national identity, and can develop local excellence and be able to compete in the global market then from that, Vocational School already has a new program where our students can be creative with the knowledge obtained at school, with industrial teaching and produce products both goods or services. This program is called "Teaching Factory" (TEFA).

According to Vocational Guidance (2015), Alptekin (2001), TEFA is the production and business-oriented learning. Learning through TEFA is the process of mastery of expertise or skills carried out based on actual work procedures and standards to produce products or services ordered by consumers. Mustari (2017), and Wibowo (2016) recognize the level of validity and feasibility of the Teaching Factory learning model and know the effectiveness of the Teaching Factory learning model. Chryssolouris and Alexopoulos (2011) stated that the concept of the Teaching Factory has its origins in the medical sciences discipline and specifically, in the paradigm of teaching hospitals, namely the medical schools operating in parallel with the hospitals (Chryssolouris, Mavrikios, & Rentzos, 2016). Yunanto (2016) noted that teaching Factory prints quality human resources in the use of technology. In the Teaching Factory program, students are expected to make a product or service that is useful for the community. Mavrikios (2018) mentions that the "factory-to-classroom" TF operation mode aims at transferring the real production environment to the classroom and allows students to be trained by addressing appropriate real-life engineering problems. The actual production site is used to enhance the teaching activity with the existing knowledge and experience in the processes of everyday industrial practice (Teng, 2001). The faculty members must be careful in selecting companies. Company commitment to the project is extremely important for its viability. The constant involvement of the industrial adviser determines the success of this hands-on educational approach. According to Widodo (2013), development of soft skills and hard skills learning models related to Teaching Factory so that high school graduates are able to have competitiveness, adaptive and anticipatory, able to learn, skilled, easily adapt to new technologies. In the words of Hasanah (2017) and Bilge (2019), in general, the objective of SMK readiness in implementing Teaching Factory is to use the latest technology and programs that make students able to create and create new things. According to Clemens Faller (2015) and George (2013), in addition, it is used for the practical teaching of students and for evaluating research projects. Mourtizis (2018) and Antero (2014) emphasize that through the Industry 4.0 concept, it is moving to the next phase of digitalization. Industry 4.0 supported by innovative technologies such as the Internet of Things, Cloud technology, Augmented and Virtual Reality will also play an important role in manufacturing education, supporting advanced life-long training of the skilled workforce.

METHOD

This study used an evaluation method with a Context, Input, Process, and Product (CIPP) Model. Researchers collected information when they were on the committee for the formation of the Teaching Factory, which was formed at the Vocational High School of YP IPPI Cakung, east Jakarta. Researchers conducted research by collecting data using observation, documentation, and interviews. The interview was conducted with the Head of the Computer and Network Engineering Skills Competency Program as the main data. Besides that, 20 students from Computer and Network Engineering Skills Competencies who joined the program, three teachers and mentors from PT AXIOO Program were sampled as well to get more comprehensive data.

FINDINGS AND DISCUSSION

The results of this study are adjusted to the research objectives of producing a learning model in vocational high schools using the development of a valid and effective Teaching Factory learning model for planning and installing Computer and Network Engineering systems by strengthening the load of soft skills, hard skills, and environmental skills.

1. **Context**

The researcher also examined that SMK YP IPPI Cakung made a Teaching Factory program in accordance with formal foundations that had been formed from government regulations National Education System Act (UUSPN) Number 20 of 2003 in the explanation of Article 15, it was stated that Vocational High Schools " Vocational education is secondary education that prepares students primarily to work in certain fields ".

2. **Input**

SMK YP IPPI Cakung has an industrial class in collaboration with PT AXIOO Program, and PT ANDIANET. The results of the researchers' observations were the beginning of the formation of the Teaching Factory with the use of grants from the education office given to our school. Then we make a report on the accountability of funding - financing the purchase of facilities and infrastructure to support the Teaching Factory competency program in Computer and Network Engineering Skills. The school has formed an industrial-based TKJ Laboratory. After the facilities and infrastructure have met the SKKNI, the researcher re-observes the preparation of human resources, namely students who involved in the process Teaching Factory learning implementation. Preparation of educators at the YP IPPI Cakung Vocational School has reached the training preparation stage.

3. **Process**

For the Teaching Factory learning process at SMK YP IPPI Cakung majoring in Computer and Network Engineering, there are 20 students who take the Axioo class program. The student is learning. Stages of the Axioo class implementation by synchronizing. The material is prepared from industry on classroom appropriate learning without creating a new curriculum that has been applied in accordance with government regulations. The school and the industry make an indifference called Skillpath which is the overall competence in the Axioo class. This Skillpath becomes the estimated schedule for each competency certification exam week.

In the process of implementing the "Teaching Factory" learning method of joint learning in the PT AXIOO Program is a national movement fostered by the Industrial Axioo Program class. Senior fostered students must teach their juniors in the classroom environment (peer tutors) and disseminate knowledge and competencies that are held to the public (across departments, across levels, across generations). Axioo industrial class students not only learn about Axioo standards but also from various partners. Students after learning with PT AXIOO, these students will carry out Field Work Practices at PT AXIOO and ACP partners. In the process of street vendors in AXIOO street vendors are divided into 4 periods in the year, Following a selection similar to job recruitment, registration is done independently by students.

4. **Product**

Students who have participated in teaching factory programs have produced products and services that are beneficial to society. The list of the products is shown in table 1 below.

Table 1. Products or services produced

No	THE PRODUCED PRODUCT NAME / SERVICE
1	CCTV installation
2	PC Laptop Clinic
3	Internet Service Provicer (ISP)
4	Telepon VOIP
5	Hosting Domain
6	VSP Hosting dan Voucher Internet (MYHOTSPOT.ID)

The research aimed to investigate the implementation of teaching factory model and the limitedness of its implementation. In terms of the implementation of teaching factory, it has run somewhat well considering the products that the students are able to produce as seen in table 1 above. So it means that the teaching factory model is successful to develop the students' competency and skills. However, based on the observation and interviews, some of obstacles are discovered including the human resource issues both by teachers and students. The problems of students are about the lack interest of participating the program since it is related to the funding, which is quite high. For the teacher-inhibiting factor, there are not many productive teachers who have the qualification of computer and network engineering. So lack of teacher also becomes one of the obstacle factors, which needs to be solved by this school.

Aside from the obstacles, there are some factors, which support the implementation of the success of teaching factory model. Some of them include complete facilities, good infrastructure, good marketing and adequate location. The school can also find raw materials easily, which make the product become superior ones. Working strategies, which can be adapted to real condition, become significant factors to the qualified products and the success of TEFA implementation. According to Putra, et al (2018) there are six factors that must be considered in order to get the right teaching factory concept, namely: the learning process, the competence of alumni, the production process in the couples industry, the curriculum, jobs in Industry, and Tools and Infrastructure.

To meet the needs and demands of labor in the world of business and industry today, the education sector must be able to respond to the challenges of today's disruption era by preparing professional-class education. The professional class education can be achieved by implementing the right learning model in vocational high school. In other words, school learning must be well integrated with workplace learning, which is likely to be implemented especially in vocational education and training (VET) (Fitriani, 2019). Thus, teaching factory is the appropriate learning model, which can respond the challenge. In addition, Damarjati (2016) said that learning through a teaching factory aims to foster character and work ethic (discipline, responsibility, honesty, cooperation, leadership) needed by industry and business and improve the quality of results. Learning from simply providing competence (competency-based training) to learning that equips the ability to produce goods / services (production-based training). This means that there needs to be synergistic cooperation between vocational high school and industry through the implementation of the Teaching Factory.

In Indonesia, not many have conducted research on the impact of the Teaching Factory model on students. However, some of them are: research shows that the application of the 6 Step Teaching Factory learning model (TF-6M Model) can improve learners' competence, increase their time at work, and increase soft and hard skills, motivation, sense of responsibility, and their work ethics

(Martawijaya, 2012, Amar, Hidayat & Suherman, 2015,). So, this current research is quite similar to the previous research findings stated above by seeing the products and the services that students can produce. It implies that the model of teaching factory can develop the knowledge, skills and competency of students, which bring significant improvement to quality of students and education in vocational high school.

CONCLUSIONS

Production-based learning in teaching factory model brings an industrial atmosphere into learning, so the students can learn in real working conditions, which can develop their expertise and competency. This learning is expected to be able to make students ready to work and have an entrepreneurial spirit. By employing the model of teaching factory, the number of unemployment from vocational high school graduates can be reduced as well. Students will be more competent in their fields and able to create their jobs. From this program, not only the students get the material but they also go to the field to practice the material directly obtained from the school and distribute it to the industry and the community. Thus, it can be concluded that the teaching factory and its implementation in vocational high school as a proper learning model can encourage the entrepreneurship skills and students' independence as well as develop the innovation by sharing project between the business or industry and the school.

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THE EFFECT OF ACADEMIC SUPERVISION AND PRINCIPAL'S LEADERSHIP ON TEACHERS' PERFORMANCE IN THE ELEMENTARY SCHOOL IN EAST JAKARTA

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ABSTRACT

The purpose of this research was to investigate the effect of academic supervision to teachers' performance; the effect of headmaster's leadership to teachers' performance; and the effect of academic supervision, headmaster's leadership simultaneously to teachers' performance. This quantitative research employed a survey method to find out the effect of researched variables. Multiple regression analysis was employed to test the effect of three variables. 200 elementary school teachers in east Jakarta participated in filling the questionnaire. The research has revealed that (1) academic supervision affects teachers' performance positively and significantly; (2) the principal's leadership affects teacher's performance positively and significantly; (3) academic supervision and school principal leadership affect teachers' performance positively and significantly.

Keywords: Academic supervision, principal's leadership and teacher performance.

INTRODUCTION

The issue of teacher performance is still a very serious discussion to date. The government strives to improve the competence and performance through various means. Based on data from the Teacher Competency Test (UKG) results, the national average score of the competency test results is around 44.5, which is far below the standard value of 55. Pedagogical competence, which is the main foundation, has not reached expectations. This can be seen from the performance of teachers who are still not optimal and not yet professional as a learning agent. Many teachers apply top-down patterns when teaching and making themselves the main subjects in teaching and learning activities.

The Ministry of Education and Culture in 2018 stated that the performance of teachers based on the ratio of education in elementary schools to the DKI Jakarta area had a ratio of teachers and students compared to 1:25, meaning that one teacher handled 25 students. As for

the category of government teachers and students compared to 1: 52 students, meaning that every government teacher of elementary school handles 52 students. Based on this it is revealed that the comparison between teachers and students in Indonesia, especially in the DKI Jakarta area is still not comparable or balanced. Based on the data of elementary school teacher qualifications in 2018, the number of elementary school teachers in DKI Jakarta that have met the bachelor's degree requirements in their fields is 4.8%. While 95.2% have not met the minimum Bachelor of Education qualification requirements in accordance with their fields. The number of elementary school teachers who have passed 53.1% certification and 46.9% has not been certified. The data of National accreditation organization of (BAN S/M) in 2018 reported that the number of accredited elementary schools in DKI Jakarta is only 2.5% and 77.2% schools have not been accredited yet.

The aspects of learning planning and evaluation function are perceived to be experiencing many obstacles in their implementation (Afriyanli & Sabandi, 2020). This is also seen in the majority of elementary school teachers in Matraman District, East Jakarta. If the evaluation is implemented as a whole, the lack of performance of elementary school teachers in the Matraman District is caused by inadequate resources, inadequate quality of services, and learning programs that have not been properly targeted. This is what drives in-depth research on the effects of academic supervision and principal's leadership on primary school teachers' performance, in accordance with Government Regulation No. 19 Article (19) which explains the teaching performance of teachers includes: planning the learning process, carrying out the learning process, conducting assessments, and supervising learning (Sudirjo, 2013).

In improving teachers' performance in the learning process and implementation of the academic supervision function, appropriate guidance, and training are needed in the achievement of the professional duties of teachers and school principals. The focus in this issue is the principal who plays the role of supervisor, and the teacher as the object of evaluation. Principals who have duties as supervisors can later contribute maximally and continuously in conducting academic supervision of teachers (Sufiyadi, Wahyudi, & Syukri, 2005). The maximum achievement in teacher professional competence is easily obtained. In the end, the quality of education will be obtained by increasing student-learning outcomes.

The large number of school principals who do not yet understand their duties and functions as leaders in schools has caused a less than optimal supervision function at every level of schools in Indonesia. This also happened at elementary schools in Matraman District, East Jakarta. As a result, the role of the principal is not maximal, resulting in the sustainability of learning quality that is not optimal. Not only that, but policies and decisions made by school principals are also often subjective. Whereas as a leader in a school that is in control (decision maker), every decision taken must have objective content and can be accepted by all parties without anyone feeling heavy (Aldi & Ningsih, 2014). These roles are needed so that they are very influential especially on improving teacher performance in the new paradigm of education management, the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The role of the principal's supervisor is also related to the supervisor's function in academic supervision in schools, this supervisory role is supported by prior research.

Several prior research focused on conducting the theme of supervision, which is important to improve teachers' performance. For example, previous research found that: (1) Academic supervision had a positive and significant effect on teachers' competence in learning management with a percentage of 36%; (2) Principal's leadership of teachers gives a positive and significant influence on teacher competencies in learning management with a percentage of 38%; (3) Academic supervision and the principal on the teacher has a positive and significant influence on teacher competence in learning management in elementary schools in South Java, with a percentage of 37% (Wahyuddin, 2016). Other research revealed that directive

supervision is positively and significantly related to teachers' performance and attitude (Hoque, Kenayathulia, & Subramaniam, 2020).

Based on this, a study was conducted on the effect of academic supervision; school principal leadership on the performance of teachers is still significant to be analyzed, particularly in the level of elementary school since it is the basic education. The aim was to find out and analyze; (1) the effect of academic supervision on the performance of elementary school teachers, (2) the effect of the principal's leadership on the performance of elementary school teachers (3) the effect of the supervision and leadership of the principal on the performance of teachers in elementary schools.

METHODOLOGY

This research was conducted at the Elementary Schools in the Matraman Sub-district, East Jakarta, from February 2020 to July 2020. The population in this study were all school principals and elementary school teachers. The total population is 53 principals and 627 teachers. The sample in this study was 200 people, by using the proportional random sampling method (Arikunto, 2016). This study used a quantitative approach with the ex post facto method. This research aims to find the position of the momentary variable (status quo variable) based on the data available at the time (the status quo data) and the relationship between the variables studied, then it can be determined and conclusions drawn (Sugiyono, 2006). This means that based on data, facts, and information obtained and can explain the conditions of each variable studied, to determine the effect of one variable to another variable. This research is to investigate the influence of exogenous variables (academic supervision, and principal's leadership) from endogenous variables (teachers' performance).

This research generally aims to answer some of the problems that have been formulated to reveal the significance of the research model (constellations) on the effects of exogenous variables (exogenous variables). Good academic supervision will help in very complex problems in the future, this is supported by research previously given the symbol X_1 , academic supervision, and principal leadership was given the symbol X_2 , as well as endogenous variables, Teachers' Performance was given the symbol Y . The specific objectives of this study were to: (1) determine the direct influence of academic supervision on principal leadership; (2) determine directly the influence of academic supervision on the principal's leadership; (3) determine the direct influence of academic supervision and principal leadership on teachers' performance.

The data needed in this study includes primary data and secondary data. Primary data include: (1) academic supervision (2) principal leadership and (3) teacher performance Procedures for implementing the test instrument (a) determining respondents' trials; (b) conducting research by distributing questionnaires/questionnaires; and (c) analytical instruments. The instrument development process begins with determining respondents then proceed with the preparation of instruments referring to the indicators on each variable. The next stage of the instrument concept is matched with the conceptual definition and lattice instrument with the theory currently used.

RESULTS AND DISCUSSION

Result

The results of the study illustrate that the next stage can be used as a discussion and conclusion of the results. A total of 200 teachers and principals who were the samples had filled out the questionnaire given. Before filling out the questionnaire carried out by the teacher, the researcher gave an explanation of how to fill in the questionnaire and carried out the objective assistance. Where in this case, the researcher explained that the questionnaire in this study was related to the variable academic supervision, principal leadership and teachers' performance.

Henceforth all data obtained, each of which will find the highest and lowest scores, average, standard deviation and variants. Following is a table of descriptive statistical test results on the academic supervision variable

Table 1. Descriptive Statistic Test Results for academic supervision

No	Indikator	N	Minimum	Maximum	Mean	Kategori
1	Melaksanakan Penelitian	200	2	5	2.50	Cukup Baik
2	Melaksanakan Penilaian	200	1	5	3.50	Baik
3	Melaksanakan Perbaikan	200	1	5	2.66	Cukup Baik
4	Melaksanakan Pengembangan	200	2	5	3.66	Baik
Rata-Rata Variabel X					3.08	Baik

The table above reflects the magnitude of N, the mean, minimum value, and maximum value for the measured variable. N value of 200 means that the number of observations studied was 200 respondents. The minimum value indicates the lowest value, and the maximum value indicates the highest value. Based on the results of the descriptive test, the average overall indicator of the academic supervision variable is 3.08. So it can be translated that the academic supervision variable is in a good category. Following is a table of descriptive statistical test results on the Principal's Leadership variable.

Table 2. Principal's Leadership

No	Indikator	N	Minimum	Maximum	Mean	Kategori
1	Pengambilan Keputusan	200	3	5	3.82	Baik
2	Memotivasi Lingkungan Sekolah	200	3	5	3.08	Baik
3	Mewujudkan Visi Misi	200	3	5	2.85	Cukup Baik
Rata-Rata X2					3.25	Baik

The minimum value indicates the lowest value, and the maximum value indicates the highest value. Based on the results of the descriptive test, the average overall indicator obtained in the Principal Leadership variable is 3.25. So it can be translated that the principal leadership variable is in a good category. Following is a table of descriptive statistical test results on the teachers' performance variable

Table 3. Teachers' Performance

No	Indikator	N	Minimum	Maximum	Mean	Kategori
1	Merencanakan Pembelajaran	200	2	5	3.08	Baik
2	Melaksanakan Pembelajaran	200	2	5	2.50	cukup Baik
3	Menilai Pembelajaran	200	2	5	2.73	Cukup Baik
4	Menguasai Materi	200	2	5	3.69	Baik
Rata-Rata Y					3.00	Baik

The table above reflects the magnitude of N, the mean, minimum value, and maximum value for the measured variable. N value of 200 means that the number of observations studied was 200 respondents. The minimum value indicates the lowest value, and the maximum value indicates the highest value. Based on the results of the descriptive test, the overall indicator average obtained on the variable teachers' teaching performance of 3.00. So it can be translated

that the teachers' teaching performance variable is in a good category. The following is the results of the factor analysis of academic supervision

Table 4. Factors Analysis of Academic Supervision

No	Indikator	Koef Estimasi (Standarized)/ Lambda	T-Value	Signifikansi
1	X1.1	0.67	9.30	Valid ¹ , Signifikan ²
2	X1.2	0.75	10.62	Valid ¹ , Signifikan ²
3	X1.3	0.66	9.14	Valid ¹ , Signifikan ²
4	X1.4	0.62	9.50	Valid ¹ , Signifikan ²

NOTE : 1.Koef Estimasi >0.50 dinyatakan Valid, 2. T value >1.96 dinyatakan Signifikan

Based on table 4, it can be seen that the loading factor value resulting from the latent variable of academic supervision of indicators X_{1.1} to X_{1.4} is greater than 0.50 with a t value greater than 1.96 at a significance level of 5%, it can be said that the indicator variable (observation variable) X_{1.1} to X_{1.4} are declared valid and significant to be used as indicator variables of the latent variable of academic supervision. The following is a table of measurement results for principals' leadership analysis factors

Table 5. Factor Analysis of Principals' Leadership

No	Indikator	Koef Estimasi (Standarized)/ Lambda	T-Value	Signifikansi
1	X2.1	0.77	9.30	Valid ¹ , Signifikan ²
2	X2.2	0.77	9.27	Valid ¹ , Signifikan ²
3	X2.3	0.50	6.54	Valid ¹ , Signifikan ²

Based on table 5, it can be seen that the value of the loading factor resulting from the latent variable Teacher Achievement Motivation of indicators X_{2.1}, X_{2.2} and X_{2.3} is greater than 0.50 with a t value greater than 1.96 at a significance level of 5%, it can be said that indicator variables X_{2.1} to X_{2.3} are declared valid and significant to be used as indicator variables of the latent variable of principal leadership. Here is a table of the measurement results of teachers' performance analysis factors:

Table 6. Teachers' Performance Analysis Factors

No	Indikator	Koef Estimasi (Standarized)/ Lambda	T-Value	Signifikansi
1	Y .1	0.67	9.98	Valid ¹ , Signifikan ²
2	Y .2	0.82	12.83	Valid ¹ , Signifikan ²
3	Y .3	0.77	11.85	Valid ¹ , Signifikan ²
4	Y .4	0.73	11.01	Valid ¹ , Signifikan ²

NOTE : 1.Koef Estimasi >0.50 dinyatakan Valid, 2. T value >1.96 dinyatakan Signifikan

Based on table 6, it can be seen that the value of the loading factor resulting from the latent variable of teachers' performance towards indicators Y_{.1} to Y_{.4} is greater than 0.50 with a t value greater than 1.96 at a significance level of 5%. So it can be said that all indicator variables Y_{.1} to Y_{.4} are declared valid and significant to be used as indicator variables of the latent variables of teachers' performance.

An evaluation of the goodness of fit value of the structural model that has been carried out is presented in the following table:

Table 7. Goodness of fit Index

Goodness of Fit Statistics	Hasil Model	Kriteria
X ² /df (P)	46.60 (0.05251)	Baik
NFI; NNFI	0.93; 0.96	Baik
CFI; IFI	0.97; 0.97	Baik
RMSEA	0.066	Cukup Baik
GFI; AGFI	0.93; 0.91	Baik

Based on the results in table 7, Goodness of fit Statistics is used to test the fit model. NFI, NNFI, CFI, and IFI values greater than 0.90 also indicate good suitability of the model. GFI and AGFI that exceed 0.90 show good models. The other good fit criteria are the Chi-square value of 46.60 with a probability of 0.05251 (> 0.05) showing good results because the probability is above 0.05. RMSEA value of 0.066, which is in the range between 0.05-0.08 shows the model is quite good. So as a whole the model is declared fit and can be continued at the analysis stage. From the results of testing the model above, the path diagram model is obtained based on the estimated parameters (coefficients) of the model that can explain the relationship of structural models. The path diagram model looks like in the picture below:

Figure 1. Estimation of Parameter Structural Model – Model Path Diagram

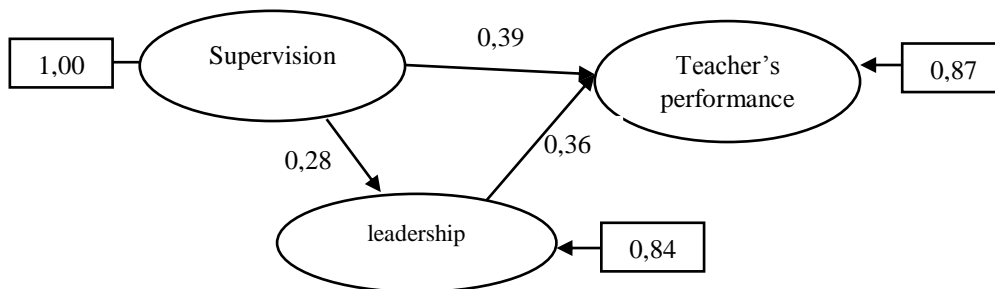
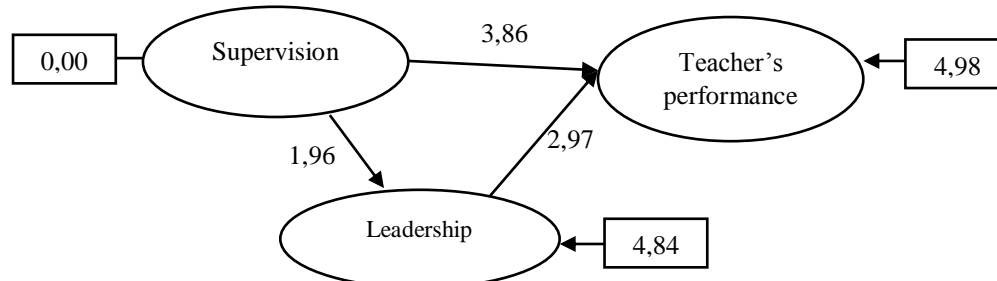


Figure 2. T-value structural Model – Model Path Diagram



From Figures 1 and 2 it can be seen that there are three unidirectional arrows from one variable to another. The one-way arrow in the picture above shows the causal relationship (influence) of the independent variable with the dependent variable. The values attached to each of these pathways are path coefficients that are identical to the beta coefficients in the

regression analysis. Based on the estimation results of the path diagram model in figures 1 and 2, structural equations can be arranged for the construct variables as follows:

Leadership = 0.36 Performance

Supervision = 0.28 Leadership

Supervision = 0.39 performance, $R^2 = 0.36$

In the above equation, it is known that there are positive path coefficients. This positive sign indicates the positive effect of the independent variable on the dependent variable. This positive value indicates the higher the value of the independent variable will result in the higher value of the dependent variable. The results of testing hypotheses based on figures 1 and 2, which explain the effect between variables in the research model can be seen in the following table:

Table 8. Hypothesis Testing Results

Path	Estimasi/Koef Regresi	Nilai T-Value	Nilai R2	Kesimpulan	Result
H1. Supervisi Akademik→ Kinerja Guru	0.39	3.86	-	Signifikan	H1 Diterima
H2. Kepemimpinan kepala Sekolah → Kinerja Guru	0.36	2.98	-	Signifikan	H2 Diterima
H3. Supervisi Akademik→ Kepemimpinan kepala Sekolah	0.28	1.96	-	Signifikan	H3 Diterima
H4. Supervisi Akademik + Kepemimpinan Kepala Sekolah → Kinerja Guru	-	-	0.36	Signifikan	H4 Diterima

From the above data hypotheses can be taken as follows:

H_0 : There is no significant relationship between the dependent variable and the variable independent.

H_1 : There is a significant relationship between the dependent variable and the independent variable.

With the provisions: Reject H_0 if the value of $t > 1.96$. Do not reject H_0 if the value of $t < 1.96$. Based on table 8 above, the statistical hypotheses tested in the path coefficient significance test are as follows:

H_1 : Academic supervision affects teachers' performance. Based on the results of the analysis of the structural model that tests the effect of academic supervision on teacher achievement motivation, the value of $t = 3.86$ and the regression coefficient of 0.39 are obtained. Because the value of $t > 1.96$ and the value of the Regression coefficient is positive, the results of this test indicate hypothesis 1 is accepted. Thus it is known that academic supervision affects teachers' performance. That is, every increase in academic supervision will increase teachers' performance and every decrease in academic supervision will decrease teachers' performance.

H_2 : principal's leadership influences teacher's teaching performance Based on the results of the analysis of the structural model that tests the effect of Principal's Leadership on Teacher's Performance, the value of $t = 2.98$ and the regression coefficient are 0.36. Because the value of $t > 1.96$ and the positive regression coefficient, the results of this test indicate hypothesis 2 is accepted. Thus it is known that the principal's leadership influences teachers' performance. That is, every increase in principal leadership will increase teachers' performance and every decrease in principal leadership will decrease teachers' performance.

H_3 : Academic supervision has an influence on the principal's leadership based on the analysis of structural models that examine the effect of academic supervision on the principal's leadership, the value of $t = 1.96$, and the regression coefficient of 0.28. Because the value of t

> 1.96 and the value of the positive regression coefficient, the results of this test indicate hypothesis 3 is accepted. Thus it is known that any increase in Academic Supervision will increase the principal's leadership and every decrease in Academic Supervision will decrease the principal's leadership.

H₄: academic supervision and principals' leadership together influence teachers' performance, based on the estimation results of the path diagram model in figures 1 and 2 above, structural equations can be arranged: Leadership = 0.36 Performance, Supervision = 0.28 Leadership, Supervision = 0.39 performance, $R^2 = 0.36$ means, jointly, School Principal Supervision and Principal Leadership influence on Teacher Performance by 0.36 (36%), so the magnitude of influence of other variables is $100\% - 36\% = 64\%$. The influence together with academic supervision and principal's leadership influence on teachers' performance shows hypothesis 4 is accepted.

Discussion

Based on the data above, academic supervision and principal leadership influence on teacher performance. Thus, the level of academic supervision will affect the level of teacher performance. The results of the analysis above certainly involve many factors, including (1) individual factors, including needs (needs), goals (goals), attitudes (attitude), and abilities (abilities), (2) organizational factors, including payment of salaries (pay), job security (job security), fellow workers (co-work), supervision (supervision), praise (praise) and the job itself (job self). Academic supervision which is an organizational factor is certainly one of the factors that can encourage the growth of motivation for a teacher to improve performance (Qureshi & Vazir, 2016).

Encouraging factors from within a teacher are certainly very important, however, stimulation from outside will also be very important to be able to continue to improve performance for teachers. Stimuli from outside such as supervision can be categorized as motivation (Kalsoom, Akhter, Mujahid, Saeed, & Kausar, 2017). So, the teachers also certainly want to grow and develop, want to improve their abilities and expertise to achieve good achievements in life. The role of the principal can certainly be very important to improve the abilities and skills of these teachers (Markson, 2018). Therefore, School Principal Supervision is expected to improve the ability and skills of teachers to achieve good performance. The principal's understanding of supervision must be good. Supervision does not only look at how the teacher makes learning plans, implements the learning process, and evaluates learning outcomes. However, more broadly, through supervision activities must be able to create conditions that are conducive in school, so that teachers will feel motivated to increase morale.

The understanding of supervision has changed and shifted towards a broader direction, towards creating essential conditions in schools to create a school culture that stimulates the spirit of quality teaching. All teachers feel motivated to increase morale in a "Learning Organization" atmosphere because the climate allows (Rahabav, 2016). In an effort to create conducive conditions, principals in carrying out activities that pay attention to the principles of supervision.

Based on the above opinion, it is clear that the supervision and leadership of the school principal are important in creating social situations and conditions that can stimulate and foster a quality of teaching spirit (Rismawan, 2015). Through the supervision and leadership of the school principal, it is hoped that the teachers will have a strong motivation to develop their abilities. With the development of its capabilities automatically it will further enhance achievement in various ways, especially in teaching and learning activities (Astuti & Dacholfany, 2016).

Leadership is the desire within a person to do better than before, with indications: (1) want to complete a task well, (2) a desire to succeed, (3) a desire to excel, and (4) an effort to

work hard (Hidayat & Thamrin, 2020). A strong desire to achieve success in work marked by self-actualization efforts, concern for excellence, and optimal performance of tasks based on rational calculation. Leadership is the embodiment of a person's attitude or behavior such as tenacity, perseverance, endurance, the courage to face challenges, and excitement and work hard (Sufiyadi et al., 2005). Based on the above opinion, it is very clear that supervision and leadership by the school principal play an important role in improving teacher performance. The implementation of teaching supervision needs to be done systematically by school principals and school supervisors aiming to guide teachers to carry out their duties effectively and efficiently (Kalsoom et al., 2017).

A good school principal will certainly make supervision activities as an effort to create comfortable social conditions for teachers (Gurr & Drysdale, 2018). The understanding of supervision has changed and shifted towards a broader direction, towards creating essential conditions in schools to create a school culture that stimulates the spirit of quality teaching. All teachers feel motivated to increase morale in a "Learning Organization" atmosphere because the climate allows (Cook, 2014). Conducting routine class observations and individual conferences by providing a sense of security and comfort for the teachers, of course, this is highly expected. Because by itself the teachers will be motivated to correct any deficiencies and try to constantly develop abilities and skills in an effort to improve teaching performance in schools (Dewi, Bundu, & Tahmir, 2016).

Many factors and variables affect teacher performance. These factors can originate from within, namely individual and psychological factors, and can also come from outside or situational factors (Farooqi, Ahmed, & Ashiq, 2019). The factors that affect performance are as follows (1) personal factors, indicated by the level of skills, competencies possessed, motivations, and individual commitments; (2) leadership factor, determined by the quality of encouragement, guidance, and support by managers and team leaders; (3) team factors, shown by the quality of support provided by co-workers; (4) system factors, indicated by the existence of work systems and facilities provided by the organization; (5) contextual / Situational factors, shown by the high level of pressure and changes in the internal and external environment (Dangara, 2015). Supervision of academic is a Leadership factor and performance is a Personal factor. These two factors are certainly very important to improve Teacher Teaching Performance (Brito & Castillo, 2013).

CONCLUSION

Based on the formulation of the problem, research objectives, research hypotheses, and research data analysis, it can be concluded as follows: (1) there is a positive and significant influence between academic supervision on teachers' performance. This shows that the higher the value of an academic supervision variable, the higher also the performance of the teacher and vice versa. (2) there is a positive and significant influence between the principal's leadership on the teachers' performance this shows the understanding that the higher the value of the principal's leadership variable the higher the teachers' performance and vice versa. (3) There is an influence between academic supervision and school principals' leadership together on teachers' performance. It implies that the higher the teacher's perception of academic supervision and his perception of the principal's leadership, the better the performance

Based on the conclusions above, it can be given some advice which later can provide progress, especially for the parties concerned as follows: (1) Suggestions for teachers. to teachers to improve their performance through the mastery of basic competencies that must be possessed. (2) Suggestions for principals. The principal should supervise regularly and periodically, and at the same time carry out the role (model) of the principal's educator as the manager; the principal as an administrator; the principal as a supervisor; the principal as a leader (leader); the principal as an innovator; and the principal as a motivator. (3) For academic

supervision, there needs to be a program, schedule and the availability of adequate supervision equipment

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ANALYSIS OF ACADEMIC SUPERVISION MANAGEMENT IN IMPROVING SCHOOL QUALITY

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ABSTRACT

This study aims to describe and analyze the effectiveness of academic supervision management in improving the quality of schools at SDIT Darul Abidin. This research uses descriptive qualitative method. The research informants were deputy principals, teachers, school committees, and supervisors of the SD Depok City Education Office. The results of the study can be concluded that the principal in his efforts to improve the quality of the school has carried out the management of academic supervision planning properly, namely: setting supervision goals as a strategic school program, forming an academic supervision team, making academic supervision instruments, schedule for academic supervision, socialization of academic supervision activities, and planning for adaptive academic supervision during the Covid-19 pandemic. The management of the implementation of academic supervision is able to encourage the habituation of quality assurance of learning services to students, namely teachers are given direction and input in making learning preparations, ensure learning is effective, creative and fun for students, direct and individual supervision techniques, and academic supervision instruments. Evaluation management and follow-up academic supervision include the following: the results of the evaluation of academic supervision are used to provide input and direction to teachers in order to help improve their competence, reporting of learning outcomes is transparent and can be accessed by students, parents of students, school leaders, supervisors of elementary school and foundation supervisors. Academic supervision management is needed because it is very important to help teachers improve their competence in ensuring the quality of learning.

Keywords: Management, Academic Supervision, Quality.

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ABSTRAK

Penelitian ini menggunakan metode kualitatif deskriptif yaitu dengan mendapatkan data secara alamiah, meliputi pengumpulan data menggunakan observasi virtual, wawancara semistruktur secara daring dan studi dokumentasi. Wawancara dilakukan kepada subjek penelitian yaitu kepala sekolah dan informan. Informan penelitian adalah wakil kepala sekolah, guru, komite sekolah, dan pengawas pembina SD Dinas Pendidikan Kota Depok. Keabsahan data menggunakan teknik triangulasi metode dan sumber. Analisis data menggunakan teknik model analisis interaktif yang terdiri dari: pengumpulan data, reduksi data, penyajian data, dan kesimpulan. Hasil penelitian dapat disimpulkan

bahwa kepala sekolah dalam upayanya meningkatkan mutu sekolah telah melaksanakan manajemen perencanaan supervisi akademik dengan baik, yaitu: menetapkan tujuan supervisi sebagai program strategis sekolah, membuat program supervisi akademik pada awal tahun pelajaran, membentuk tim supervisi akademik, membuat instrumen supervisi akademik, jadwal supervisi akademik, sosialisasi kegiatan supervisi akademik, dan membuat perencanaan supervisi akademik adaptif dimasa pandemic Covid-19. Manajemen pelaksanaan supervisi akademik mampu mendorong pembiasaan penjaminan layanan mutu pembelajaran kepada siswa, yaitu guru diberikan arahan dan masukan dalam membuat persiapan pembelajaran, memastikan pembelajaran berlangsung efektif, kreatif dan menyenangkan bagi siswa, menggunakan teknik supervisi langsung dan individual, dan menggunakan instrumen supervisi akademik atau rubrik observasi pembelajaran online. Manajemen evaluasi dan tindak lanjut supervisi akademik meliputi hal-hal sebagai berikut: hasil evaluasi supervisi akademik digunakan untuk memberikan masukan dan arahan kepada para guru dalam rangka membantu meningkatkan kompetensinya, pelaporan hasil belajar bersifat transparan dan dapat diakses oleh siswa, orang tua siswa, pimpinan sekolah, pengawas pembina SD maupun yayasan sehingga mampu mendorong dan memotivasi guru dalam memberikan layanan pembelajaran bermutu, penilaian kinerja guru oleh kepala sekolah yang mengakomodir hasil penilaian supervisi akademik, hasil supervisi akademik digunakan sebagai dasar kebijakan kepala sekolah dalam membuat program pembinaan dan pelatihan untuk guru. Diharapkan kepala sekolah melaksanakan manajemen supervisi akademik dengan baik yang meliputi manajemen perencanaan, pelaksanaan, evaluasi dan tindak lanjut. Manajemen supervisi akademik diperlukan karena sangat penting untuk membantu guru meningkatkan kompetensinya dalam menjamin mutu pembelajaran, sehingga akan mendorong peningkatan mutu sekolah.

Kata Kunci : Manajemen, Supervisi Akademik, Mutu.

INTRODUCTION

The principal has a strategic role in improving the quality of education in the institution they leads. The principal not only acts as a learning leader but more than that they are the leader of all leadership functions in a school such as planning, career coaching, supervision, coordination and evaluation. Especially in the era of decentralization of education, the leadership of the principal, which is run autonomously, gives the principal flexibility to manage the institution he leads in accordance with the leadership vision of the principal as a wise supervisor. The principal must be able to plan what will be done as an alternative to solving problems that arise among teachers in a cooperative manner and cooperate with each other in adjusting the plan to new situations that arise.

Academic supervision is an important activity for ensuring quality learning. Academic supervision is also a strategic program that can improve the quality of schools. Therefore the principal is responsible for realizing well-planned and mature academic supervision activities in order to achieve the expected goals. The implementation of effective academic supervision by the principal requires neat and systematic planning, control and supervision. However, this often faces several obstacles, first the ability and skills of the principal in academic supervision program management. In general, based on the results of previous research, the principal planning process for academic supervision activities tends to be low, and in implementation it tends to be sufficient, while in the follow-up it tends to be very low. Second, the large number of teachers that must be supervised. In addition, in one academic year, supervision is usually carried out twice for each teacher, or once in a semester. Therefore, the large number of teachers is a difficulty in managing the time and schedule of supervision. Academic supervision activities can only be carried out in the regular learning process, while the school calendar in addition to regular learning schedules also includes a schedule of daily learning evaluation activities, midterm, end of semester and end of academic year. In addition, schools also usually have a variety of co-curricular activities that add to the density of the school's educational calendar schedule. Third, the many duties and activities of the principal. As we know, in addition to supervising teachers in implementing learning services to students, the principal also carries out managerial, entrepreneurial and social tasks. These tasks are not easy and definitely require a lot of thought, effort and time.

Educational management is the application of management principles, concepts and theories in educational activities to achieve educational goals effectively and efficiently. Based on the characteristics of education management, it is a management process in the implementation of educational tasks by using all resources efficiently to achieve goals effectively (Mulyati and Komariah, 2009). Academic supervision management which aims to assist teachers must be managed with effective and efficient management so that quality learning services can be achieved to students. Quality learning services are one way to guarantee the quality of the school.

Schools in the era of educational autonomy are given wider opportunities to design a quality management process. Therefore, the researcher concluded that in the context of academic supervision management, the principal must be able to manage academic supervision programs that have an impact on quality learning services so that they become an important part of quality assurance of a school. Effective management of academic supervision requires that the principal must have conceptual, interpersonal, and technical skills related to academic supervision. The objectives of supervision are three objectives of academic supervision, namely:

(1) Academic supervision is carried out to help teachers develop their professional abilities in understanding academics, classroom life, develop teaching skills and use their abilities through certain techniques.

(2) Academic supervision is carried out to monitor teaching and learning activities in schools. This monitoring activity can be done through the principal's visits to the classes while the teacher is teaching, private conversations with the teacher, his peers, and some students.

(3) Academic supervision is carried out to encourage teachers to apply their abilities in carrying out teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention to their duties and responsibilities (Sergiovanni, 2018).

The success of the goals of academic supervision also greatly depends on the ability of the principal as an effective learning leader. The leadership effectiveness of the school principal occurs when the school community (including teachers, administrative staff and others) responds to want to do tasks and find compensation, then the school community respects, obeys and obeys the principal and is happy to cooperate with him. This is in accordance with the research findings which state that the principal's leadership behavior affects the effectiveness of the principal's leadership (Hery Muljono, 2015).

Academic supervision focuses on improving the quality of learning that occurs both inside and outside the classroom. The effective leadership of the principal is very influential on the achievement of the goals of academic supervision. Furthermore, through effective academic supervision, optimal learning services will be achieved, which is a necessity for schools, especially private schools, so that they can continue to maintain school quality and gain the trust of students' parents. To achieve good quality, schools must have careful planning, quality control and continuous improvement in maintaining quality. Quality or quality in the context of the quality of a school is the level or level of student learning outcomes, the quality of graduates, and the quality of teachers as the most important part of the learning process or teaching and learning activities in schools. Total Quality Management (TQM) in the context of learning in schools can be interpreted as continuous and consistent improvement efforts in meeting customer needs and desires (Edward Sallis, 2012).

METHOD

The research methodology of data collection analysis management of academic supervision is carried out using a qualitative approach. This research used a qualitative approach with a case study approach method. A case study is an in-depth study of an individual in a group, an organization, a program of activity, and so on at a certain time. Data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are more on participant observation, in-depth interviews and documentation. The data collection techniques in this study were obtained through interviews, observation, and documentation study.

FINDINGS AND DISCUSSION

Discussion of research data findings on Academic Supervision Management in Improving School Quality at SDIT Darul Abidin Depok, West Java which includes: a) Management of academic supervision planning, b) Management of academic supervision implementation, c) Management of evaluation and follow-up of academic supervision.

1. Academic supervision planning management at SDIT Darul Abidin Depok.

Planning is the first step towards the success of an activity so that it can run well, smoothly and successfully. This is well aware by the principal in preparing for academic supervision activities at school. Principal leadership behavior is also quite effective in leading academic supervision activities. This is marked by the involvement of the academic supervision team in planning, implementation, and the final stage of academic supervision. Approaches, directions, and policy making related to academic supervision activities are able to encourage the academic supervision team and teachers to carry out academic supervision well from the beginning of the activity to the end so that the goals of academic supervision can be achieved properly. This description is in accordance with the results of research on the leadership behavior of school principals on the effectiveness of school principals' leadership.

Academic supervision at SDIT Darul Abidin is planned at the beginning of the school year to be carried out four times in one academic year, twice scheduled and two unscheduled times. However, in the second semester of the 2019-2020 school year, it turns out that schools cannot run normally due to the Covid-19 pandemic. School activities are carried out from home in accordance with the Circular (SE) of the Minister of Education and Culture No. 4 of 2020 concerning education during the Covid-19 emergency. Learning activities at SDIT Darul Abidin take place online / online, namely a distance learning program called Home Based Learning (Pembelajaran Berbasis Rumah atau PBR). However, during the pandemic, it turned out that the academic supervision activities that had been planned at the beginning of the school year could still be carried out with adjustments, namely carried out online (online). This shows that management functions include: planning, organizing, arranging personnel, directing and supervising well. Management must be carried out effectively, work properly (oriented to input-output), and efficient, work properly (oriented to the way to achieve goals). Good academic supervision planning is carried out by the principal by organizing and integrating various school resources to achieve school goals.

2. Management of Academic Supervision Implementation at SDIT Darul Abidin.

The implementation of proper and effective supervision certainly requires a strategy from the supervisor considering that he has to deal with teachers who have diverse characters and abilities. In the following, the researcher will describe a discussion of several strategies for implementing the academic supervision of SDIT Principal Darul Abidin which has been described in the previous description. First, in terms of preparation, he made an academic supervision program, supervision schedule, supervision instrument sheets, and checklist sheets / observation notes. Academic supervision is carried out by direct and indirect observation methods, scheduled and unscheduled, and interviews.

Indirect academic supervision, namely supervision with academic substance material is carried out by motivating teachers to improve the quality of learning, conveying information on the development of theories, concepts and new government policies related to the world of education. This was conveyed in forums that were not specifically designed for academic supervision activities such as the Teacher Working Group (Kelompok Kerja Guru atau KKG) meeting forum, level meetings, and teacher general meetings. Meanwhile, the scheduled academic supervision activity is a direct visit to the class by the principal of the supervision team for a span of two weeks. As suggesting that academic supervision is a series of activities that help teachers develop their ability to manage the learning process to achieve learning goals (Lantip, 2011). Meanwhile, academic supervision does not only touch on the learning process but also touches the curriculum, research, teacher working groups (KKG) and so on

(Asmani, 2012). These opinions conclude that the academic supervision carried out by the principal is in order to help create an effective and efficient learning situation for both teachers and students.

Academic supervision activities at SDIT Darul Abidin continued during the Covid-19 pandemic, the implementation was explained by the principal, namely: "by entering (to the WhatsApp Group) in the PBR teacher classes we will supervise". The teachers always strive for effective, creative and fun learning. This is quite effective because of the assistance and supervision of the principal and the academic supervision team to teachers. Coaching, direction and checking of learning devices are part of the academic supervision stages in ensuring that the learning process is carried out well. During the pandemic, coaching, direction, and debriefing activities for teachers were carried out every week online through weekly meetings for all teachers and levels. This habit has been running routinely so that it is quite easy to codify the teachers in implementing quality Home Based Learning (PBR) even in times of emergency.

Quality learning services are also recognized by parents and elementary school supervisors from the Depok City Education Office. Parents of students appreciate, feel satisfied and support the quality learning process so that there is a synergy between school and home. Based on this discussion, it can be said that the management of the implementation of academic supervision at SDIT Darul Abidin is carried out well in realizing the goals and benefits of education management. This is in accordance with what Usman Husaini explains, including: a) the realization of an active, creative, effective, fun and meaningful learning atmosphere and learning process, b) the creation of students who are actively developing their potential, c) the fulfillment of one of the 5 teacher competence, d) achieving educational goals effectively and efficiently, e) providing education staff with theories about educational administration processes and tasks, f) overcoming education quality problems, g) creating equitable, quality, relevant and accountable educational planning, h) increasing positive image of education.

3. Evaluation management and follow-up education supervision at SDIT Darul Abidin

Interview research data and document studies provide information and findings that in an effort to improve the quality of schools at SDIT Darul Abidin the principal implements evaluation management and follow-up academic supervision as follows: a) provides input and direction to teachers based on the results of academic supervision, b) makes a mechanism for reporting student learning outcomes to parents that is transparent and can be accessed by students, parents, school leaders, supervisors, supervisors and foundations, c) making teacher performance assessments that accommodate the results of academic supervision assessments, d) utilizing the results of academic supervision as a basis policies create coaching and training programs for teachers. Various positive things from the implementation of evaluation management and follow-up academic supervision, the objective of academic supervision at SDIT Darul Abidin to improve school quality is achieved, as explained by Suharsimi Arikunto, the objectives of supervision are: (1) improve the performance of students in school, (2) the quality of teacher performance, (3) increasing the effectiveness of the curriculum, (4) increasing the effectiveness of existing facilities and infrastructure in schools, (5) improving the quality of school management, (6) increasing the general quality of schools, especially in the quality of learning and the success of graduates.

CONCLUSIONS

1. Academic supervision planning management at SDIT Darul Abidin.

The principal of SDIT Darul Abidin in an effort to improve the quality of schools has provided an overview of the effectiveness of implementing good academic supervision planning management during the research. This is based on the following indicators: (1) Determination of supervision objectives as a strategic school program, (2) Making an academic supervision program at the beginning

of the school year, (3) Forming an academic supervision team, (4) Making academic supervision instruments, (5) Preparation of academic supervision schedules, (6) Socialization of academic supervision activities, (7) Making adaptive academic supervision plans during the Covid-19 pandemic.

2. Management of the implementation of academic supervision at SDIT Darul Abidin.

Based on the results of the analysis, it was found that the implementation of academic supervision was able to encourage the habituation of quality assurance of learning services to students, which included the following: (1) the teacher was given directions and input in making learning preparation by checking by the supervision team, (2) the principal and the supervision team ensures that learning takes place effectively, creatively and fun for students, (3) the supervision techniques used are generally direct, namely classroom visitations and individuals, (4) the principal and the supervision team use academic supervision instruments or online learning observation rubrics .

3. Management of evaluation and follow-up academic supervision at SDIT Darul Abidin.

Based on the analysis, it was found that the management of evaluation and follow-up of academic supervision by principals in improving school quality was successful, which included the following: (1) the results of the evaluation of academic supervision were used to provide input and direction to teachers in order to help improve their competence, (2) reporting of learning outcomes is transparent and can be accessed by students, parents of students, school leaders, supervisors of SD and foundations able to encourage and motivate teachers to provide quality learning services, (3) assessment of teacher performance by the principal who accommodates the results of the assessment academic supervision, (4) the results of academic supervision are used as the basis for the principal's policies in making coaching and training programs for teachers.

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TRACER STUDY MASTER ADMINISTRATION OF EDUCATION OF UHAMKA AS THE INTENTION OF THE EDUCATIONAL TRANSFORMATION PROGRESS

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ABSTRACT

The research objective of this tracer study master's degree in educational administration is as an effort to see the progress of university transformation (UHAMKA) regarding the relevance of knowledge and skills acquired while criticizing higher education which is beneficial to society in general and its recognition, and as an evaluation material for decision making. The research methodology is a mix method that combines qualitative and quantitative forms. The model used is Sequential Explanatory, which means the collection and analysis of quantitative data is followed by the collection and analysis of qualitative data by calculating the frequency distribution of each indicator. Quantitative data collection was carried out by survey techniques, using qualitative descriptive and distributing questionnaires to 24 respondents. The findings show that the provision of competency for graduates can be relied upon by emphasizing the effectiveness of higher education in providing quality education and education services, which is shown by the recognition of the society for graduates who are able to change the order of life with noble character that is desired by society in general.

Keywords: Tracer study, educational transformation, graduates with noble character

INTRODUCTION

Graduates or alumni are the final product of a process that exists in a university. One of the assessments carried out by the community on the quality of higher education is by looking at the reputation of its alumni in the community or in the world of work, because higher education institutions are responsible for ensuring the quality of education offered to their students.(Tefera, 2018). The various successful achievements of alumni in their careers will have a positive impact. Graduates or alumni are the final

product of a process that exists in a university. One of the assessments carried out by the community on the quality of higher education is by looking at the reputation of its alumni in the community or in the world of work, because higher education institutions are responsible for ensuring the quality of education offered to their students. Increasing UHAMKA's reputation in the eyes of the community.

Higher education is one of the educational institutions that has an important role in producing generations of national leaders. In order to optimize its role and function, UHAMKA has consistently conducted Tracer Study activities since 2015, as an effort to track the activities of graduates from an educational institution which aims to determine the relevance of knowledge and skills acquired by graduates at the university. (Ofoha & Iwuchukwu, 2018), and track graduates offer empirical data on graduate employment and competencies (Bahian et al., 2020). Through this Tracer Study activity, various useful information will be provided to evaluate the process and results of Higher Education activities. It is hoped that various information will be used to improve and guarantee the quality of UHAMKA in the future and always be relevant to the needs of the community, related research states that, "An alumni database is a valuable information source for the development of a university." (Toba et al., 2017).

Tracer Study is a tracing study conducted on college graduates in order to get feedback from graduates. Feedback from graduates through tracer studies is one reliable indicator to confirm the effectiveness of educational institutions in providing quality education and services (Reusia et al., 2020). Every institution must always strive to make system improvements and quality improvements, to see the progress of the transformation of higher education institutions. Transformation has a basic meaning as a continuous slow change towards a better future for professional development that shows the value of transformative learning as empowerment and enhances identity towards transformation. (Fernando et al., 2017). Transformation of learning in education is beneficial for the sustainability required by faculty or study programs and academics with motivational efforts and innovative ideas so that change can be realized (Leal Filho et al., 2018).

Prof. Muhammadiyah University. DR. HAMKA in its journey has produced many graduates. The distribution of these graduates can be seen through a tracer study. This tracking activity aims to measure the level of success of an educational institution in implementing the planned program by looking at the condition of its graduates in the field. The tracer activity carried out by UHAMKA this year is the 4th activity. The results of the implementation of the tracer study conducted by UHAMKA, the alumni participation rate (response rate) is considered insignificant, in 2018 the participation rate was 60%. Then in 2019 the participation rate is 70%. This low participation rate needs to be dealt with so that UHAMKA gets optimal feedback from alumni. The response rate considered appropriate in the implementation of the tracer study is 50%, this illustrates only half of the characteristics and profiles of respondents. Many institutions or universities in Indonesia that have conducted Tracer studies only receive a response rate of less than 50%.

The output of the Tracer Study survey includes the availability of important information regarding the relationship between tertiary institutions and the world of professional work, assessing the relevance of higher education, information for stakeholders, and completeness of requirements for university accreditation. If this information is further processed, it can provide high feedback for higher education which is useful for evaluating higher education and can then be used for improvement and quality assurance of higher education institutions. This is supported by Miller's research which states that, to accelerate the process of institutional change (transformation), STEM (Science, Technology, Engineering and Math) is

needed which will impact the university to make substantial improvements to the learning experience of thousands of students. (Miller et al., 2017).

The purpose of the Tracer Study is to determine the quality of graduates produced by tertiary institutions, and to extract further information from alumni regarding career choices undertaken as input for the improvement of UHAMKA in the future, as well as to see the progress of education as a transformation towards professional sustainability and for achieve a universal sustainable living society in accelerating the transformation of beneficial policies and showing the positive things from the tracer study (Middleton, 2018).

Specifically, the objectives of the Tracer Study are: (1) To obtain feedback from graduates as material for continuous improvement, system development and management of higher education, both facilities, teaching and learning patterns, and services, (2) As evaluation materials to determine relevance higher education with graduate competencies in work (hard skills and soft skills), (3) As feedback for quality assurance of UHAMKA as a university, (4) To assist UHAMKA as a tertiary institution in the accreditation process, both national and international, (5) Provide important input and data for business and industry regarding the characteristics of UHAMKA graduates, (6) Obtaining graduate data related to the relevance of work to the higher education process at UHAMKA, and (7) As information for students, parents, UHAMKA academics and education actors others regarding the characteristics of UHAMKA graduates.

METHOD

Data analysis was performed using the mix method. Mix method is a research approach that combines or combines qualitative and quantitative forms (Creswell, 2015). The model used is the Sequential Explanatory, which means that the collection and analysis of quantitative data is followed by the collection and analysis of qualitative data. Quantitative data collection was carried out by survey techniques, then to sharpen the data analysis using qualitative descriptive. Concept development begins with an evaluation of the previous year's tracer study. Identify the strengths and weaknesses. The next step from the results of identification and evaluation is the development of concepts and instruments for the purpose of obtaining optimal results on the implementation of the tracer to be carried out. Before being distributed, the questionnaire was validated first. Then convert the questionnaire into an online questionnaire.

The data collection technique begins with validating the contact email / cellphone number from the graduation data. After validation, data collection can be done in several ways, namely through email blasts and WhatsApp blasts. This sending via Email and WA can be done 1 week 2 times, depending on the situation and condition of the respondent's rate and requests from the surveyors. Techniques to obtain the maximum number of respondents rate can be educated first to surveyors and respondents. The surveyor's role is important in the data collection process. The surveyors' duties are as follows: (a) Educating the interests and benefits of the Tracer Study for graduates who are the target respondents, (b) Updating the database by completing the contact data of the graduates who are the target respondents, (c) Inviting and reminding graduates who become the target respondents for filling out the tracer study questionnaire, (d) Coordinating and reporting work results to the Tracer Study Implementation Team. The data analysis was carried out by the team, in order to obtain results that match the data found.

Result and Discussion

The results of the research from distributing questionnaires based on the indicators contained in the tracer study are as follows:

1. Source of Funds in Tuition Financing

Based on a survey conducted on 24 samples that we have determined regarding Sources of Funds in Tuition Financing, 22 people answered that the source of funds in financing their tuition came from their own / family expenses. Meanwhile, 1 person answered that the source of funds in his college funding came from scholarships and 1 other person chose not to answer. The survey results explained that most UHAMKA students pay for their education at their own expense. This is due to the increasing demand for higher education in developing countries which is driven by an increase in demographics in the college age group, which is marked by an increase in demand for skilled labor. (Murphy et al., 2019).

2. Emphasis on Learning Methods

Based on a survey conducted on 24 samples that we have determined regarding the Emphasis on Learning Methods in Lectures, Demonstrations, Participation in Research Projects, Internships, Practicum, Fieldwork and Discussions. Emphasis on learning methods in terms of lectures gets a score of 4.3 on a scale of 1 to 5 which means that the lecture aspect in the emphasis on learning methods is considered large. Emphasis on learning methods from the demonstration aspect scores 3.6 on a scale of 1 to 5 which means that the demonstration aspect in the emphasis on learning methods is considered moderate. Emphasis on learning methods from the participation aspect in research projects scored 3.4 on a scale of 1 to 5 which means that the participation aspect in the research project in the emphasis on learning methods is considered moderate. Emphasis on the learning method from the apprenticeship aspect gets a score of 3.3 on a scale of 1 to 5, which means that the apprenticeship aspect in emphasizing the learning method is considered moderate. Emphasis on learning methods from the practical aspect gets a score of 3.3 on a scale of 1 to 5, which means that the practical aspect in the emphasis on learning methods is considered moderate. Emphasis on the learning method from the aspect of fieldwork gets a score of 3.4 on a scale of 1 to 5 which means that the fieldwork aspect in the emphasis on the learning method is considered moderate. The emphasis on the learning method from the discussion aspect gets a score of 4.7 on a scale of 1 to 5 which means that the practical aspect in the emphasis on the learning method is considered very large.

The survey results above explain that, regardless of the form of learning methods offered at UHAMKA, it shows mixed results which are used in education to explain individual differences in the way students approach learning. In research, it is assumed that teaching based on learning style theory results in better achievement. A good learning style theory must explain the general processes and causal mechanisms underlying the learning styles described in the theory. In contrast, learning style theories tend to consist of a list of preferences with no explanation of the cognitive, motivational and personality mechanisms underlying preferences (An & Carr, 2017).

Other research reveals that over the past few decades, interest in internships has increased, both by students seeking internships and by universities or schools that have integrated them into the curriculum or promoted it as an extra-curricular activity, and graduates have shown that future labor market success is a key motivation. participate in an internship (Baert et al., 2019).

3. Number of Months Starting to Look for a Job

Based on a survey conducted on 24 samples that we have determined regarding the time frame to start looking for a job, 1 respondent gave a statement that he had been looking for work one month before graduating. A total of 1 respondent stated that he had been looking for work for more than 12 months before graduating. A total of 4 respondents stated that they have been looking for work for 1 month after graduating. A total of 2 respondents stated that they had been looking for work for 3 months after graduating. A total of 1 respondent gave a statement that he had been looking for work for 6 months after graduating. A total of 2 respondents stated that they had been looking for work for 12 months after graduating. A total of 3 respondents stated that they had been looking for work for more than 12 months after graduating. A total of 10 respondents chose not to answer.

The findings of the research above illustrate that some students are looking for work before graduating and some are looking for work after graduating with different time frames. Research support explores the readiness of students to find work with various perceptions, namely (a) a multidimensional perspective on academic experience, (b) knowledge and competencies developed during studies. Regarding academic involvement, the results of the study suggest that participation in lectures and quality in developing collective work has a positive effect on students' readiness to work, while regular attendance in lectures appears to be negatively related to students' perceptions of readiness. The results also indicated that practical and theoretical content, together with methodological competences and employability, had a positive impact on students' perceptions of their readiness to transition to work. Thus, the promotion of learning experiences that develop methodological and practical competencies, along with more collective career-related experiences and job skills, can help better prepare graduates for the transition to work. (García-Aracil et al., 2018).

4. The Media or Way of Finding a Job

Based on a survey conducted on 24 samples that we have determined regarding the Media / Method of finding work, 1 respondent is looking for work through advertisements in newspapers / magazines / brochures. A total of 3 respondents looking for work through the internet / online advertisements / mailing lists. A total of 5 respondents said that they were contacted by the company when looking for work. A total of 1 respondent obtained information from the faculty / university career development center / office when looking for a job. A total of 3 respondents built a network (network) since they were still in college as an effort to find work. A total of 8 respondents found jobs through relationships (for example, lecturers, parents, relatives and friends). A total of 2 respondents worked in the same place as the workplace during college. A total of 1 respondent answered the other.

The media used by graduates in finding jobs is obtained from print and electronic media. Regarding the media used, it depends on the beliefs and beliefs of graduates in the use of a media to obtain accurate or more complete information about a job. Nowadays, social media (electronic media)

is more widely used because social media is more freely used than traditional in organizational crisis management because “social media has had profound impacts on the world” (Allcott et al., 2020).

5. The company / agency / institution being proposed

Based on a survey conducted on 24 samples that we have determined regarding the company / agency / institution being applied for, as many as 8 respondents applied for jobs to 1 company / agency / institution. A total of 1 respondent applied for a job at 2 companies / agencies / institutions. A total of 2 respondents applied for jobs to 4 companies / agencies / institutions. A total of 1 respondent applied for jobs to 5 companies / agencies / institutions. A total of 2 respondents applied for jobs to more than 5 companies / agencies / institutions. A total of 10 respondents chose not to answer.

The results of the survey regarding the number of companies / agencies / institutions that the graduates were applying for indicated the talents and interests of the graduates in the job being traced. This is supported in related research which states that, "employability as" the individual's ability to keep the job one has, or to get the job one desires "(van Harten et al., 2016). However, in other studies, it is argued that, to understand and measure jobworthiness is the belief of individuals about job opportunities, as well as opportunities to find work, focusing on the ability and use of individuals to skills and competencies that cause the characteristics of a job to affect the development of employee skills. (Hetty van Emmerik et al., 2012).

6. Companies / Agencies / Institutions that Respond

Based on a survey conducted on 24 samples that we have determined regarding responding companies / agencies / institutions, as many as 7 respondents received responses from 1 company / agency / institution. A total of 1 respondent received responses from 2 companies / agencies / institutions. A total of 2 respondents received responses from 4 companies / agencies / institutions. A total of 3 respondents received responses from 5 companies / agencies / institutions. A total of 1 respondent applied for jobs to more than 5 companies / agencies / institutions. A total of 10 respondents chose not to answer.

The research findings above, explain that companies / agencies / institutions that respond to graduate job applications are based on the way the company / agency / institution is in the selection process because companies have many strategies for choosing graduates to work at these companies which are categorized on reliability at work. The benefit of higher education for the progress of transformation is to produce competent and qualified graduates who can compete locally and globally (Cuadra, 2019).

7. Companies / Agencies / Institutions Inviting the Interview

Based on a survey conducted on 24 samples that we have determined related to companies / agencies / institutions that invite interviews, as many as 7 respondents received an interview invitation from 1 company / agency / institution. A total of 1 respondent received responses from 2 companies / agencies / institutions. A total of 1 respondent received responses from 3 companies / agencies / institutions. A total of 2 respondents received responses from 4 companies / agencies / institutions. A total of 2 respondents received responses from 5 companies / agencies / institutions. A total of 1 respondent received responses from more than 5 companies / agencies / institutions. A total of 10 respondents chose not to answer.

Research results on no. 2 above regarding the emphasis on learning methods, including apprenticeship. With the apprenticeship method carried out has a positive impact on the success of the labor market by monitoring callbacks to students who are apprenticed, so that experts in one study argue that internships causally affect the likelihood of receiving invitations for job interviews, namely "applicants with internship experience were 14, 3% more likely to be invited to a job interview"(Nunley et al., 2016).

8. Description of the Current Situation of Alumni

Based on a survey conducted on 24 samples that we have determined regarding the current situation of alumni, 4 respondents are still studying / continuing their professional or postgraduate studies. A total of 7 respondents were married. As many as 8 respondents were busy with family and children and the rest answered others.

The findings regarding the current description of the alumni situation explain that the factors that influence alumni to work or not work are caused by various factors, including: complex and interrelated factors that include contextual or social or individual variables. (Jimenez Vivas & Menendez Alvarez-Hevia, 2017).

9. Job search within the last 4 weeks

Based on a survey conducted on 24 samples that we have determined regarding job search in the last 4 weeks, 21 respondents stated that they were not currently looking for work in the last 4 weeks. A total of 1 respondent answered another and 2 respondents chose not to answer.

The span of time to find work for alumni or graduates depends on the persistence and social interaction with the community. If the interactions are positive, then success will be achieved. Related research findings indicate that innovative learning, school partnerships with industry or business, and the socioeconomic status of parents have a significant impact on students' readiness to work (Rakib, 2020).

10. Waiting Period to Get a Job After Graduation

Based on a survey conducted on 24 samples that we have determined regarding the waiting period to get a job after graduation, 20 people said they were waiting to get a job after graduating for less than 3 months. As many as 2 people said they were waiting to get a job after graduating for 3 months to 6 months. As much as 1 person said that he was waiting to get a job after graduating for 6 months to 12 months. As many as 1 person said that he was waiting to get a job after graduating for more than 18 months.

The waiting period of graduates in obtaining a job is related to the ability of graduates to identify jobs which include: entrepreneurial skills, communication, critical thinking and the information technology used (Caminade et al., 2016).

11. Suitability of Field of Study with Work

Based on a survey conducted on 24 samples that we have determined regarding the suitability of the field of study with work, 74% of all respondents said the suitability of the field of study with work was high. 26% of all respondents said the suitability of the field of study with medium work.

The data on the suitability of the field of study of graduates with work reveals higher, which means that the fulfillment of the specificity of a field of study with the type of work explains the productivity of the results obtained from work. This is supported by research which states that, "work experience might yield data to clarify these relationships are important for workplace human resource management support systems" (Masole & van Dyk, 2016). Practically and theoretically, methodological competence and employability have a positive impact on the readiness of graduates to work in relation to graduate career development (García-Aracil et al., 2018).

12. Level / Size of Workplace or Entrepreneurship

Based on a survey conducted on 24 samples that we have determined regarding the level / size of the workplace or entrepreneurship, as many as 4 respondents work or entrepreneurship at the local / regional / entrepreneurial level without a license. As many as 18 respondents work or entrepreneurship at the national level / licensed entrepreneurship. A total of 2 respondents work or entrepreneurship at the multinational / international level.

Alumni or graduates who have entrepreneurship at the licensed national level get the largest gain, namely 18 out of 24 respondents, this indicates that entrepreneurial success is influenced by personality traits, education, skills and knowledge which are the source of human capital. Supporting research results are the protective factors of entrepreneurial resilience including social networks and plans to develop entrepreneurship (Pollack et al., 2012).

13. Type of company / agency / institution / place of work

Based on a survey conducted on 24 samples that we have determined regarding the type of company / agency / institution where they work, as many as 12 respondents work for companies / government agencies / institutions (including BUMN). A total of 6 respondents work for private companies / agencies / institutions. As much as 1 respondent works as an entrepreneur / company alone. A total of 4 respondents chose other.

The profile of the company where the alumni work includes government and private components that illustrate the relevance of knowledge and skills acquired by alumni as a progress of higher education transformation because education encourages competencies needed by the economy at present and in the future, and education is called the common good and as the key to achieving sustainable development in society which is an investment in human resources. To take advantage of investment in human resources in realizing the progress of higher education transformation, UHAMKA forms a supply of graduates in the form of labor, because employment is a parameter of development and job skills as a result of education (Arora, 2020) which can be responded by various companies to economic growth in adapting. against the changes that occur to explore employment.

14. Describing the conditions of work

Based on a survey conducted regarding the description of working conditions, 13 respondents said their current work was in accordance with their education. As much as 1 respondent said he had not found a more suitable job. A total of 5 respondents said that their current job is getting a good career. A total of 2 respondents said they could earn a higher income in this job. As much as 1 respondent said the current job is safer / secure / secure. Two respondents said their current job was more attractive. A total of 2 respondents said their job allowed them to take a flexible job / schedule.

As much as 1 respondent said their current job is located closer to home. As many as 2 respondents said their jobs better guarantee family needs. As much as 1 respondent said at the start of this career, they had to accept a job that was not related to their education.

The description of graduate employment conditions varies, meaning that it is influenced by the argument for the progress of the transformation of higher education graduates regarding education which leads to the quality of higher education as a measure of graduation scores that have an impact on job outcomes. The work results of tertiary education graduates are a measure in achieving higher education success which has implications for universities that have a superior predicate.

15. Level of Competency Mastered at the Time of Graduation

Based on a survey conducted regarding the level of competence mastered at the time of graduation, the respondents' ratings were divided between high and very high. The average results of respondents' assessments related to the level of competence mastered at the time of graduation are included in the medium category, namely working under pressure. The average results of the respondent's assessment related to the level of competence mastered at the time of graduation which entered into a high category, namely Knowledge in a field or scientific discipline, Knowledge outside the field or scientific discipline, General knowledge, English, Internet skills, computer skills, critical thinking Research skills, Working in a TEAM / collaborating with others, Ability to solve problems, negotiation, analytical skills, tolerance, adaptability, loyalty, integrity, work with people of different cultures and backgrounds, leadership, ability to hold responsibility, project management / program, Ability to present ideas / products / reports, Ability to write reports, memos and documents, Ability to continue learning throughout life. The average results of the respondent's assessment related to the level of competence mastered at the time of graduation are included in very high categories, namely Learning Ability, Communication Ability, Time Management, Working Independently, and Initiative

The results of the research above, describe the level of competence mastered at graduation is influenced by education because education plays an important role in preparing graduates with various learning skills to face the demands and challenges of knowledge development. (Chin et al., 2017).

16. UHAMKA's Contribution to Competency Training

Based on a survey conducted regarding UHAMKA's contribution to competency training, 9% of all respondents answered that UHAMKA's contribution to competency training was low. 43% of all respondents answered that UHAMKA's contribution in the competency provision was Enough. 48% of all respondents answered that the contribution of UHAMKA in providing competency was high.

The analysis of the research results showed that most (48%) alumni stated that the competency training provided during education came from UHAMKA college, because the competency training given to graduates or alumni from UHAMKA was grouped based on the following six aspects: (1) academic aspects, (2) administrative aspects, (3) complementary aspects, (4) academic content, (5) environment, and (6) relationships. Supporting research states that measuring student satisfaction is provided with curriculum content, teaching methods, infrastructure and facilities, skills and student performance (Espinoza et al., 2019).

17. Workplace Expectations in Owning a Competency Certificate

Based on a survey conducted regarding the expectations of the workplace in having a competency certificate, 30% of all respondents answered that the expectations of the workplace in having a competency certificate were sufficient. 70% of all respondents answered that the expectations of the workplace in having competency certificates were high.

18. The Impact of AIK Coaching on Ownership of Integrity

Based on a survey conducted regarding the impact of Al Islam Kemuhammadiyah coaching on integrity ownership, 82% of all respondents answered that the impact of Al Islam Kemuhammadiyah guidance on integrity ownership was low. 3% of all respondents answered that the impact of the development of Al Islam Kemuhammadiyah on the ownership of integrity is Enough. 15% of all respondents answered that the impact of developing Al Islam Kemuhammadiyah on integrity ownership was high.

19. Impact of AIK Development on Worship Obedience

Based on a survey conducted regarding the impact of fostering Al Islam Kemuhammadiyah in the obedience of worship, 82% of all respondents answered that the impact of coaching Al Islam Kemuhammadiyah (AIK) in worship was low. 5% of all respondents answered that the impact of guidance on Al Islam Kemuhammadiyah in the obedience of worship is Sufficient. 13% of all respondents answered that the impact of developing Al Islam Kemuhammadiyah in the obedience of worship is high.

The development of AIK at UHAMKA is in accordance with its objectives, namely to prepare intellectuals who have faith and piety, have a noble character, are confident, and do good deeds in accordance with the field of science and advance Islam to improve people's lives as a form of progress in higher education transformation, and free from radicalization. (Davies, 2019).

20. Participation in ORTOM

Based on a survey conducted on 24 samples that we have determined regarding participation in ORTOM, a total of 13 respondents answered that they did not participate in ORTOM. A total of 6 respondents stated that they were passive members in ORTOM. A total of 3 respondents stated that they are active members in ORTOM. A total of 6 respondents stated that they work for Muhammadiyah Business Charities. A total of 6 respondents stated that they are the administrators of the Muhammadiyah Organization or Muhammadiyah Organization.

Muhammadiyah organizations are useful for realizing a true Islamic society. Based on the responses from graduates regarding their involvement in ORTOM, not all of them are involved, this is because the field of work is not included in the scope of Muhammadiyah, such as the findings above regarding the field of graduate work. This causes a gap between the world of higher education and the labor market as a result of the revolutionary changes in information technology and science (Dianing Kartika et al., 2019).

Conclusion

The Study Tracer Study Program of the Masters in Educational Administration is carried out regularly every year with the aim of being an evaluation material and a basis for decision making for the coming years as a form of progress in the transformation of higher education by turning graduates into progress in community service with the formation of the character of Al Islam Kemuhammadiyah as capital strengthening faith with noble character to avoid moral radicalization. Higher education transformation is a process in which graduates change due to various factors including educational development which will affect the interaction and social status of graduates in the long term by implementing quality educational excellence which results in recognition from the community towards higher education (UHAMKA) of the success achieved by graduates or alumni. .

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EVALUATION OF THE IMPLEMENTATION OF THE TAHFIZ AL-QUR'AN PROGRAM AT ASSHAFA ASSIGNING ISLAMIC ELEMENTARY SCHOOL, DEPOK

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ABSTRACT

This research aims to discover, develop and prove knowledge, while the specific objective is to disclose and analyse the implementation of tahfiz program, organizational procedures, manpower, infra structure, learning process, result and impact of implementation of Qur'an Tahfiz program in Asshafa Islamic School. This research is an evaluation by using DEM model (Discrepancy Evaluation Model). Data collection is done through observation, interview guidance and documentation. This research instrument is presented by Headmaster of Asshafa Islamic School, Vice Curriculum, Tahfiz Coordinator, Tahfiz Teacher, and School Committee. Data analysis techniques with data reduction (selecting and sorting data), display data, take conclusions and verification. The result of the research can be summarized as follows : (1) The program's conformity with program standards including curriculum, funding, infrastructure, and parental participation is implemented properly, (2) The tahfiz program at Asshafa Islamic Elementary School has been well planned, starting from the annual program, the semester program, scheduling, memorizing targets, to the methods that will be used in learning, (3) The tahfiz program at Asshafa Islamic Elementary School already has a fairly good evaluation system for students, (4) The results of the implementation of the Al-Qur'an tahfiz program at Asshafa Islamic Elementary School are related to the curriculum that is as expected, the principal through the deputy principal in the curriculum field can carry out planning, organizing, supervising, and controlling Tahfiz teachers and students can follow the program well.

Keywords: *Tahfiz Program, DEM Model, memorize Al – Qur'an*

INTRODUCTION

Tahfidzul Qur'an or so-called memorizing Al-Qur'an is one of the activities that is widely presented in educational institutions with various methods and their respective advantages. This aims to make students become pious people and have quranic morals. In educational institutions such as madrasah, of course, have various series of educational programs outside teaching and learning activities (KBM) in the classroom. This program can help add value to students so that they will have a good output both academically and non-academically. Currently, many educational institutions continue to compete and compete in terms of improving the quality and quality of education, one of

which is manifested in the superior programs of each educational institution. This is done to improve the quality of schools in various problems such as educators, school facilities, and so on. Every program made by the school cannot be separated from the existence of a plan to determine targets in the future. Organizers of learning to memorize the Qur'an for students at the Asshafa Islamic Elementary School in Pengasinan Depok are a superior program that has become a favorite curriculum so that in-depth thinking and analysis is needed in terms of planning, methods, infrastructure, memorization targets, role evaluation and so on. Therefore, proper management of Al-Qur'an learning and understanding of students' conditions is also needed.

In the implementation of the Al-Qur'an tahfiz learning program carried out by teachers and school principals, it is necessary to have an evaluation which can be used as feedback for the next learning program. So the evaluation of the implementation of the Al-Qur'an tahfiz program includes evaluating the implementation of activities, measuring the effectiveness and efficiency of the program, measuring the positive effect of the program, controlling program implementation, making decisions about the program being continued, implemented elsewhere, changed or stopped. Evaluation comes from the word evaluation (in English) which means assessment. According to Arikunto and West Java, evaluation is an activity to collect information about the work of something, which is then used to determine the right alternative in making a decision. (Arikunto, 2014, p. 2) Sukardi describes the definition of a program, a program is one of the results of a policy which is stipulated through a long process and is agreed upon by its managers to be implemented by both the academic community and institutional administrative staff (Sukardi, 2015, p. 4)

A program is a plan that involves various units containing policies and a series of activities that must be carried out within a certain period of time. In simple terms, Arifin explained about the definition of a program, a program can be defined as an activity plan that is arranged systematically, logically, and rationally according to the need to achieve program objectives. (Arifin, 2019, p. 6) A program has a dynamic nature, because it always follows developments in science and technology, as well as the needs of society. These changes and development needs require research and evaluation so that the program can be adapted to the developments and demands of these changes. Not only that, but the feasibility of the program must also be evaluated, so that it can be decided whether the program can be continued or not, maybe even replaced with a new program. The result of the evaluation is a recommendation from the evaluator for the decision maker.

Arifin explained the definition of program evaluation, program evaluation is a process or scientific activity carried out in a sustainable and comprehensive manner as an effort to control, guarantee and determine the quality (value and meaning) of a program, based on certain criteria and considerations to make a decision and be accountable for implementing it. program. (Arifin, 2019, p. 8) An explanation of program evaluation was also presented by Arikunto and West Java who explained the meaning of program evaluation, program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program objectives. (Arikunto, 2014, p. 17) Program evaluation aims to determine the achievement of program objectives that have been implemented. Furthermore, the results of program evaluation are used as the basis for carrying out follow-up activities or for making subsequent decisions. Evaluation means the same as supervision activities. Evaluation or supervision activities are intended to make decisions or follow up on programs that have been implemented. The benefits of program evaluation can include terminating the program, revising the program, continuing the program, and disseminating the program.

Program implementation must always be evaluated to see to what extent the program has succeeded in achieving the stated program implementation objectives. Without evaluation, the

effectiveness of the running programs will not be seen. Thus, new policies related to the program will not be supported by data. Therefore, program evaluation aims to provide data and information as well as recommendations for decision makers to decide whether to continue, improve or terminate a program. In the evaluation of educational programs, there are many models that can be used to evaluate a program. The evaluation model emerged because of the continuous explanation effort derived from the development of measurement and the human desire to try to apply the principles of evaluation in a more comprehensive scope including in the fields of education, behavior and the arts.

The model used in this research is a model developed by Malcolm Provus known as the Discrepancy Model. This model was developed by Malcolm Provus who views evaluation as an information management process for program management, program development, and decision making. This gap evaluation model is still influenced by Tyler's approach. Retnawati and Mulyatiningsih explained about the standard implementation of the Provus model. Provus agrees to have a standard which is another form of objective, determines whether there is a gap between the standard and program implementation, and uses gaps information to decide whether the program will be maintained, repaired, modified, or terminated. (Retnawati, Heri, 2016, p. 2.4)

Al - Qur'an education aims to develop the potential of students to become human beings who believe and obey Allah SWT, are intelligent, skilled, are good at reading and writing the Qur'an, have a noble character, understand and understand and practice the contents of the Al - Qur'an. . Learning the Qur'an is very important starting from childhood, whether at school, or outside of school, such as at home, at the mosque, or in the mosque or in the mosque, in the Al-Qur'an Education Park (TPA), at Madrasas, Al - Quran lodges, and so on. Alfatoni said that the Al-Qur'an as the source of Islamic teachings demanded great attention from Muslims, so that the Prophet advised before his death to pay attention to this one book of Allah. The purpose of his will is for Muslims to protect the Qur'an both physically and in meaning. (Alfatoni, 2015, p. 6) Sa'adullah describes the principle of memorizing the Qur'an, that the scholars agree that the law of memorizing Al-Qur'an is fardhu kifayah. If there are members of the community who have done it, the burden of the other members of the community is free, but if there are none, then everyone is guilty. The principle of fardhu kifayah is intended to protect the Qur'an from forgery, alteration and alteration as has happened to other books in the past. (Sa'dullah, 2008, p. 19)

Various methods of maintaining the purity of the Qur'an that have been described, the most appropriate and good method is to memorize the Qur'an, because memorizing it will not be damaged except for death, but maintaining purity using media will be damaged at certain times. Memorizing Al - Qur'an is a very commendable and noble deed. Lots of hadiths - hadiths of the Prophet that explain this. People who study, read and memorize the Al-Qur'an are the chosen people who were chosen by Allah to receive the inheritance of the holy book of the Al-Qur'an. There are many benefits that arise from being busy memorizing the Qur'an.

Tahfiz Qur'an or memorizing Al-Qur'an is a process, considering that all the material of the verse must be memorized and memorized perfectly. Thus, the whole process of memorizing verses and parts thereof starting from the initial process to recollection must be correct. Basically, memorizing Al - Qur'an is not just memorizing but also having to guard it and go through various obstacles or trials while memorizing. Tahfiz, which is memorizing the verses of the Al-Qur'an that have been read over and over again little by little. Tahfiz also means memorizing, which is the process of repeating something, either by reading or listening. Learning Tahfiz Al - Qur'an is education that applies the values contained in the Al - Qur'an which can be seen in the attitudes and activities of students wherever they are. Reading the Qur'an should not be in a hurry, so as not to change the reading and its meaning. The irony is that some Muslims, especially Muslims in Indonesia, do not pay attention to the Al-Qur'an. This can be seen

from the children, adolescents and even parents who have not been able to read the Al - Qur'an. Learning in the subject of tahfiz Al-Qur'an is not only to fulfill the curriculum in Islamic schools but it is the obligation of every Muslim to study the Qur'an.

METHOD

This study uses a qualitative method. The researcher is the main instrument in collecting data thoroughly and completely. Wirawan said that qualitative data was longer, more detailed, and varied in content, difficult to analyze because the responses from respondents were not systematic and standardized. Qualitative data is in-depth and detailed (depth and detail). (Wirawan, 2011, p. 155) Research on the Tahfiz Al-Qur'an learning program at Asshafa Pengasinan Islamic Elementary School, Depok, obtained complete results in the form of detailed and in-depth data, descriptive data results in the form of written or spoken words from people and observed behavior. In qualitative research, the presence and involvement of researchers is prioritized, because data collection must be carried out in real situations, researchers are also expected to maintain good relations with informants, so that they can help the research process run smoothly.

In this study the population and sample were incorporated in the research subject, namely all personnel involved in the Al-Qur'an tahfiz program which included the Principal, Deputy Principal for Curriculum, Deputy Principal for Student Affairs, as many as the person in charge of the Al-Qur'an tahfiz program. 1 person, 5 teachers of the Al - Qur'an tahfiz program, 154 students of the 2019/2020 school year and parents and committee (community leaders) of Asshafa Pengasinan Islamic Elementary School, Depok. Data collection is the process of making efforts to obtain data in a study. Data collection in this study used three kinds of information collection tools. The three information gathering techniques are interview, observation, and documentation. Arikunto and West Java explained the usefulness of program evaluation. Program evaluation is research, so the data collection method used in program evaluation is the same as the data collection method in research. The types of methods referred to are questionnaires, interviews, observations, tests, documentation, and inventory. (Arikunto, 2014, p.89)

The data that has been collected are immediately analyzed and set forth in the form of field reports. Data analysis reveals: (1) what data still need to be searched, (2) what hypotheses should be tested, (3) what questions must be answered, (4) what methods should be used to find new information, and (5) errors what to fix. Analysis during data collection will include, among other things, a summary sheet and coding at the low, medium (pattern code) and high level (memo) levels. Checking the validity of the data begins with data analysis. Analysis is the process of organizing data so that it can be interpreted. Organizing data means categorizing it into patterns, themes, or categories. Interpretation or interpretation means giving meaning to analysis, explaining patterns or categories, looking for relationships between various concepts. In this study, data analysis started from the beginning. The data obtained in the field were immediately written down and analyzed. The steps taken in processing data analysis in this study are as follows: (1) data analysis during data collection, (2) data processing, and (3) drawing conclusions and verification.

FINDINGS AND DISCUSSION

This evaluation uses a qualitative approach. The object examined in this study is the implementation of the Tahfiz Program at the Asshafa Pengasinan Islamic Elementary School, Depok. This chapter will explain an overview of the object of research as well as the results of research and

discussion based on information, data and facts obtained through direct observation in the field, interviews, and documentation related to the object of research.

Regulation of the Minister of National Education Number 22 of 2006 regarding Content Standards states that local content and self-development activities are an integral part of the curriculum structure at the primary and secondary education levels. The national policy relating to the inclusion of local content in content standards is motivated by the fact that the Unitary State of the Republic of Indonesia consists of various regions with various geographical conditions, natural resources, and people (human resources) with different historical and cultural backgrounds. Responding to these conditions, the Asshafa Pengasinan Islamic Elementary School in Depok as a school that is characterized by the Islamic religion has various potentials, one of which is the Al-Qur'an tahfiz program, starting in the 2010/2011 learning year there is a special program in the form of local content.

Table 1
Summary of Data Descriptions

No	Aspect	Indicator	Data Description	Conclusion
1	Islamic-minded policy	The tahfiz program curriculum contains clear memorization targets	The memorization target of the tahfiz program is 30 juz. If students have finished memorizing Juz 30, they can immediately memorize Juz 29. If there are students who have passed the memorization target above then use the memorization target of the class above it.	Memorization targets are not in accordance with what is happening in the field.
		School Activities and Budget Plans (RKAS) Contains the Tahfiz Program Financing Plan	The funding for the tahfiz program comes from the monthly tuition fees of students and regular donors, namely BAZMA of Rp. 7,000,000.00 every month.	The salary for the tahfiz teacher itself comes from the student's tuition fee and the additional salary comes from BAZMA.
2	Implementation of Islamic-based curriculum	Educators Have Competence in Developing Tahfiz Learning Activities	The educators recruited to teach the tahfiz program come from well-known universities and have at least 3 juz memorization.	The educators in the tahfiz program come from Islamic religious colleges, but not all of them have memorized at least 3 juz.
		Students Do Tahfiz Learning Activities	There are no obstacles in implementing the students in implementing the tahfiz program.	Most of the students had exceeded the memorization target but over time the memorization was forgotten.

3	Islamic-based program activities	Carry out Tahfiz activities in accordance with the Tahfiz Method	The method in teaching uses the method of memorizing, namely tahfiz	Tahfiz teacher methods in teaching are appropriate and quite innovative
		Carry out Assessment for Students	The assessment is carried out by the supervisor and the Tahfiz coordinator. The assessments carried out include daily assessments, daily tests, PTS, PAS, and PAT as well as final assessments for grade 6.	The assessment system carried out by Tahfiz teachers has met the standards
4	Pengelolaan sarana prasarana berbasis islami	Ketersediaan Sarana Prasarana Pendukung Program Tahfiz	It consists of a poster board written in Arabic	Infrastructure facilities that have not been properly recorded by the Tahfiz program management are the obstacles
		Peningkatan Kualitas Sarana Prasarana Pendukung Program Tahfiz	The deputy principal of the school for infrastructure and facilities is still working on improving the facilities	Tahfiz program administrators still do not understand their responsibility for the sustainability of the program

The discussion of findings with the inequality model will be outlined in the following table:

Table 2
Evaluation of the Deviation of the Asshafa Islamic Elementary School Tahfiz Program

No	Evaluation	Standard	Findings	Deviation	Efforts to Eliminate Deviation
1	The contents of the Tahfiz Program Curriculum	Has a target of memorizing 3 juz Al-Quran	Tahfiz teachers have taught with a target reference of 3 juz	Students in grade 6 forget to memorize short letters, in other words, there are still many students who do not meet the target	Improve memorization methods that are better and maximum control of student memorization for every tahfiz teacher and tahfiz coordinator.

2	Implementation Process	Students Doing Tahfiz Learning Activities	Students follow tahfiz learning well	Kuang students' environmental support supports learning tahfiz so that students find it difficult to memorize	There must be good cooperation between the students' parents, the environment, and the tahfiz teachers to provide support and comfortable conditions so that students can easily memorize
3	Management	Carry out Tahfiz activities in accordance with the Tahfiz Method	Tahfiz teachers have implemented innovative and fun learning for students.	There are still differences in the teaching methods of tahfiz	The tahfiz learning method must be uniform for every tahfiz teacher
4	Teacher	Educators Have Competence in Developing Tahfiz Learning Activities	Tahfiz teachers have gone through a good recruitment system and have memorized at least 3 juz	There are some tahfiz teachers who still have memorization under 3 juz	During the recruitment process it is mandatory and well controlled so that prospective tahfiz teachers who will teach have memorized at least 3 juz
5	Financing	School Activities and Budget Plans (RKAS) Contains the Tahfiz Program Financing Plan	Financing in accordance with the needs of the activity	Funding is regulated by the principal and the Tahfiz coordinator and has met all the needs of the program	The principal and the Tahfiz coordinator need to discuss financing the tahfiz program together with the curriculum representative.

6	Infrastructure	Availability of Supporting Facilities for the Tahfiz Program	The infrastructure for the tahfiz program is very minimal	The coordinator and the tahfiz teachers have not yet determined what infrastructure is needed for the tahfiz program	The coordinator and the tahfiz teachers list what the infrastructure needs for the tahfiz program together with the infrastructure representatives
7	Assessment	Carry out Assessment for Students	Most of the assessments are based on attendance	Assessment of student activeness and abilities has not been maximal	Coordinators work with curriculum representatives to carry out good assessments of the implementation of the tahfiz program for students.

CONCLUSIONS

The implementation of the tahfiz program at Asshafa Islamic Elementary School has become a routine activity. The program's conformity with program standards including curriculum, funding, infrastructure, and parental participation is implemented properly. Based on the research results, the Al-Qur'an tahfiz program has been included in the local content curriculum at Asshafa Islamic Elementary School. The implementation of the Al-Quran tahfiz program at Asshafa Islamic Elementary School has been included in the curriculum to prepare students to understand, appreciate, and practice the contents of the Al-Quran, and students are accustomed to reading the Al-Quran at school and at home.

The implementation of the tahfiz program at Asshafa Islamic Elementary School has a positive impact on students by adding special knowledge in the field of Al-Qur'an, having good morals, being polite and already memorizing the specified verses and can be used in prayer readings. The purpose of including the Al-Qur'an tahfiz program in the curriculum at Asshafa Islamic Elementary School as part of the socialization and based on Law Number 20 of 2003 concerning the National Education System Article 3, namely National education functions to develop capabilities and shape the character and civilization of a nation with dignity In order to educate the nation's life, it aims to develop the potential of students to become human beings who believe and have faith in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. These guidelines form the basis of the vision and mission of the Asshafa Islamic Elementary School and produce a new program to be formed. Based on the researcher's findings, the vision, mission and objectives of the Asshafa Islamic Elementary School in Pengasinan Depok are in accordance with

the tahfiz program policy design and to improve student competence in mastery of the Qur'an, prepare students to understand, read, write, and memorize and practice Al. - Quran.

The tahfiz program at Asshafa Islamic Elementary School already has a fairly good evaluation system for students. Existing assessments are in the form of daily assessments, daily tests, midterm assessments, end-of-semester assessments, year-end assessments, and tahfiz exams for grade 6.

The results of the implementation of the Al-Qur'an tahfiz program at Asshafa Islamic Elementary School are related to the curriculum that is as expected, the principal through the deputy principal in the curriculum field can carry out planning, organizing, supervising, and controlling Tahfiz teachers and students can follow the program well this. Program administration and the teaching materials provided can be taught properly and by various methods. However, the provision of program facilities and infrastructure did not meet the standards. From the results of the evaluation it can be concluded that it is in the good category because it fulfills the components that have been set as evaluation standards. The implementation of semester programs and annual programs are in the well-fulfilled category. The gaps that occur in the implementation of the tahfiz program at Asshafa Islamic Elementary School are in the managerial coordination of the tahfiz, the environmental support for students who support learning tahfiz so that students find it difficult to memorize, and the infrastructure needs to be improved.

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THE EFFECT OF MOTIVATION, SATISFACTION AND WORK DISCIPLINE ON EMPLOYEE PERFORMANCE OF PT. TRIWIRA INSANI LESTARI TBK

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ABSTRACT

This study aims to determine the effect of motivation, satisfaction and work discipline simultaneously on the performance of employees of PT. Triwira Insani Lestari Tbk, to know the effect of motivation on employee work performance partially, to know the effect of job aging on employee work performance partially and to determine the effect of work discipline on employee performance of the company. The data collected came from 52 employees of PT. Triwira Insani Lestari Tbk. The amount is all of the employees in the company. The data is then analyzed using regression and statistical testing with the F test and t test. Job satisfaction variables partially affect the performance of employees of PT. Triwira Insani Lestari Tbk amounted to 75.0% while the rest was influenced by other variables which were not analyzed or not included in the model. The t value is 12.237 and the significance value is 0.000. This means that the job satisfaction variable has a significant effect on employee performance. Discipline variable partially affects the performance of employees of PT. Triwira Insani Lestari Tbk amounted to 42.5% while the rest was influenced by other variables which were not analyzed or not included in the model. The t value is 6.084 and the significance value is 0.000. This means that the discipline variable has a significant effect on employee performance.

Keywords: *motivation, satisfaction, work discipline, employee performance*

INTRODUCTION

Every company must be able to compete with other companies in winning business. To be able to compete with other companies, the company must have quality resources. If the company does not want to compete with other companies, the company will die either slowly or quickly. Quality resources can produce good performance.

Internal factors that need to be considered in improving performance are individual motivation to work, job satisfaction and work discipline. Generally, individuals work for reasons to earn income, channel their hobbies to a job, fill their time and so on. However, for professional resources, work activities are professional activities to be able to earn sufficient income for themselves and their

families. Strong motivation for a workforce or employee will have an impact on achieving a good level of performance.

Someone's satisfaction at work also plays a role in producing high performance. The higher the level of individual satisfaction at work, the greater the individual's performance will be. Another factor that needs to be considered in improving individual performance is work discipline. Discipline plays an important role for the success of one's work.

As a company listed on the stock exchange, PT. Triwira Insani Lestari Tbk must be able to compete with other companies. One of the strengths of the company is the development of its human resources to produce good performance. To be able to produce good performance, management must pay attention to motivation, satisfaction and work discipline of employees at the company.

In connection with this research on performance, there are several problems at PT. Triwira Insani Lestari Tbk, namely (1) Motivation of employees consisting of employees is still low. Employees have motivation which is indicated by the activities in carrying out their duties not entirely carried out with full motivation. (2) Job Satisfaction has not been as expected, this is an obstacle to improving employee performance at work. (3) Work discipline carried out by employees has not been as expected. Work discipline needs to be done better because low work discipline will hinder employee performance. (4) Employee performance is still low, the impact of motivation, satisfaction and low work discipline will hinder performance employees at work. Therefore, employees need to increase the variables that affect performance.

Based on the background of the problem, the main problems examined in this study are: The formulation of this problem is as follows: (1) How do motivation, satisfaction and work discipline simultaneously influence the performance of PT. Triwira Insani Lestari Tbk? (2) How the influence of motivation partially on the performance of employees of PT. Triwira Insani Lestari Tbk? (3) How is the effect of partial satisfaction on the performance of employees of PT. Triwira Insani Lestari Tbk? (4) How is the partial influence of discipline on the performance of employees of PT. Triwira Insani Lestari Tbk?

METHOD

This research method using quantitative with explanatory analysis approach. This means that every variable presented in the hypothesis will be observed through testing the causal relationship of the independent variable to the dependent variable.

To obtain concrete and objective data, research must be conducted on the problem under study, while the steps that the researcher takes in data collection are

a. Primary data

Primary data is data obtained directly from the object of research. In this case, primary data is obtained from field research, namely the data collection method which is carried out by direct research on the object of research in question.

b. Secondary data

Secondary data is data obtained indirectly from the object of research. In this case, secondary data is obtained from the research library, namely the method of collecting data by studying and understanding literary books created by authors who can be justified in their theoretical basis.

Population is a generalization area consisting of objects / subjects that have certain quantities and characteristics set by the researcher for study and then draw conclusions (Sugiyono, 2005). The sample

is a part of the population to represent the entire population (Winarno Surakhmad, 1990). The sample used by the authors in this study were company employees.

The total number of employees is 52 people. The total number of works is assumed to be entirely in data analysis as the research sample. The sampling technique uses saturated samples. The samples included are company employees who work without paying attention to years of service and education level A

FINDINGS AND DISCUSSION

1. Classic Assumption Testing

The regression equation generated from calculations using SPSS version 21 must be tested for quality using classical assumptions so that it meets the requirements of Best Linear Un] Estimated (BLUE). Some classic assumption tests that must be met are normality, autocorrelation, multicollinearity and heteroscedasticity tests.

2. Normality Test

Data normality testing is used to draw conclusions on whether the data under study is normally distributed so that if it is described it will form a normal curve. The data normality test used the Kolmogorov Smirnov with the results can be seen in the following table.

Table 4.40. Kolmogorov Smirnov's calculation results

One-Sample Kolmogorov-Smirnov Test

		MOTIVASI	KEPUASAN	KEDISIPLINAN	KINERJA
N		52	52	52	52
Normal Parameters ^{a,b}	Mean	24,5385	28,1538	27,1731	28,5577
	Std. Deviation	5,87271	5,86911	5,97288	6,19112
Most Extreme Differences	Absolute	,145	,134	,123	,105
	Positive	,096	,084	,123	,067
	Negative	-,145	-,134	-,098	-,105
Test Statistic		,145	,134	,123	,105
Asymp. Sig. (2-tailed)		,308 ^c	,020 ^c	,068 ^c	,200 ^{c,d}

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: data analyzed

Based on the table above, it is known that the data meets the normality assumption if the significance value has a number greater than 0.05. The data in the table above illustrates that the data has a significance value above 0.05, so it can be said that the data in the questionnaire results have a normal distribution.

1. Data Autocorrelation Test

This test includes testing whether the data on one variable has a significant correlation or not. Autocorrelation testing can be seen using the Durbin Watson value as follows.

Table 4.41. Results per Durbin Watson count

Based on the table above, it is known that the data meets the normality assumption if the significance value has a number greater than 0.05. The data in the table above illustrates that the data has a significance value above 0.05, so it can be said that the data in the questionnaire results have a normal distribution.

3. Data Autocorrelation Test

This test includes testing whether the data on one variable has a significant correlation or not. Autocorrelation testing can be seen using the Durbin Watson value as follows.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.917 ^a	.841	.831	2,54142	1,792

a. Predictors: (Constant), KEDISIPLINAN, MOTIVASI, KEPUASAN

b. Dependent Variable: KINERJA

Table 4.41. The results of Durbin Watson's calculations

4. Data Multicollinearity Test

The multicollinearity test of data is a test to see whether there is a high correlation between the independent variables. This assumption is tested using the VIF value. If the VIF value is less than 5, multicollinearity does not occur between the independent variables. The results of VIF calculations can be seen in the following table.

Table 4.41. VIF calculation results

Model		Collinearity Statistics	
		Tolerance	VIF
1	MOTIVASI	.405	1,469
	KEPUASAN	.185	1,417
	KEDISIPLINAN	.258	1,871

a. Dependent Variable: KINERJA

3.1.1 Simultaneous Influence of Motivation, Job Satisfaction and Discipline on Employee Performance at PT. Triwira Insani Lestari Tbk.

This analysis is to answer whether the first hypothesis can be accepted. This analysis uses multiple linear regression equations. The calculation of the regression coefficients to form the regression model was carried out using SPSS version 21. The results of data analysis can be seen in the following table

Table 4.42. The results of the multiple regression equation data analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,636	1,789		1,474	.147
	MOTIVASI	.399	.095	.378	4,187	.000
	KEPUASAN	.926	.141	.878	6,562	.000
	KEDISIPLINAN	.366	.117	.353	3,118	.003

a. Dependent Variable: KINERJA

Source: data analyzed

To form a multiple regression equation, it is necessary to know the coefficient of each variable and the value of the constant a. Based on the table above, it is known that the multiple regression equation can be made as follows:

$$Y = 2,636 + 0,399X_1 + 0,926X_2 + 0,366X_3$$

in this case

Y = performance

a = 2,636

b1 = 0.399

b2 = 0.926

X1 = Motivation

X2 = job satisfaction

X3 = Discipline

Y = performance

The coefficient values of b1, b2 and b3 are positive, meaning that the greater the organizational motivation, job satisfaction and discipline, the greater the employee's performance. Whether these three variables simultaneously affect employee performance, it is necessary to test the F count with the following results.

Table 4.43. The result of F calculation on the simultaneous equation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1644,803	3	548,268	84,886	,000 ^b
	Residual	310,024	48	6,459		
	Total	1954,827	51			

a. Dependent Variable: KINERJA

b. Predictors: (Constant), KEDISIPLINAN, MOTIVASI, KEPUASAN

Based on the table above, it is known that the F value is 84.886 with a significance level of 0.000, it can be concluded that motivation, job satisfaction and discipline have a simultaneous effect on employee performance.

The magnitude of the influence of the motivation, job satisfaction and discipline variables on performance can be calculated using r squared with the following results Table 4.44. The result of calculating the simultaneous r quadratic equation

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,917 ^a	,841	,831	2,54142	1,792

a. Predictors: (Constant), KEDISIPLINAN, MOTIVASI, KEPUASAN

b. Dependent Variable: KINERJA

Source: data analyzed

Based on the data above, it is known that the value of r squared is 0.841. This means that the variables of motivation and work pressure have an effect on employee performance by 84.1%, while the rest is influenced by other variables that are not included in the equation model.

4.2.3. Analysis of the influence of motivation variables partially on the performance of employees of PT. Triwira Insani Lestari Tbk.

The model to partially describe the effect of discipline on performance can be drawn from the results of the calculation of the equation from SPSS as shown in the following table.

Table 4.45. The result of calculating the partial model coefficient 1

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	7,263	2,135		3,402	,001
	MOTIVASI	,868	,085	,823	10,251	,000

Source: data analyzed

The partial equation can be made as follows

$$Y = 7.263 + 0.868X_1$$

in this case

Y = performance

X₁ = Motivation

a = 7,263

The value of the coefficient X₁ is positive, this means that the greater the motivation, the greater the employee's performance. Does the motivation variable have an effect on performance, then testing is done using t as follows.

Table 4.46. The results of the first partial equation test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	7,263	2,135		3,402	,001
	MOTIVASI	,868	,085	,823	10,251	,000

a. Dependent Variable: KINERJA

Source: data analyzed

Based on the table above, it is known that the significance of t count is 10.251 and the significance is less than 5% and this shows that the motivation variable has a partial effect on performance.

The magnitude of the influence of the motivation variable on performance can be calculated using r quadra with the following results.

Table 4.47. The result of r squared for the first partial equation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,823 ^a	,678	,671	3,55032

a. Predictors: (Constant), MOTIVASI

Source: analyzed data

Based on the table above, it is known that the squared value of 0.678 means that the motivation variable affects the performance variable by 67.8%, while the rest is influenced by other variables not studied.

4.2.4. Effect of job satisfaction partially on the performance of employees of PT. Triwira Insani Lestari Tbk

The second simple regression equation model can be described as follows.

Table 4.48. Second regression model

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,843	2,146		1,325	,191
	KEPUASAN	,913	,075	,866	12,237	,000

a. Dependent Variable: KINERJA

source: data analyzed

The second regression model can be written as follows

$$Y = 2.843 + 0.913X_2$$

in this case

Y = performance

X₂ = job satisfaction

a = constant

b₂ = coefficient of variable X₂

Based on the table above, the coefficient of job satisfaction is positive, this means that the higher the job satisfaction, the greater the employee's performance.

Does the job satisfaction variable affect performance partially, then an analysis of t is carried out with the following results.

Table 4.49. The t value of the second regression equation

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,843	2,146		1,325	,191
	KEPUASAN	,913	,075	,866	12,237	,000

a. Dependent Variable: KINERJA

Sumber: data dianalisis

Based on the table above, it is known that the count value is 12.237 with a significance of 0.00 or less than 5%. This means that the job satisfaction variable partially affects performance.

The magnitude of the influence of job satisfaction on performance can be seen by using the value of r squared with the following results.

Table 4.50. The value of r squared from the second partial equation model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,866 ^a	,750	,745	3,12835

a. Predictors: (Constant), KEPUASAN

Source: data analyzed

Based on the table above, it can be seen that the r-squared value of 0.750 means that the job satisfaction variable affects performance by 75.0%, while the rest is influenced by other variables not included in the model.

4.2.5. The influence of discipline partially on the performance of employees of PT. Triwira Insani Lestari Tbk

The second simple regression equation model can be described as follows.

Table 4.51. Second regression model

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,188	3,090		3,297	,002
	KEDISIPLINAN	,676	,111	,652	6,084	,000

a. Dependent Variable: KINERJA

source: data analyzed

The second regression model can be written as follows

$$Y = 10.188 + 0.676X_3$$

in this case

Y = performance

X3 = discipline

a = constant

b3 = coefficient of variable X3

Based on the table above, the discipline variable coefficient is positive, this means that the higher the work discipline, the greater the employee's performance.

Does the discipline variable affect performance partially, then an analysis of t is carried out with the following results.

Table 4.52. The t value of the third regression equation

		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	10,188	3,090		3,297	,002
	KEDISIPLINAN	,676	,111	,652	6,084	,000

a. Dependent Variable: KINERJA

Source: data analyzed

Based on the table above, it is known that the count value is 6.084 with a significance of 0.00 or less than 5%. This means that the job satisfaction variable partially affects performance.

The magnitude of the effect of discipline on performance can be seen by using the value of r squared with the following results.

Table 4.53. The value of r squared from the second partial equation model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,652 ^a	,425	,414	4,73990

a. Predictors: (Constant), KEDISIPLINAN

Source: data analyzed

Based on the table above, it can be seen that the value of r squared is 0.425, meaning that the job satisfaction variable affects performance by 42.5% while the rest is influenced by other variables not included in the model.

CONCLUSIONS

This study examines the effect of motivation, satisfaction and work discipline simultaneously on the performance of employees of PT. Triwira Insani Lestari Tbk in general can be concluded that

The variables of motivation, satisfaction and work discipline simultaneously affect the performance of employees of PT. Triwira Insani Lestari Tbk. 84.1% while the rest is influenced by

other variables which are not analyzed or not included in the model. The F value of the simultaneous equation is 84.886 with a significance of 0.00. This means that motivation, satisfaction and work discipline simultaneously influence the performance of the employees of PT. Triwira Insani Lestari Tbk.

Partially, the motivation variable affects employee performance by 67.8%, while the rest is influenced by other variables that are not analyzed or are not included in the model. The t value is 10.251 and the significance value is 0.000. This means that the motivation variable has a significant effect on employee performance.

Job satisfaction variables partially affect the performance of employees of PT. Triwira Insani Lestari Tbk amounted to 75.0% while the rest was influenced by other variables which were not analyzed or not included in the model. The t value is 12.237 and the significance value is 0.000. This means that the job satisfaction variable has a significant effect on employee performance.

Discipline variable partially affects the performance of employees of PT. Triwira Insani Lestari Tbk amounted to 42.5% while the rest was influenced by other variables which were not analyzed or not included in the model. The t value is 6.084 and the significance value is 0.000. This means that the discipline variable has a significant effect on employee performance.

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ANALYSIS STRATEGY OF HUMAN RESOURCES DEVELOPMENT PT KREASI CIPTA UTAMA

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ABSTRACT

This research aims to reveal the strategy of human resources development of PT Kreasi Cipta Utama. The methods used is qualitative descriptive method by obtaining data naturally, it covers data collection through observation, structured interviews and document analysis. The research concluded the strategy of human resources development can be revealed based on two dimensions: education and training. Company is expected to be able to prepare education participant through informal development and formal development so employees can meet the qualification of education participant. Education participant that met qualification will help education program that company runs to be in line with the objective so it can contribute to company performance.

Keywords: Strategy of Human Resources Development; Education; Training.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji strategi pengembangan sumber daya manusia di PT Kreasi CiptaUtama. Metode yang digunakan adalah metode kualitatif deskriptif yaitu dengan mendapatkan data secara alamiah, meliputi pengumpulan data melalui observasi, wawancara berstruktur dan analisis dokumen. Penelitian ini dapat disimpulkan bahwa strategi pengembangan sumber daya manusia dapat dikaji berdasarkan dua dimensi yaitu: pendidikan dan pelatihan.

Diharapkan perusahaan dapat mempersiapkan peserta pendidikan melalui pengembangan informal dan pengembangan formal agar karyawan dapat memenuhi kualifikasi peserta pendidikan. Peserta pendidikan yang memenuhi kualifikasi akan sangat membantu program pendidikan yang dijalankan perusahaan agar berjalan sesuai dengan tujuannya sehingga dapat berkontribusi terhadap kinerja perusahaan.

Kata Kunci: Strategi Pengembangan Sumber Daya Manusia; Pendidikan; Pelatihan.

INTRODUCTION

Company performance is determined by individual performance. Every employee holds key role to show productivity to improve their respective performance and in the end it can improve

company performance. Organization needs human resources who have skills and ability that can support organization vision and mission. Every human resources have to work as according to their skills.

Employee development is considered very important due to the needs of the job or position, as impact from technology improvement and the increase of competitiveness among companies that shares the same things in common (Hasibuan, 2018). Nevertheless, based on the data of Human Development Index it is found that Indonesia is at the 111 rank from 189 countries in the world. This rank is similar with the rank in 2017. If we compare it with other ASEAN countries, Singapore is at 9th rank, Brunei Darussalam is at 43th rank, Thailand is at the 77th rank, Malaysia is at the 61st rank, and Philipines is at the 106th rank, Indonesian performance is not better. As information, there are three dimensions that take accounts, they are: long and healthy life, knowledge and a decent standard of living (UNDP, 2020).

In summary, the right implementation of human resources development strategy in the company becomes very crucial. Human resources development strategy is a plan concerning the way of how human resources quality can grow to a better destination and it can the work skills as well as it has good loyalty towards the company. Human resources development is really needed for continuity of a company in order to be able to develop in dynamic way because essentially human resources development is one of the important part of a company.

Tourism industry, especially hotel industry should be able to win the competition in the middle of the fast growing competitions. There are a lot of hotel providers that are existing as well as about to establish. The ability to win the competition in this tight competitions is becoming very important. Refer to World Tourism Organization (WTO) based on data in 2017, tourism is the important economic activity that contributed for 10% of Gross Domestic Product in the world (Machado et al., 2019).

One of the companies that compete tightly to reach the the high level is PT Kreasi Cipta Utama, a company that has the trade mark of Novotel dan Ibis Styles Jakarta Mangga Dua Square, the concept of two hotels under one management (*combo hotels*), under the big group of Accor. Novotel dan Ibis Styles Jakarta Mangga Dua Square hotels are 4 stars hotel and 3 stars hotel. Everytime the hotel implements the strategy of human resources development in order to be able to win the competition among the other hotels whether it is local or international hotels. In addition, the current condition of where the whole world feel the big impact of covid-19 pandemic and the implementation of new normal have made it even harder. Writer has realized that the challenge in every company to be able to pass this difficult situation is very variative, starting from the decrease of occupancy level, the decrease of employee motivation, the unawareness of the employee of the current situation, etc.

The importance of this research is to study strategy of human resources development at PT Kreasi Cipta Utama. Human resources development especially education and training are not only the phenomenon exist in education institution such as school or course providers. The phenomenon is also happening in every field, including in service providers especially hotels, the writer has interest to dig and study the implementation of education and training in the company. The writer hopes the research can contribute to education management science and can be set as the study about the implementation of education in the working area for broader scope of people.

METHOD

The research used qualitative descriptive method. According to Bogdan dan Taylor (Sujarweni, 2018), qualitative research is one of the research procedures that creates descriptive data in the form of words or written and behaviours of the people being observed. According to Sugiyono, qualitative approach, research method based on philosophy of postpositivism, used to research in the natural object condition (in the contrary of experiment), the researcher is the key instrument, data collection technique done by triangulation (combine), data analysis in the form of inductive/qualitative, and the result of the qualitative research more emphasize in the meaning of the generalization (Sugiyono, 2017).

The method is useful to reach the objective that display the picture in empirical about strategy of human resources development in PT Kreasi Cipta Utama so the result of the research is the researcher get the complete picture and details about strategy of human resources development that has been done at PT Kreasi Cipta Utama.

This research has two kinds of data sources, they are primary data, meaning data gained by the writer direct from the respondent that are people in the organization, can be management or employees from division of human resources of PT. Kreasi Cipta Utama in the form of interview or direct questions, the document of education and training program plan, program calendar of education and training, photos of activities education and training, forms used in related to education and training, modules of education and training, company profile and etc., as well as the secondary data, meaning data gained by the writer from some sources considered having the relevance with the research, such as government institution or from the data spread in the society in which the writer gain from online source (by internet) or offline (not by internet).

Data collection technique in the research is observation, structured interview and document analysis. Data analysis technique used in the research is interactive model of data analysis technique (Miles & Huberman, 1994) which comprises of three things: 1) Data reduction; 2) Data display; and 3) Conclusions.

Data Validity Checking Technique. To analyze the data, the writer used data source triangulation technique. According to Sugiyono, data checking using data source triangulation is to test credibility of data done by checking the data gained from same sources with the different technique. Time is also influencing the data credibility. Triangulation can also be done by checking the research result, from other researcher assigned to collect the data (Sugiyono, 2017).

RESULT AND REVIEW

Based on the data collected by the writer from the company profile, PT Kreasi Cipta Utama (Novotel dan Ibis Styles Jakarta Mangga Dua Square) are hotels under Accor group of management, the leading in Europe in regard to travel services, tourism, and hotel company services. The hotel is located at Jl. Gunung Sahari Raya No. 1 Jakarta 14420.

Research Findings. The strategy of human resources development at PT Kreasi Cipta Utama focus on the education and training as the dimensions, with indicators of the participants, the objective, the methods, time, cost, and venue.

1. Education

a. Participants

Education participants of PT Kreasi Cipta Utama meaning employees participated in the education programs provided by PT Kreasi Cipta Utama. Education participants are usually employees in managerial level. The company needs employees in managerial level in order to be able to run the leadership roles. Education program need to be ensured run as in the correct target. The selection of education participants is important to be done so the materials delivery running as expected, so the participants need to be prepared earlier. The selection of education participant is important so the material are in accordance to the needs and the background of each participants so it can improve performance. The process of participant's selection need to consider the needs of the participants to develop themselves in line with the working fields and the company needs.

Based on the observation of the education programs for the managerial employees in order to be able to have the higher managerial qualification through education program called Operational Management Trainee and National Management Trainee (OMT dan NMT), it was discovered that the participants selection starting since July 2019. The participants were selected from the hotel level by

considering the match between prerequisite qualifications and the best candidates available in the hotel. PT Kreasi Cipta Utama sent 2 candidates with the details as follows: 1 candidate to join the selection of OMT and 1 candidate to join the selection of NMT. Both participants have to follow series of tests such as written and interview and finally decided whether accepted to join the program. Nevertheless, numbers of participants considered less compared to numbers of managerial positions available (based on organization structure, there are 18 managerial positions but only 2 sent to be the candidate of participants). This is due to selection process is very tight while the qualified managerial position is less.

b. Education Objective

Education objective of PT Kreasi Cipta Utama meaning target willing to be achieved after the education participants finish joining the education program. Education objective is to improve managerial skills. Education result can be seen from the behavior. Education objective is decided based on the company objective. Education objective is in relation with education participant selection. Education objective is important in order to make education as one of the way to create the behavior changes.

Education objective is set in the beginning before education program starts. The case study of education program OMT and NMT, education objective is studied by the candidates when they are filling in the registration form.

c. Education Method

Education method of PT Kreasi Cipta Utama is the chosen way of doing or technique to deliver the education in an education program. The criteria of education method should consider the easy of access for the participants, distance of participants, effectivity and efficiency of the education program, situation and condition, and the fund available. Education method need to be decided so the education material can be delivered to the participants effectively and efficiently. The process to decide education method is by considering the material and the effectivity of the method chosen.

Education method used in OMT and NMT are training methods or classroom method, understudy, job rotation and planned progression, coaching and counseling and business games.

d. Education Time

Education time of PT Kreasi Cipta Utama meaning duration of how long the education run from the beginning to the end. Education time relatively longer than training time. Education time is adjusting to operational activities and should consider the materials needed to be given in the education as well as the participant qualification and what kind of activities to be done in that program. Education time needs to be decided so the participants can set and complete the individual works before joining education so the work in operations is not affecting and the participants can follow the education at their best.

Based on the observation result education program NMT and OMT, education time decided based on what activities to be delivered. Education time is informed clearly to the participants before education starts.

e. Education Cost

Education cost of PT Kreasi Cipta Utama meaning amount of money to be prepared by the company in order to make the education runs. Education cost relatively higher compared to training cost. Education cost decided based on the tools needed to support subject delivery, cost needed by the participants and the educator during the education program as well as the company readiness. Education cost is planned every year. The cost is important to be set so the activities of the education can run as expected and the budget can be controlled as well.

Based on the observation result and interview, it was discovered that education cost for OMT and NMT decided by division of human resources development in head office (called as Accor

Academy), by describing in details subjects to be participated, tools need to be prepared, and venue as well as other supporting things.

f. Education Venue

Education venue of PT Kreasi Cipta Utama is location of the education be held. Education venue is usually a classroom. Education venue is decided based on the spacious of the venue and facility available that can cater some certain numbers of participants according to agreed schedule, situation and condition of the education participant, the current situation and condition, company availability as well as the education program effectiveness. Education venue is important to be set so the education will run as expected.

Based on observation result of education program NMT and OMT, education venue is various according to the current situation and condition.

2. Training

a. Training Participant

Training participant of PT Kreasi Cipta Utama meaning employees following training program provided by PT Kreasi Cipta Utama. Training participant is usually operational employees though managerial employees can also join as the participant if needed. Criterias of training participant are as follows: there is match between the training program and participant qualification, participant position, training needs analysis, skills, knowledge and attitude needed to improve by the participants, etc. The process to choose training participant is done by considering participant needs to develop themselves in line with the job demand.

Based on the observation record, it was clear that training participant is adjusted with the training subject. Case study seen on Training Calendar of March, there are some training programs such as English Class, Managing Guest Complains, Heartist 2.0, Induction Training, and Basic Hygiene.

b. Training Objective

Training objective of PT Kreasi Cipta Utama means target achieved by the training participants after following training programs. Training objective is to improve technical skills that can support employee performance. Training objective is needed to know the end result or the hopes after training followed.

Based on the observation result, training objective is set according to organization needs at that time and delivered to the participants such as English Class training objective, the training aims to make the participant able to communicate in English well so that the person can serve and fulfill foreigner guests very well. Training is delivered by a native speaker.

c. Training Method

Training method of PT Kreasi Cipta Utama is the chosen way of doing or technique to deliver training. Training method is determined based on efficiency and effectivity of training subject delivery. The process to decide training method is done by considering the subject, time duration and the effectivity of the method. It is done through discussion of Human Resources Team by looking at the training program that will be executed based on the situation.

Based on training observation done, English Class, the method of the training is various, they are: on the job, demonstration and example, simulation, classroom methods using lecture technique, case study, role playing and discussion.

d. Training Time

Training time of PT Kreasi Cipta Utama means the duration on how long the training will run from beginning to the end. Characteristics of training time is short duration or having the shorter time duration compared to education time. The decision of training time is important to be done so

the participant can arrange the schedule in order to ensure operations run normal. The process to decide training time is the subject were calculated in a timing so it can be predicted for how long will it takes to deliver the subject.

Based on case study one of training program, English Class, total time of training is 30 hours for around 2,5 months with details of 20 meeting sessions, each is 1,5 hour meeting. Training time is informed clearly to participants.

e. Training Cost

Training cost of PT Kreasi Cipta Utama means certain amount of fund prepared by the company in order to make training happens. Training cost is relatively less than education cost. The cost is determined based on tools of training as well as training venue. The cost determination is needed in order to ensure the budget prepared can be optimized so the training programs can run as expected and the budget can be controlled.

Based on the observation, training cost is various depending on the trainings available. For example, for English class training provided external, training cost is Rp 16.000.000.

f. Training Venue

Training venue of PT Kreasi Cipta Utama is location where the training be held. The venue is determined based on the spacious and facilities available, availability of the venues, situation and condition of training participants, situation and condition at the current time as well as training program effectiveness. Training venue is usually be held at company's practical room (training room), however it will also depends on the situation faced by respective companies. Training venue is determined in order to ensure the facilities of the training venue is in accordance to training needs, so the training can run in line with the number of participants and the training can be prepared well by the training facilitator. The determination also considers the spacious and tools needed for the training.

Training venue is adjusting to the current situation. During the observation which is in the same time of pandemic covid-19, it is found that training ALLSAFE-Your Safety First be held virtually.

CONCLUSION AND SUGGESTION

Based on research result and discussion as presented earlier, it can be concluded about strategy of human resources development of PT Kreasi Cipta Utama by studying the dimensions, they are education dimension with indicators: education participant, education objective, education method, education time, education cost and education venue, as well as training dimension with indicators: training participant, training objective, training method, training time, training cost, and training venue, as follows:

1. Education is implemented as one of the strategies of human resources development at PT Kreasi Cipta Utama. Education dimension with indicators:
 - a. Education participant: given to employees in managerial level in order to ensure employee qualification is in line with company qualification so it can improve organization performance.
 - b. Education objective: the behavior changes meaning the improving skills so the education result can reach the company objective.
 - c. Education method: the chosen technique to deliver education so the education can run effectively and efficiently.
 - d. Education time: considering the education subject and it has longer duration compared to training time, education time need to be informed clearly.
 - e. Education cost: fund prepared so the education can run and the education cost is relatively bigger compared to training cost.
 - f. Education venue: education location which usually a class room and it is important to support program effectiveness.

2. Training is implemented as one of the strategies of human resources development at PT Kreasi Cipta Utama. Training dimension with indicators:
 - a. Training participant: operational employees so the participant qualification is in line with the position, then it can improve employee performance.
 - b. Training objective: increase technical skills so it can improve employee performance.
 - c. Training method: the chosen training delivery so the training can run effectively and efficiently.
 - d. Training time: consider training subject and it has less duration compared to education time, training time need to be informed clearly. Training cost: fund prepared in order to make sure training run as expected and usually the cost is relatively less than education cost.
 - e. Training venue: training location which is usually company practical room (training room) and it is important to support program effectiveness.

Suggestion for Management. Company is expected to prepare education participant through informal development and formal development so the employee can fulfill the qualification as education participant. Education participant that meet the requirement of qualification will support the education program held as expected and as the set objective so that the program can contribute to the company performance.

Suggestion for Next Research. This research is descriptive qualitative research by studying strategy of human resources development comprised of 2 (two) dimensions and 12 (twelve) indicators, each indicator is developed into 6 (six) questions. The research is done in one of hotel- service company in Indonesia. The various strategies of human resources development and the various companies can possibly result in different outcome. Suggestion for the next researcher is to enlarge the knowledge of science particularly in the field of human resources development in more specific to education and training, by conducting research in different strategies of human resource development and or to the different companies. It is expected that next research will be more beneficial to many people.

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EVALUATION OF IMPLEMENTATION CHARACTER EDUCATION IN SCHOOL CULTURE

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ABSTRACT

This evaluation aimed to finding the context of the implementation of the Character Education Program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok, readiness of students, educators and educational personnel, facilities and infrastructure, the process of implementing character education programs, and the achievement of program implementation. The method in this evaluation using descriptive qualitative method by looking at empirical data and facts, and the model used the CIPO model (Context, Input, Process, and Output). Data retrieval was carried out scientifically included observation, structured interviews, and documentation. Interviews were conducted with the Principal, Deputy Head of the Curriculum Division, Deputy Head of Facilities and Infrastructure, Deputy Head of Responsible Affairs, Committees, Parents and Students. Then the data obtained was analyzed using the source triangulation method, data display, and conclusion. The conclusion of the evaluation research, While in the process of implementing character education programs there are obstacles including: facilities and infrastructure as well as time that is less supportive in implementing character education. Although in the implementation was founded obstacle, the implementation of the character education program at Pondok Duta Islamic Middle School for the 2017/2018 Academic Year continued to run optimally because these obstacles could be overcome properly. The implication of the implementation of this student character education program was to measure the level of learning achievement of students, especially those related to the behavior of students. It is hoped that schools will be more ready in preparing for this character education program.

Keywords: Character Building, CIPO (Context, Input, Process, Output).

INTRODUCTION

Character education is everything that educators do to influence the character of students.

Educators help in shaping the character of students by providing examples, how to speak or convey good material, tolerance, and various other related things. These character values can be divided into main values, the values of human behavior in relation to God Almighty, oneself, fellow humans, the environment, and nationality. In this era, in this sophisticated era, children are more introduced to technology. However, there is very little awareness of the importance of morals and manners. Even though these morals should be our common concern. We often find the speaking style of children nowadays which is less polite, especially towards teachers, parents and friends. On the basis of this situation, the government was moved to restructure Indonesia's education pattern by presenting a character education program. In accordance with Law number 20 of 2003 about national education

system which states that national education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, aiming to carry out the potential of students to become human beings. have faith and fear to God Almighty, have a good character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Based on Presidential Regulation number 87 of 2017 concerning Strengthening Character Education.

Strengthening Character Education refers to the education movement under the responsibility of the education unit to strengthen the character of students through the harmonization of feelings, thinks, sports with involvement and cooperation between education units, families and communities as part of the National Movement for the Mental Revolution.

The objectives of Strengthening Character Education based on Presidential Regulation Number 87 of 2017 are a) to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good education to face the dynamics of future change; b) developing a national education platform that places character education as the main soul in the implementation of education for students with the support of public involvement through formal, non-formal, and informal education by taking into account the diversity of Indonesian culture and c) revitalizing and strengthening the potential and competence of educators, education staff, students, the community and the family environment in implementing strengthening character education

Integrated Islamic Junior High School Pondok Duta Cimanggis Depok, has implemented character education through the 2013 curriculum and refers to Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education . However, until now there has been no research on the implementation character education that evaluative. This of course has not identified curriculum achievement and obstacles or constraints in the implementation of character education.

METHOD

This research uses a qualitative approach, in principle a qualitative approach wants to provide, explain, critically describe, or describe a phenomenon, an event, or an event of social interaction in society to seek and find meaning in the real context (natural setting). . Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words or language, in a special natural context and making use of various scientific methods.

Data collection was carried out scientifically which included observation, structured interviews, and documentation. Interviews were conducted with school principal, principal representatives of the curriculum, principal representatives of facilities and infrastructure, educators and education personnel, committees, parents and students.

By using the method of triangulation of sources, triangulation of techniques, and triangulation of time. The model used in this evaluation is the CIPO model (Context, Input, Process and Output). The four words which are abbreviated as CIPO are evaluation targets, which are nothing but components of the process of an activity program. In other words, the CIPO model is a model that views the program being evaluated as a system. Thus, to evaluate a program must analyze the program based on its components. The accuracy of determining the evaluation model in evaluating a program is very important in evaluating a program that has been running or will be running.

According to Sitiatava (2012) Evaluation is a process, where information and considerations are processed to make a future policy. In other words, evaluation requires assessment and appraisal in a broader scope.

According to Latief (2014) evaluation is one of a series of activities to improve the quality, performance or productivity of an institution in implementing its program.

According to Daniel L. Stufflebeam (in Ngalim Purwanto, 2013) define that evaluation is the process of delinieting, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, and significance in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena.

FINDINGS AND DISCUSSION

Context of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The response of the informant on the implementation of character education at the private school Integrated Islamic Junior High School Pondok Duta Cimanggis Depok strongly supports the programs implemented by the government. The background of the character education program is to determine the beginning of the formation of character education and the goals to be achieved with this character education program. The character education program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok actually existed before the government launched the Strengthening Character Education program. So, since 2011 Integrated Islamic Junior High School Pondok Duta Cimanggis Depok has accustomed its students to implementing character education programs. Where at that time the activities were only slightly unprogrammed, there was no character book yet. It can be said that the residents of Integrated Islamic Junior High School Pondok Duta Cimanggis Depok realize how important character education activities are to change the behavior of students for the better.

School support for character education programs, where the school has made efforts to implement a character education program which is one of the goals of the school in shaping the character of students so that they become students with noble character, discipline, responsibility, courtesy.

From the results of interviews with program implementing stakeholders, there are several objectives that the program stakeholders want to expect, including:

The school hopes that with the implementation of the Character Education program, it is hoped that students will not avoid activities of habits of good behavior in everyday life which include praiseworthy character, noble character, mental attitudes. For this reason, Integrated Islamic Junior High School Pondok Duta Cimanggis Depok made a character education program in which students not only take part in the implementation of character education but also have the ability to understand and apply good character in everyday life. It has been explained that the evaluation of this context clearly describes the program objectives to be achieved.

Input of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The input evaluation in implementation of the character education program in Integrated Islamic Junior High School Pondok Duta Cimanggis Depok includes students, facilities and infrastructure, and educators.

The availability of facilities and infrastructure in schools is still limited. Not all of them support the implementation of character education programs. Such as the limited facilities for the mosque building, infocus, and school uniforms for the School Discipline Enforcement Team.

Process of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The process evaluation in implementation of the character education program in Integrated Islamic Junior High School Pondok Duta Cimanggis Depok includes the process of implementation activities, implementation stages, obstacles, and solutions to these obstacles. In the process of implementing the character education program, it shows that the educators have implemented a character education program in accordance with the character education guidelines. This is proven by the character education program that has been running well Integrated Islamic Junior High School Pondok Duta Cimanggis Depok. The findings show that schools have made adjustments to the implementation of character education programs in accordance with character education guidelines.

Output of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The output evaluation in implementation of the character education program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok seeks to assess the impact of changes in student attitudes, and obstacles of implementing character education program.

CONCLUSIONS

Integrated Islamic Junior High School Pondok Duta Cimanggis Depok is one of the schools that organizes character education programs.

At the context level of the implementation of the character education program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok which is related to the Government's policy regarding the Character Education Program, it is related to the existence of these rules or policies. Documents in the form of the Government and also the curriculum as well as the document called Strengthening Character Education in the form of character book program and program guideline for strengthening character education have been socialized to the teacher council and stakeholders at the beginning of the school year. The level of understanding is not yet fully understood. In general are understood, but in practice it's around 80%. In the environmental needs of students, it is very necessary to take part in a character education program because to shape the character of students to be students who have noble morals, responsibility, discipline, work together and please help. For the program target to all students of Integrated Islamic Junior High School Pondok Duta Cimanggis Depok the achievement has only reached 70%. The vision and mission of the school is very supportive of the character education program because it is in accordance with the reference for the strengthening character education program

At the input level at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok which concerns the facilities and infrastructure, one of which must be prepared is the focus for each class so that learning leads to character education. Also a library which is a means of reading books that must be prepared. Character books already exist to students for activities. As for the obstacles, there is no uniform for the School Discipline Enforcement Team but so far it has been running although it is not optimal. For the solution, it is still being reviewed because this program has just been running. The review is making a schedule for student of the School Discipline Enforcement Team . so that the team of School Discipline Enforcement Team is able to discipline their friends.

As educators, they certainly have a very important and involved in the implementation of the character education program at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok to guide students to learn good character. For character education programs already in the character education manual book, all forms of activities already exist In the guidebook, one of which is the activities of muroja'ah, tahfiz Qur'an, mentoring, and blessing Friday. Students really need to take part in the implementation of character education programs so that students can learn morals well and

become individuals who have noble characters. The implementation process has been running but it is not optimal because there are obstacles that are still being found, one of which is the limited facilities and infrastructure. For the solution, educators always guide students so that they have better character.

At the process level in implementation of the character education program Integrated Islamic Junior High School Pondok Duta Cimanggis Depok is accordance with the character education guidebook, there are several activities related to character building of students, including tahfiz Al-Qur'an, Muroja'ah, Mentoring, and Friday blessings. For the target is all students at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok. The achievement is only 90%, because there are still students who are still difficult to direct but we still guide them so that students have good character. The obstacle found was the lack of parental cooperation in terms of time discipline because there were still students who did not arrive on time. The solution is as an educator to always lead to time discipline.

At the output level at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok the achievement of the character education program has gone well but has not been optimal. The results of the change in attitude are seen to have increased. Changes in attitudes are shown by changes in the attitudes of students from polite, discipline, respect for teachers and parents that have been felt for teachers and parents of students

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