

## SOCIALIZATION OF COMMUNITY-BASED EDUCATION QUALITY MANAGEMENT MODEL

Undang Ruslan Wahyudin<sup>1</sup>, Hinggil Permana<sup>2</sup>, Ella Nurlailasari<sup>3</sup>

Universitas Singaperbangsa Karawang, Indonesia

Jl. HS. Ronggo Waluyo, Telukjambe Timur, Karawang, Jawa Barat, Indonesia-41361

<sup>1</sup>[urwahyudin@fai.unsika.ac.id](mailto:urwahyudin@fai.unsika.ac.id), <sup>2</sup>[hinggil.permana@fai.unsika.ac.id](mailto:hinggil.permana@fai.unsika.ac.id), <sup>3</sup>[ella.nurlailasari@fikes.unsika.ac.id](mailto:ella.nurlailasari@fikes.unsika.ac.id)

### Abstract

Pesantren, as the beginning of the original Indonesian educational institution, was only officially recognized legally in 2003 through the National Education System Law Number 20 of 2003. Education in pesantren which initially only focused on mastering religious knowledge, has now begun to integrate general subjects. The inclusion of these subjects aims to broaden the horizons and thoughts of students, often also accompanied by participation in state examinations held by the government. Therefore, it is very appropriate if the pesantren continue to strive to make various improvements and improve the quality and quality of education in pesantren. This study was conducted to evaluate the educational standards applied at Al-Muslih Institute, interviewed was Farid Muhammad M.Pd., who served as principal of Al-Muslih school for 2 years. Pesantren and Al-Muslih Foundation have been established since before 2000, and Al-Muslih Junior High School was established in 2003. Currently, Al-Muslih Junior High School has a total of 126 students and 15 teachers, including the principal and educational staff.

**Keywords:** Standardization, Pesantren, Schools.

### INTRODUCTION

Public awareness of the importance of education is increasingly apparent. With this awareness, the government and society, especially educators, devote most of their energy, funds, and thoughts to improving the quality of education (Nurussalami, 2022). Law number 20 of 2003 concerning the National Education System, article 3 states "National Education functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Nusantara, 2021). This goal can be achieved by quality education and learning, both formal and non-formal.

At first, pesantren education which initially only focused on understanding religious science has now begun to integrate general subjects. The integration of these subjects aims to broaden the thinking perspectives of the students, and often they also take state exams organized by the government. In addition, in the pesantren environment, various types of skills are also introduced to give students the ability to fill their free time with knowledge and skills, so that

they can work and apply the knowledge they learn. It is expected that pesantren alumni will be able to provide benefits when they contribute to society. According to (Wahyudi, 2014) teachers have several definitions as follows:

- a. According to the traditional view, the teacher is the one who stands at the front of the class to convey knowledge,
- b. A teacher is someone who causes others to know or be able to carry out something or skill to others.
- c. Teachers are people who work in the field of education and teaching and who are responsible for helping children reach their respective maturity.
- d. The teacher is the central executor of the curriculum.
- e. Teachers are people who provide knowledge to students.
- f. Teachers are one of the human components in the teaching and learning process that play a role in efforts to form potential human resources in the field of development.

According to Law number 14 of 2006 concerning teachers and lecturers, Chapter 1 Article 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Based on the law, two things need to be underlined. First, the teacher is a professional position, and the second task of a professional teacher is to educate, teach, guide, direct, train, assess, and evaluate (Erif Ahdhianto & reviewer, 2021).

Recognition of the position of teachers as professionals is evidenced by a teacher professional certificate obtained through a certification test. Educator certificates are awarded to teachers who have met the requirements as professional teachers.

## **IMPLEMENTATION METHOD**

Supporting the implementation of community service activities, the mechanism for implementing these activities, including:

- a) Planning, the stages of planning activities are coordinating with the Islamic Education Institute Al-Muslih Karawang with resource person Farid Muhammad M.Pd. as the principal of Al-Muslih Karawang school.
- b) Invited the principal and all teachers of Al-Muslih Karawang.
- c) Implementation is the stage of implementation of standardization used at the Al-Muslih Karawang Institute.
- d) Evaluation is an evaluation stage carried out directly by the implementer. Evaluation in the form of the work of the Principal on the standardization used at the Al-Muslih Karawang Institute.
- e) Reflection is carried out jointly between the executive and the Principal.

## **RESULTS AND DISCUSSION**

This community service activity was carried out for 1 month using face-to-face meetings by complying with health protocols during covid 19 and online through the WhatsApp group. The implementation of the training took place in a meeting in the Classroom of SMP Al-Muslih Karawang. This aims to find out the standardization used in the Al-Muslih Institute with the resource person Farid Muhammad M.Pd. as the principal of Al-Muslih school who has served for 2 years as principal, Pesanten and Foundation has been established since before 2000 and Al-Muslih Junior High School was established since 2003, at this time Al-Muslih Junior High School has as many as 126 students and 15 teachers including principals and education staff. Here are the results of abdimas at Al-Muslih Foundation:

### ***1) Junior High School Content Standards in Al-Muslih***

The curriculum at SMP Al-Muslih follows the educational content standards by referring to the 2013 Curriculum. In addition, the school also incorporates elements from the pesantren curriculum, which includes local content such as the yellow book as well as the addition of Arabic and English subjects. In this language subject, students are in the basic learning stage and have not yet reached the level of application in everyday life. Over the past few years, this supplementary curriculum has become an integral part of education at Al-Muslih Junior High School.

The additional curriculum that has been implemented for quite a long time at Al-Muslih Junior High School has several significant benefits. First, the yellow book and Arabic subjects allow students to understand the teachings of the religion and Islamic traditions in greater depth. This helps them build a strong foundation of religious knowledge. In addition, English is becoming increasingly important in this era of globalization, and the addition of these subjects equips students with foreign language skills that will be beneficial in various aspects of life, especially in communication and future employment potential. The incorporation of this curriculum reflects the commitment of SMP Al-Muslih to providing a holistic education that not only prioritizes academic aspects but also religious values and global skills that are important for students' futures.

### ***2) Process Standards at Al-Muslih Junior High School***

The standard process followed by the principal and teachers at SMP Al-Muslih involves developing a syllabus based on Core Competencies and Basic Competencies (KIKD) as well as graduation standards. In addition, they also prepared a Learning Implementation Plan (RPP) integrated with the 2013 Curriculum. However, the current situation, which is affected by the COVID-19 pandemic, forced this school to switch to the COVID-19 curriculum or what is often referred to as the emergency curriculum. The curriculum is focused on keeping the health of students and school staff as a top priority rather than just learning. In this context, the allocation of time and learning load is also adjusted to the imposed competency provisions, reflecting significant changes in the approach to education amid the pandemic.

### ***3) Graduate Standards at Al-Muslih Junior High School***

Graduation standards for students at Al-Muslih Junior High School are set by the school's vision and mission, which aims to create a generation that has the appropriate competencies.

This means that students must follow the learning for three years properly and correctly so that they can develop high intellect, intelligence, and good character. In addition, they are also expected to complete all administrative requirements necessary for graduation. Thus, graduation standards at Al-Muslih Junior High School include academic competence and strong character, as well as the fulfillment of administrative requirements set by the school.

#### ***4) Educator and Education Standards at Al-Muslih Junior High School***

Al-Muslih Junior High School has a total of 15 teaching staff, which includes the principal and three educational staff. In this school, it is highly prioritized that the teachers who teach have competencies that are by the subjects they teach. Despite this, there are currently two teachers who teach outside their field of competence according to their certification. In addition, there is one teacher who has not obtained a teaching certification or a bachelor's degree, who specializes in teaching the yellow book. This reflects SMP Al-Muslih's commitment to maintaining a high standard of education although it still needs some improvement in terms of teacher qualifications.

#### ***5) Facilities and Infrastructure Standards at Al-Muslih Junior High School***

The condition of facilities and infrastructure at Al-Muslih Junior High School has not fully met national standards, because some facilities such as UKS, Computer Lab, IPA Lab, and toilets are still not available or do not meet the required standards. This is the main concern in efforts to improve facilities at the school to support more optimal educational activities.

#### ***6) Financing Standards in SMP Al-Muslih***

For financing standards at SMP Al-Muslih borne by the government, one of which is BOS funds and to support or add to the shortfall of financing SMP Al-Muslih collects fees from students through infaq of Rp.100.000,-/month, and at the beginning of each year there is a re-registration activity that costs Rp.1.200.000,-, for students who will go to grade 2 or grade 3, while the initial fee for the student list is charged Rp.4.400.000,-, and another additional fee is the cost of purchasing LKS books for all subjects is charged Rp.150.000,-.

#### ***7) Assessment Standards at Al-Muslih Junior High School***

Student assessment is based on standards set by the Education Office. Therefore, the final grade that will be awarded to students will reflect various aspects of the assessment, including daily grades, End of Semester Assessment (PAS), End of Year Assessment (PAT), and Midterm Assessment (PTS). However, it should be noted that the main emphasis in this assessment is given to PAS, PAT, and PTS activities, which are the decisive points in evaluating student achievement. Thus, the assessment standards applied reflect a commitment to provide a comprehensive evaluation by the guidelines set by the education office.

## CONCLUSION

The service activities that have been carried out by the team of lecturers of Singaperbangsa University Karawang, with the resource person Farid Muhammad M.Pd. who has served for 2 years as the principal of Al-Muslih Karawang, have very relevant goals in the development of educational standardization. In addition, the writing of standardization reports that are part of this activity is also expected to be one of the concrete steps in professional development, as well as providing significant support to the Principal in his efforts to manage his School Institution. The results of this service activity showed the achievement of standardization goals, which was considered quite good by 15 teachers of Al-Muslih Karawang Junior High School who were involved in this activity. Thank you to LPPM Universitas Singaperbangsa for supporting and providing priority grants for Unsika and all parties who have supported the implementation of this abdimas.

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