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MANAGEMENT OF EDUCATIONAL INSTITUTION DEVELOPMENT, AND TEACHER'S PROFESSIONALISM IN INCREASING THE QUALITY OF PARTICIPANTS AT MADRASAH TSANAWIYAH IN JENEPONTO DISTRICT

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Abstract

The aim of the study is describing and analyzing the professional development strategies of Madrasah Tsanawiyah teachers in Jeneponto Regency; and to describe and analyze the implementation of quality improvement for Madrasah Tsanawiyah students in Jeneponto Regency.

The approach and type of this research is qualitative research, the role of researchers as the main instrument in this study, the research location is Madrasah Tsanawiyah in Jeneponto District, the study population is 12 MTs, 385 teachers, the sample of this study is 78 teachers taken 20% of the total teacher (population), data collection techniques namely observation, interviews, and documentation, data analysis techniques through deductive analysis, comparative analysis, and data verification, checking the validity of findings, namely persistent observation, persistence test, checking to prove the truth of the data that researchers have found.

The results of the study showed that: The strategy of developing professionalism of Madrasah Tsanawiyah teachers in Jeneponto Regency was carried out through various activities such as implementing teacher professional development plans carried out by the relevant agencies, madrasahs, and related institutions, and carried out by the teachers themselves; implementing an academic qualification improvement program through scholarships and independent fees; conduct training that is well implemented and receives serious attention from the madrasah and related agencies conducted at the district, provincial and national levels: through the teacher certification program, the education supervision program implemented by the madrasa head and madrasa supervisors, and the MGMP empowerment program. Furthermore, the implementation of improving the quality of students in Madrasah Tsanawiyah Jeneponto District, was conducted by the teacher and the madrasah included all teachers had lesson plans, the teacher starts learning effectively and pleasantly; teachers use effective learning media based on Information Technology Communication (ITC); the teacher applies a variety of learning methods; the teacher manages the class well through classroom management and student management; teachers carry out routine learning evaluations namely initial evaluations, evaluations during the learning process, and final evaluations, as well as semester evaluations; teachers carry out enrichment; teachers implement remedial, and activating extracurricular activities.

Keywords: Management Development of Educational Institutions, Teacher Professionalism Improving the Quality of Students

Background

Education can run well if it is managed by professional teachers, by which the teaching profession should not be held or practiced by just anyone. Because the teaching profession is a job or activity carried out by a professional and becomes a source of income for life, which means that in that profession requires expertise, skills, mastery, skills, and meets the values of quality standards or quality standards of professionalism of teachers. In connection with that, in RI Law Number 14 of 2005 Concerning Teachers and Lecturers Chapter IV Article 10 namely the teacher competency standards are fully developed in four competencies including pedagogic, personality, social, and professional competencies obtained through professional education. These four competencies will strengthen the professionalism of teachers as educational agents, which indicates that one part of teacher competency is professional competency which has an important role and plays a key key to the success of the quality of education. Teacher professionalism is very much needed in carrying out their duties and responsibilities as an educator.

A study conducted by the Ministry of National Education and the National Planning Agency found that teachers are an important key to success in improving the quality of education, teachers are central in efforts to reform education and they are key to the success of any effort to improve the quality of education. According Suhardan (2007: 13) "Whatever the name is, whether it is curriculum renewal, development of teaching methods, utilization of instructional media, improvement of learning services, provision of textbooks, it will only be meaningful if it involves the teacher". Therefore, to improve the quality of education, teacher professionalism is needed.

According to Yamin (2006: 214) teacher professionalism is emphasized on several things as follows: (1) demands the existence of skills based on concepts and theories of science that are universal or universal, (2) emphasizing on an expertise in a particular field in accordance with the field his profession, (3)

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demands an adequate level of teacher education, (4) devotion, (5) there is sensitivity to the social impact of the work carried out, (6) has a code of ethics, (7) has a client, (8) makes the job as vocation, (9) is recognized by the community because its services are indeed needed in the community, (10) there is a fair and standard system of rewards for its services.

Teacher professionalism emphasizes the mastery of knowledge or management skills and their implementation strategies. Professionalism is not just technology and management knowledge, but is an attitude, the development of professionalism is more than a technician, not only has high skills, but also has a required behavior, good character, good personality, full of sincerity and patience, and full responsibility responsible for carrying out their duties. However, it is realized that currently, the world of education is being rocked by various changes in accordance with the demands and needs of the community and is challenged to be able to answer various local problems and global changes that occur so rapidly. According to Mulyasa (2008: 3) these changes and problems include free trade, free labor, the development of information and the development of science, technology, arts and culture. At the same time, the Indonesian nation is being confronted with a dramatic phenomenon, namely the low competitiveness as an indicator that education has not yet fully produced quality human resources (HR). This is a challenge so that all components of the education observer will improve their performance, especially teachers are required to be professional in carrying out their duties and responsibilities.

As a form of mutual seriousness in paying attention to the improvement of the education sector, especially improvements in the field of teacher professional development, management of teacher professionalism development is needed. The management of teacher professionalism development is based on the needs of institutions, groups, and individual educators and the education staff themselves. From an institutional perspective, the development of teacher professionalism is intended to stimulate, maintain, and improve the quality of educators in the learning process. In addition, the development of teacher professionalism based on the needs of the institution is important, but the more important thing is based on the needs of individual educators to undergo the professionalization process. Because the substance of the study and the learning context always develop and change according to the dimensions of space and time, teachers are required to always be professional in carrying out educational tasks.

The main functions of management if we associate with management analysis studies the development of teacher professionalism, the role of management theory is very much needed. In this case the researcher refers to G.R Terry's theory as basic theory because Terry places more emphasis on planning, organizing, implementing, and monitoring. In the management of the professional development of the teacher organization and implementation is very crucial. The management concept of developing teacher professionalism is seen as an effort to empower (empowering) a social system or group process as its core. The social system can be seen as "understated" and can also be "structured".

Teacher professionalism development management is a process of planning in a mature way to achieve a desired maximum goal of a stable professional teacher. So simply, the term management of teacher professional development is meant is the process of activities relating to management functions, especially regarding planning, organizing, actuatin, and controlling. Thus the management of teacher professional development includes activities to achieve the goals, and in achieving these objectives held actions that have been determined previously. The specified actions take the form of knowledge about what they have to do, determine how to do it, understand how they have to do and measure the effectiveness of the teacher's efforts.

The professional development management of teacher professionalism is very influential on the progress of madrasas. Therefore, in modern education management development of teacher professionalism must be implemented. According Wahyudi (2009: 151) if the professional teacher is inadequate will have an impact on the quality of students. Likewise, if teacher professionalism is not supported by adequate supporting resources, it can result in suboptimal professionalism.

This shows the importance of the management of teacher professional development in directing, guiding, and driving to realize the quality of students. Without a professional teacher who gets the responsibility does not carry out their duties properly, then the purpose of madarsah as an educational institution will not be achieved. But in reality in the field the quality of education has not improved significantly. General evaluation of education graduates (out put) based on the objectives to be achieved from national education, shows a description that is not optimal. According to Nata (2008: 221) this is reflected in the number of violations of religious norms, violations of the law, and immoral acts, which are practically educated people. It can be seen that there are many complaints from parents, educators, and people who are involved in the fields of education, religion and social with regard to the actions of most students who are difficult to control.

Formal institutions and teachers are often blamed if the quality of students is not reached to the fullest because teachers are seen as capable and trusted by the

government to carry out their responsibilities, fostering and developing the quality of students so that they become intelligent, skilled and moral people. general to graduates (out put) from the above madrasa described nationally, but to examine specifically the management of teacher professional development and the quality of Madrasah Tsanawiyah students in Jeneponto, the authors made initial observations at the research location.

The results of preliminary observations in a number of madrassas about the existence of Tsanawiyah Madrasas in Jeneponto Regency indicate that public trust in tsanawiyah madrasas is still lacking. Evidenced by the number of students who register to Madrasah Tsanawiyah is much less when compared to junior high school students. This proves that the trust of the people of Jeneponto Regency to send their children to Madrasah Tsanawiyah is very lacking. But in terms of morals and morals, students in Madrasah Tsanawiyah can prove themselves as religious education institutions, because in reality on the ground very rarely student brawls are conducted by Madrasah Tsanawiyah students.

The results of observations on the Madrasah Tsanawiyah in Jeneponto Regency related to the management of teacher professional development, it appears that the implementation of the teacher professionalism development strategy has partly gone well. But on the other hand there are still not fully implementing indicators of teacher professionalism development, including those that have not been implemented perfectly namely there are still teachers who have not been able to utilize information technology advancements to improve learning and improve the quality of students, there are still teachers who have not followed up on the results of academic supervision that have been implemented by the headmaster of the madrasa. In the case of academic supervision conducted by the headmaster of madrasa aims to increase the professionalism of teachers in the madrasa.

Observations on the professionalism of Madrasah Tsanawiyah teachers in Jeneponto Regency can be illustrated that teacher professionalism still needs to be improved, related to some teacher professionalism indicators, including in the application of learning methods there are still teachers applying a monotonous method, which is only applying the lecture method only. There are still teachers who do not use learning media based on Information Technology Communication (ITC), this is due to the limited ability of teachers to use ITC media, so teachers only use very simple media in the form of blackboards, markers and drawings, and teachers have not applied the learning model as a sustainability. The conditions described above need to be addressed wisely. That is, it needs to be immediately assessed and analyzed, why and what factors are causing these conditions to

occur. Because essentially educational institutions must be able to develop intellectuality, skills and skills, as well as the quality of students, so they can survive in life in their environment.

Madrasah Tsanawiyah is an organization or institution that requires integrated management both by the teacher as the implementer of learning activities in the classroom and by the headmaster of the madrasa as the controller of activities in the madrasa. Good coordination by the teacher gives birth to the achievement of the objectives of the madrasa, as well as individual goals that exist in the madrasa environment. In addition, the professional integration of teachers in carrying out learning activities is a prerequisite for realizing the quality of students.

Teacher Professional Development Management

Basically management discusses the way managers try to keep a job going well together with others. According to Terry (2003: 9) Management includes activities to achieve goals, carried out by individuals who contribute their best efforts through predetermined actions. This includes knowing what they have to do, determining how to do it, and measuring the effectiveness of their efforts. The purpose of management is to regulate and direct the full potential of human resources in order to achieve goals, and management as the management or management of the effective use of resources to achieve the desired goals in the organization. Management is the management, regulation and utilization of resources carried out by an institution through the process of planning, organizing, and mobilizing effectively and efficiently to achieve certain goals. According to Stoner, quoted by Munir (2007: 6) management is the process of planning, organizing, and directing, the efforts of members of the organization and the use of human resources of other organizations in order to achieve the goals set. Management includes activities to achieve goals , and in achieving these objectives held actions that have been determined previously. The actions determined are in the form of knowledge about what they have to do, determine how to do it, understand how they have to do and measure the effectiveness of their efforts. Including the need to establish and maintain environmental conditions that provide economic, socio-political response and control.

Management is a process of planning, organizing, coordinating, and controlling resources to achieve goals (goals) effectively and efficiently. Effective means that the objectives can be achieved in accordance with planning, while efficient means that the existing tasks are carried out correctly, organized, and according to schedule. Management as a state consists of the process shown by the line (line) leading to the process of planning, organizing, leadership, and control, in which the four

processes have their respective functions to achieve an organizational goal.

Siswanto (2008: 1) said that management is management, guidance, management, management, leadership, administration and so on. Management as a science and art is very important to regulate and control the life of an organization both for profit and nonprofit organizations. Good mastery of management and all its tools, allows an organization to run well and correctly.

Management is needed at least to achieve goals, maintain a balance between conflicting goals, and to achieve efficiency and effectiveness. Management consists of various elements, namely man, namely human resources, money, that is, the money needed to reach the goal, the method that is the way or system to achieve the goal, the machine that is the machine or the means of production, the market ie the market or place to throw the production, material namely the materials needed in activities and information that is things that can help to achieve goals.

Teacher Professionalism Development Management Strategies

Inhouse training (IHT). Training in the form of IHT is training that is carried out internally through MGMP, madrasa or other places that are determined to organize training. The coaching strategy through IHT is based on the thought that some abilities in improving teacher competencies and careers don't have to be done externally, but can be done by teachers who have competency to other teachers who don't have competencies. This strategy is expected to save more time and costs. Internship Program. The apprenticeship program is training conducted in relevant institutions / industries in order to improve teacher professional competence. This internship program is primarily intended for vocational teachers and can be carried out during certain periods, for example, internships in the automotive industry and the like. The apprenticeship program was chosen as an alternative coaching on the grounds that certain skills especially for vocational madrasah teachers require real experience.

a) Madrasa partnership. Training through madrasah partnerships can be carried out in collaboration with government or private institutions in certain expertise. Implementation can be done at the madrasa or at the madrasa partner's place. Coaching through madrasah partners is needed on the grounds that some of the partners' uniqueness or strengths can be utilized by teachers who take part in training to improve their professional competence.

b) Distance learning. Training through distance learning can be carried out without presenting instructors and trainees in one particular place, but through a training system via the internet and the like. Coaching through distance learning is done with the consideration that not all teachers, especially in remote areas can take part in training in designated coaching places such as in the district capital or in the province.

c) Tiered training and special training. This type of training is carried out at LPMP and other authorized institutions, where training programs are arranged in stages starting from basic, intermediate, advanced and high levels. The training levels are arranged based on the level of difficulty and type of competency. Special training (specialization) is provided based on special needs or due to new developments in certain scholars.

d) Short courses in educational institutions that are intended to train teacher competency improvement in several abilities such as conducting classroom action research, compiling scientific work, planning, implementing and evaluating learning, and so forth.

e) Internal coaching by madrassas. This internal coaching is carried out by the headmaster and teachers who have the authority to foster, through official meetings, rotation of teaching assignments, assigning additional internal tasks, discussions with peers and the like.

f) Further education. Fostering the teaching profession through further education is also an alternative to fostering the teaching profession in the future. The participation of teachers in further education can be carried out by providing learning assignments, both at home and abroad, for teachers who excel. The implementation of further education will produce teacher assistants who can help other teachers in their professional development efforts.

Management Functions of Teacher Professional Development

a) The management function of teacher professional development is the same as the management function in general, where its management is focused on the activities of developing teacher professionalism. Implementation of management functions according to G.R. Terry, (2003: 5) in general the management function consists of planning, organizing, actuating, and controlling or abbreviated as POAC.

b) Educational institutions

c) According to Ramayulis (1998: 1) Educational institutions are a forum that is useful for fostering humans, leading to a better future. Every person in the organization will experience changes and developments according to the color and style of the institution. Where is the educational institution (family, school and community) K.H. Dewantara called "tri education center" While the National Education System Law No. 20 of 2003 called it the informal, formal and non formal education channels.

d) In the national education system, each of these institutions has an integrated responsibility relationship in the context of achieving national education goals. Law on National Education System No. 20 of 2003 called it the informal, formal and non formal education channels. In the national education system, each of these institutions has an integrated responsibility relationship in the context of achieving national education goals.

e) School Educational Institutions

f) According to Hasbullah (2003: 10) As a result of the limited ability of parents to educate their children, the teaching task is entrusted to other adults who are more skilled in formal educational institutions, namely teachers. Schools as a vehicle for education, become producers (producers) of individuals who are capable of intellectual and skill. Therefore, schools need to be well designed and managed. Schools as formal educational institutions have several characteristics including**:**

Organized specifically and divided into types and levels that have a hierarchical relationship.

g) The age of students at a level of education is relatively homogeneous.

h) Education time is relatively long according to the education program that must be completed.

i) Educational material or content is mostly academic and general in nature.

j) There is an emphasis on the quality of education in response to future needs.

Schools as the second educational institution after the family has the task of helping the family environment educate and teach and improve and broaden the horizons and behavior of students. Schools make an invaluable contribution to the continuity of education in the context of educating the nation. By looking at the characteristics and role of the school as the second educational institution after the family, the school is expected to be able to empower all Indonesian citizens to develop into quality human beings, so that they are able and proactively respond to the challenges of the ever changing times.

Community Education Institutions

Sutari Imam Barnadib (1986: 133) In the context of educational institutions, the community is the third environment after the family and school. Society is defined as a group of people who occupy an area, is bound by the same experiences, has a number of correspondences and is aware of their unity, and can act together to meet the crisis of life. Society as an environment / educational institution has a major influence on a person's personal development. In this case, the community has an important role in efforts to participate in organizing education, assisting in the

procurement of energy, funds, infrastructure and providing employment. As mandated by Law No. 20 of 2003 concerning SISDIKNAS in Article 9 reads "The community is obliged to provide resource support in the administration of education." Therefore, community participation to help the government in the effort to educate the nation's life is highly expected.

Teacher Professionalism

Teacher professionalism in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, chapter I article 1 paragraph 4: Professionalism is work or activities carried out by someone and becomes a source of income for life that requires skills, skills, or skills that meet quality standards and certain norms and require professional education. Professionalism is a skill that a person has in accordance with the field of work he is engaged in. Professionalism, is defined as the quality, quality, and behavior that are characteristic of a person's profession. Teacher professionalism according to Arifin (2007; 44) is a job or activity carried out by a teacher and a source of income for life that requires skills, skills, or skills that meet certain quality standards or norms and require professional education.

Teacher professionalism is a job or position for a teacher who has obtained certain expertise through an educational institution, then is called to teach, guide, provide advice and service to the community or require intellectual competency, attitudes and certain skills acquired through academic process. Do according to your position to indicate a job that must be done based on the ability or ability to a certain position held by someone. In the Islamic view, every job must be done professionally. The purpose of education can only be realized if it is supported by the professionalism of the teacher, so the teacher must have the personality and mastery of teacher technical skills, namely to have solid competence.

In addition to the above paragraph there are still other verses, namely Q.S. al-Isra / 17: 84 Say: "Each person does according to his own circumstances". Then your Lord knows who is more right in his way. Ibn Abbas said, what is meant by شَاكِلَتِهِ عَلَى is according to their respective expertise. This verse inspires that every work must be done in earnest in accordance with the conditions or abilities that are undertaken or owned. Furthermore, this verse is strengthened by Q.S. al-Isra / 17: 36And do not follow what you do not know the knowledge of. Indeed hearing, vision and heart, all of which will be held accountable.

Ali ibn Abu Talhah has narrated from Ibn Abbas who said that the meaning of la taqfu is la taqul (don't say what you don't know for sure). According to Al-Aufi, do not say something that you have no knowledge of. This means that Allah forbids saying something without

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knowledge, even forbidding also say something based on zan (conjecture) which is sourced from suspicion and illusion. The verse teaches humans to always act professionally, which is to act by basing every action on the basis of knowledge or mastery on something that is owned and not on emotional grounds alone. Because every human action in this case the teacher will bring implications or extraordinary effects on students themselves.

Teacher professionalism is interpreted as a view of the field of work as a dedication in the field of education through certain skills and who consider expertise as something that must be renewed continuously by utilizing advances in science. The term professionalism can also be interpreted as a product, content. This refers to the attitude of the members of the profession towards their profession in terms of knowledge and expertise in doing work. In the 6498 Sahih Bukhari hadith. Having told us Muhammad bin Sinan had told us Fulaih bin Sulaiman had told us Hilal bin Ali from 'Atho' bin yasar from Abu Hurairah radhilayyahu'anhu said; Rasulullah sallallaahu 'alaihi wasallam said: If the mandate has been wasted, just wait for the destruction to occur. There is a friend asking; 'How do you mean the mandate is wasted? "The Prophet answered; If the matter is left not to the expert, wait for the destruction "(HR Bukhori). According to Ibn Hajar al-'Asqalani (1995: 143.) that the word مر الا وسد (if submitted or propped up) is that it actually relies on something that is not an expert. is the result of ignorance that has dominated and revoked knowledge.

The various descriptions above contain the meaning of teacher professionalism is something that requires work knowledge, skills, abilities, expertise and expertise in education to create children to have the behavior as expected. Teacher professionalism is a special skill and knowledge in the field of education so that it is able to consider (alternative) choices, and be able to choose among a group of actions that are likely to be productive, especially those that are appropriate to the current situation. Teacher professionalism will be reflected in the implementation of the dedication of tasks marked by expertise both in the material and in the method, which is demonstrated through its responsibility in carrying out all of their devotion.

Various assumptions above, it can be said that teacher professionalism is a diverse set of abilities or abilities that require skills based on concepts and theories of science that deeply carry out their duties and functions as a teacher with maximum abilities. Teacher professionalism is not only able to teach with good, but who can educate. For this reason, in addition to having to master the knowledge taught and how to teach it well, a teacher must also have noble character. The teacher must also be able to increase knowledge from time to time, in accordance with the

progress and development of the times. Various changes caused by progress in the field of science and technology must also be anticipated by the teacher. Thus a teacher is not only a source of information, the teacher can also be a motivator, inspirator, dynamist, facilitator, catalyst, evaluator and so on.

A measure of teacher success, simply, is that if learners increase learning motivation, if the quality of students increases, good relations between teachers, parents and the community become close. Basically, what is expected of the teacher is that the teacher himself develops as a form or personification of a number of characteristics that describe the attitudes and behaviors of education.

Requirements for teacher professionalism can be seen from the knowledge, technical ability, high moral commitment to the task. Knowledge is related to the professionalism of the teacher is the teacher who has knowledge in the field taught, so as to enable teachers to transfer knowledge to their students. Technical ability, in a variety of teaching skills, for example teaching preparation, learning process, to learning evaluation. Moral commitment, with regard to mental attitude which includes; love work, discipline, objective, and others. Teachers who are disciplined in carrying out their duties, the quality of students will increase and the educational goals will be achieved. Teacher professionalism is work or activities carried out by someone and becomes a source of income for life that requires expertise, skills or skills that meet certain quality standards or norms and require professional education.

According to Ahmadi and Widodo Supriyono (2004: 135-136) teacher professionalism must meet the requirements so that teaching efforts can be successful, namely:

a) The teacher must understand the science of educating, so that all his actions in educating it are adjusted to the soul of the students.

b) The teacher must have good and correct language so that the language of the students is interested in learning. With the language it can cause a pleasant feeling for students.

c) Teachers must love their students. Because love for students always implies eliminating self-interest for the benefit of others.

d) The requirements for teacher professionalism appear to have a large role and influence on increasing student motivation to learn, it can be understood that teacher professionalism must have a variety of criteria or requirements needed by the teacher, namely teacher professionalism must have adequate abilities in the field of science to be taught namely having mastery of the field of science and loyalty to the science continues to follow the development of science through reading,

writing and following the writings in journals, bulletins or the internet. This is very important because the teacher's task is to develop the scientific experience of students by increasing the opportunity for students to learn, while the teacher must guide and provide various directions needed by students.

e) Teacher professionalism is very important in supporting the function of the teacher's role in carrying out learning activities, so that the requirements or criteria that have been described are absolute and must be owned by every teacher. And if the requirements of teacher professionalism that have been expressed above are fulfilled, it will change the role of the teacher who was passive eventually to become a creative and dynamic teacher. Professionalism of teachers in an educational institution is expected to provide improvements in the quality of education that will affect the quality of students.

f) The requirements for teacher professionalism are having the technical ability to carry out learning. What is meant by technical ability to carry out learning as follows:

Ability to Plan Learning

Plan or planning is a projection of what is needed in order to achieve valid and valuable goals. Planning has to do with determining what will be done. Learning refers to article 1 paragraph 20 of RI Law number 20 of 2003 concerning the National Education System that "Learning is a process of interaction of students with educators and learning resources in a learning environment". Learning is a complex process, not just imparting knowledge to students but many things that educators do so as to cause changes in student behavior.

Madjid (2005: 16) states that learning can be interpreted as a process carried out by educators in guiding, assisting, and directing students to have learning experiences. Learning is related to how (how to) learn students or how to make students can learn easily and are encouraged by their own ability to learn what is actualized in the curriculum as the needs (needs) of students. The implementation of the learning program has a very important meaning in the successful implementation of education. Learning Implementation Plan (RPP) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the Content Standards and outlined in the syllabus. The broadest scope of the Learning Implementation Plan includes 1 (one) basic competency consisting of 1 (one) indicator or several indicators for 1 (one) meeting or more. The Learning Implementation Plan contains at least the learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes.

The lesson plans are translated from the syllabus to direct learners' learning activities in an effort to achieve basic competencies. Every teacher in the education unit is obliged to prepare lesson plans in a complete and systematic manner so that learning takes place interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development of students. The lesson plans are arranged as completely and systematically as possible so that they are easily understood and implemented by other teachers. Especially when the teacher is absent, other teachers from allied subjects can replace directly, without having to feel confused when they want to implement it.

The preparation of the RPP aims to design learners' learning experiences to achieve learning objectives. There is no specific plot (algorithm) for preparing a lesson plan, because the design should be rich in innovation in accordance with the specifications of teaching materials and the learning environment of students (local natural and cultural resources, community needs and the development of science and technology). Experience from the assessment of teacher certification portfolios found that in general teacher lesson plans tend to be routine and dry about innovation. It is suspected that in preparing the lesson plan the teacher does not appreciate the professional life of the educator. This situation can be understood because, teachers are accustomed to accept forms in a format that restrains teachers to innovate and preparation of lesson plans tends to be formal in nature. Not a major component as a reference for learning activities. So that when the autonomy of education is posted no teacher can trust it.

RPP is a guide for teachers in carrying out learning both in class, laboratory, and / or field for each basic competency. Therefore, what is stated in the lesson plan contains things that are directly related to learning activities in an effort to achieve mastery of a basic competency. Teaching planning is a process of preparing alternative policies to overcome the problems that will be carried out in the context of achieving national education development goals.

g) Ability to Manage Learning Processes

(1) Learning Skills

According to Hasibuan and Moedjiono (2004; 74-75) in opening a lesson there are several things that are done so that learning is interesting, namely:

(a) Attracting the attention of students, there are several ways teachers can do to attract the attention of students, including: teaching style, using teaching aids, patterns of interaction that vary

(b) Generating motivation, to generate motivation can be done by showing warmth and enthusiasm, arousing

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curiosity, expressing conflicting ideas, paying attention to students' learning interests

(c) Provide a reference, a reference is an attempt to provide a clear picture to students about the things to be learned by presenting specifically and briefly a series of relevant alternatives.

Giving reference is sought by presenting them specifically and concisely in order to enable students to get a clear picture of the things to be learned and the ways to be pursued in learning the learning material. Efforts that are usually done by the teacher, among others, express the objectives and limits of the task, suggest steps to be taken, remind the main problems to be discussed, and ask questions. Making a link, to make a link to the lesson, the teacher can do it by connecting the material that has been mastered by students with the material to be delivered. Or it can also be done by comparing and contrasting new knowledge with knowledge already known to students, or the teacher explains the concept first and then details it.

(2) Skills in Presenting Learning Materials

So that the explanation given can be understood in accordance with the expected goals, then Mulyasa (2008: 81) explains in the presentation it is necessary to consider the following matters:

(a) The language spoken must be clear and pleasant to hear, not too loud and not too slow, but can be heard by all students.

(b) Use intonation in accordance with the material described

(c) Use good and correct Indonesian, and avoid unnecessary words.

(d) If there are specific or new terms, give an appropriate definition.

Pay attention, whether all students can receive an explanation, and whether the explanation given can be understood and fun and can arouse learning motivation.

(1) Closing Skills for Lessons

When closing a lesson, the activities carried out by the teacher according to Mulyasa (2008; 84) are to end the lesson or end the educational interaction activities by:

(a) Review the mastery of the core lessons by drawing conclusions.

(b) Asking questions to measure the level of achievement of the objectives and effectiveness of the learning that has been carried out

(c) Delivering the deepening materials that must be learned and the tasks that must be done in accordance with the subject matter that has been learned.

(d) Evaluate by providing various forms of evaluation, for example, post tests, both orally, in writing, or in deeds or demonstrations.

The explanation above is proven that opening and closing lessons is not a sequence of activities that are routine, but rather a teacher's actions that need to be

planned systematically and rationally, so that the learning process can provide optimal results.

(2) Ability to Apply Variable Learning Methods

In order for the implementation of learning to run effectively and efficiently, the role of the teacher in applying the learning method is needed. The process of learning methods is needed for the success of learning. The method occupies the second most important position after the goal of a series of learning components. The components of the learning method referred to are the objectives, methods, materials, media, and evaluation. A fact that often occurs in education in general, that most of the teaching in ecology is given classically, namely the teacher gives an explanation to a number of students verbally. If seen in passing, this method is considered the most appropriate. Besides being efficient in teaching, they were also taught by using this method and the results were quite good. However, in the learning process there is more than one aspect that must be considered and taken into account by a teacher. In general the classical system learning method only pays attention to only one aspect, namely the delivery of information. Teacher professionalism must stimulate the process of thinking, must be able to help the growth of critical attitudes, and be able to change the mindset of students. So it is necessary to use other teaching methods that are more effective and efficient.

In learning many methods can be used depending on the subject to be taught by the teacher in the learning process, but before discussing the various types of learning methods. It will be explained beforehand the notion of learning methods according to some expert opinions cited by M. Basyiruddin Usman (2002: 31) namely:

a. M. Bayiruddin Usman said that the learning method is a way to deliver learning materials to achieve the goals set.

b. Mahmud Yunus, in Usman the method or method of teaching is the path that will be taken by the teacher to provide various lessons to students in various types of subjects.

c. Ahmad Sabri in Usman stated that learning methods are ways or techniques of presenting learning materials, either individually or in groups.

d. Abu Ahmadi and Soro Tri Prosetyo in the learning method is a knowledge of the teaching methods used by a teacher or instructor.

From the description of the above understanding, the authors argue that the learning method is a way carried out by the teacher in teaching subject matter and providing understanding to students. Based on the application system, teaching methods can be classified into two parts, namely conventional teaching methods and unconventional teaching methods.

Conventional methods are learning methods commonly used by teachers who are often called

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traditional methods. While the unconventional teaching method is a teaching technique that is just developing and is not commonly used in general. The unconventional method is a method that has just been developed and applied in certain madrassas that have adequate equipment and media and an expert teacher to handle it. Classification of the application of learning methods can be classified into two forms, namely teaching methods in groups / classics (lecture method, question and answer , demonstrations, socio drama, field trips, discussions and group work methods), and individual teaching methods (training methods, assignments, and experimental methods).

(1) Ability to Use Learning Media

Learning media are all things that can be used to channel messages or lesson content, stimulate the thoughts, feelings, attention, and abilities of learners. Learning media are media whose use is integrated with learning objectives and content that are usually outlined in the Learning Program Plan (RPP) and is intended to enhance the effectiveness of learning. Learning media is a strategic component of delivery that can be loaded with messages to be delivered to students, whether they are people, tools, or materials.

From the understanding of the media mentioned above, that learning media has a dual function in managing learning, because in addition to functioning as a tool to realize an effective teaching and learning situation, it also functions to accelerate the learning process and help students in capturing the understanding given by the teacher. Media is not merely an entertainment tool, but is integral to the purpose and content of the lesson where students are motivated to learn.

(1) Ability to Evaluate Learning

The word evaluation according to Thaha (2003: 1) comes from the English "evolution", which means assessment or assessment. Evaluation is a planned activity to find out the state of an object by using the instrument and the results are compared with benchmarks getting conclusions.

Learning evaluation is one component that has a very important role in a series of learning activities. Through evaluation not only the teacher can gather information about various weaknesses in learning as feedback for improvement. Sanjaya (2006: 152) stated:

a) Evaluation must be carried out on all aspects of student development, both cognitive, affective and psychomotor aspects. This is very important, because the achievement of the whole human being is the final goal of the education process and / or learning process.

b) Evaluation must be carried out continuously, emphasizing the evaluation not only to gather information about the learning outcomes achieved by students but also how students learn.

c) Evaluation is carried out using various assessment instruments. Many teachers assume that evaluation is identical to doing a test. The test is only one instrument to carry out the evaluation.

d) Evaluation must be carried out openly by involving students as evaluands. This is intended so that students understand the meaning of evaluation. Through this understanding students will be encouraged to recognize their own weaknesses, both weaknesses in the learning process they have done and weaknesses in achieving learning outcomes.

Learning evaluation is a systematic gathering activity to determine success in learning activities or changes occur in students and determine the extent of changes in students personally to obtain and present information that is useful for assessing alternative decisions. Teachers must make the code of ethics as a guide in each of their behavior. This is very necessary because in this case the teacher's performance will be well directed, and increasingly better in carrying out their duties and responsibilities as a teacher. Mainly in creating an atmosphere of an effective learning process and can provide optimal results. Because the teacher's code of ethics is a person's rational behavior that is used to achieve goals whose requirements are in accordance with expected conditions.

Quality of Students

According to the term, the word quality in the Indonesian Language Dictionary (2008: 603) means quality, which is the level of good or bad things. however many experts and organizations try to define quality (quality) based on their respective perspectives as quoted by Suharsaputra (2010: 226-227) as follows:

1) 1) According to Joseph Juran, quality is suitability for use (fitness for use), this means that a product or service should be in accordance with what is needed or expected by the user.

2) 2) According to Edward Deming, a predictable level of uniformity and dependence on low costs and in accordance with the market.

3) 3) Welch Jr. said that quality is a guarantee of customer loyalty, the best defense against outside rivals, and the only path to lasting growth and income.

4) 4) According to Soewarso Hardjosudarmo, that what is meant by quality is a subjective assessment of the "costumer" this determination is determined by the perception of "costumer" on products and services.

5) The quality of students in the context of education is based on the results achieved by students at any given time. The results achieved or the results of education (student achievement) can be in the form of academic ability tests, (for example public measurements, UAS, EBTA and UNAS). Student learning outcomes are what are achieved

by students after participating in learning activities within a certain time span which includes cognitive aspects. Learning outcomes describe what learning material students should know.

6) From these opinions, the understanding of learning outcomes is (a) something that is obtained or achieved by someone after experiencing a learning process that is stated by changing knowledge, behavior, and skills, (b) Learning outcomes achieved by each student after learning or business that is relied on by the teacher (c) The results obtained by students in the form of knowledge, skills, normative character of students developed in madrassas or madrassas through a number of subjects.

7) Learning outcomes are changes in abilities possessed by students after they receive learning experiences from the interaction of the learning process. When associated with subjects, learning outcomes are the results achieved or obtained by students in pursuing and studying the subject matter or being consciously related as a result of learning from interactions. Learning outcomes reflect the breadth, depth, and complexity of competencies. Learning outcomes are expressed in verbs that can be measured by various assessment techniques.

8) a. Factors That Influence the Quality of Students

9) Factors that affect the quality of students in outline according to the Shah (2010: 144) include:
Internal factors (factors in students) namely, circumstances, physical and spiritual conditions of students.

10) External environmental factors (factors from outside the students), i.e. the environmental conditions around the students)

11) Learning approach factors, namely the types of learning efforts of students which include strategies and methods used by students to carry out learning activities of learning materials.

　　　To achieve the quality of students as expected, it is necessary to consider several factors that affect the quality of students, among others; the factors contained in students (internal factors), and factors consisting of students outside (external factors). Factors originating from within the child are biological while factors originating from outside the child include family, madrasa, community and so on.

1) Internal factors

　　　Internal factors are factors that arise from within the individual himself. As for what can be classified into internal factors, namely intelligence or intelligence, talents, interests and motivation.

a) Intelligence or intelligence

　　　Intelligence is the ability to learn along with the ability to adapt to the circumstances that it faces. This ability is largely determined by the level of normal intelligence that always shows skills in accordance with

the level of peer development. Sometimes this development is marked by different advances between one child and another, so that a child at a certain age already has a higher level of intelligence than his peers. Therefore it is clear that the intelligence factor is something that cannot be ignored in learning activities. Students who are faced by teachers certainly have different levels of intelligence. Intelligence intelligence is related to the ability of each student. William Stern stated in Purwanto (2010: 52) that intelligence is the ability to adjust to new needs, by using the tools of thinking in accordance with its objectives. Because intelligence itself is a skill that consists of three types, namely the ability to deal with and adapt to new situations quickly and effectively, knowing or using abstract concepts effectively, knowing relationships and learning them quickly. This is very important, because by understanding differences in the level of intelligence of each student, of course, the teacher is able to provide learning material appropriately, that is, with consideration in terms of the material is not too difficult for students who have intelligence above average. The role of the brain in relation to human intelligence is more prominent than the role of other body organs, because the brain is a tower that controls almost all human activity. Kartono (2001: 1) explains intelligence is one of the important aspects, and is crucial to the success or failure of one's study. If a student has a normal or above normal level of intelligence, potentially he can achieve high results. A high level of intelligence will be more successful than one that has a low level of intelligence. Intelligence is the higher the intelligence abilities of a student, the greater the chance for success. Conversely, the lower the intelligence abilities of a student the less chance for success.

a) From the opinion above it is clear that good intelligence or high intelligence is a very important factor for a child in business learning.

b) a) Talent

c) Talent is a certain ability that someone has as an innate skill. This expression is consistent with what was stated by Slameto (2003. 58) argues that talent in this case is closer to understanding the word aptitude which means skills, namely regarding certain abilities. Talent is a potential or ability if given the opportunity to be developed through learning will become a real skill. Talent is defined as the ability of individuals to carry out tasks without relying much on education and training efforts.

d) From the opinion above illustrates that the growth of certain skills in a person is largely determined by the talent they have. Talent can affect the level of quality of students in education. In the learning process, including learning skills, talent plays an

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important role in achieving a good outcome. Therefore, a teacher or parent should not force their child to do something that is not in accordance with their talents because it will damage the child's desire.

e) b) Interests

f) According to Slameto (2003: 59) interest is a constant tendency to pay attention and some activities. Activities that make a person pay attention to him are constantly accompanied by a sense of pleasure and satisfaction is obtained, the tendency to carry out activities seriously causes one's success to understand well what he is doing. Interest is a constant tendency to pay attention and remember a number of activities, activities that are of interest to someone, to be watched continuously accompanied by affection. Interest as "a condition that occurs when someone sees the characteristics or meanings of a situation that is associated with their own desires or needs.

g) The absence of a child's interest in subjects will lead to learning difficulties. Learning that does not have an interest may not be in accordance with their talents, not according to their needs, not in accordance with their skills, or not in accordance with special types of children causing many problems in him. Because of that the lesson also never happens in the brain process, the result arises difficulties. Interest in learning is the tendency of feeling. Therefore, if a student who is interested in a learning activity will increase his learning effort or always be enthusiastic in learning. Great interest can stimulate the rate of development in learning activities so as to realize a higher quality than before.

h) Based on the opinion above, it is clear that a great interest influence on learning or activities. Even lessons that attract students' interest are easier to learn and store because interest increases the spirit of learning. Interest in learning that has been owned by students is one of the factors that can affect the quality of learning. If someone has a high interest in something then he will continue to try to do so that what he wants can be achieved in accordance with his wishes.

Emotions

1) Every person has emotions, one's mental state is described by emotions that appear in that person. Emotions are also manifested through real behavior. Like the following statement: Emotion is a symptom of feelings accompanied by changes or physical behavior. Like anger shown by loud screams, or other behavior. Vice versa, a happy person will jump up and down with a big laugh, and so on. Emotional factors also determine the occurrence of

learning activities by students that produce quality students. If the condition of the soul is unstable, then it appears that emotions are unstable too, because in essence the condition of the soul is described by emotions. Unstable emotional factors. For example, easily offended, moody, angry, always confused in dealing with problems, always sad for no apparent reason, and so on.

2) Behavior which is the result of uncontrolled emotional outbursts, causes a student to not be able to concentrate properly in his learning activities. In fact, a participant is not able to at all or arises feeling lazy or less eager to do learning activities. So in the end if that happens often, the impact will be felt on the success or quality of students.

3) i) Motivation

4) Motivation in learning is an important factor because it is a condition that encourages students to learn. The issue of motivation in learning is how to manage so that motivation can be increased. Similarly, in learning activities a student will succeed if he has the motivation to learn.

5) The term motivation according to Daradjat et al, Science of Islamic Education (2004: 16) comes from the word motive which can be interpreted as the strength contained in the individual that causes the individual to act or act. Or the driving force in a person to carry out certain activities, in order to achieve certain goals. It can even be regarded as an internal condition as a mental impulse that moves and encourages students to learn.

6) Motivation can be defined as a reason that is the driving force (motor) for an action or activity that arises from within or within a person to carry out a certain activity in the direction of achieving satisfaction that brings happiness physically and spiritually. Motivation is a drive that arises in a person consciously or unconsciously to do an action with a specific goal or efforts that can cause a person or group of people to be moved to do an activity because they want to achieve certain goals in life and life. The term motivation comes from the word motive which means someone's effort to do something. Motivation is moving students to do something or want to do something.

7) Motivation is a change in energy in (personal) someone who is characterized by the emergence of feelings and reactions to achieve goals. In the formulation there are three interrelated elements, namely:

Motivation starts from a change in personal energy. These changes occur due to certain changes in the neurophysiological system in human organisms, for example changes in the digestive system then the motives arise.

8) Motivation is characterized by feelings (affective arousal). First it is psychological tension, then emotional atmosphere. This atmosphere of emotion creates motivated behavior. This change can be observed in his actions. Example: there is a person who is in a discussion while he

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is interested in the problem being discussed so he tries to express his opinion in fluent and correct words.

9) Motivation is characterized by reactions to achieve goals. Motivated person gives responses towards a certain goal. These responses function to reduce the tension caused by changes in energy within him. Each response is a step towards achieving the goal. Example: Person A wants to be first in his class, Person A has to study hard. With motivation based on the need. These needs are permanent tendencies in a person that give rise to impulse to do an action / action to achieve the goal.

In its development, motivation can be divided into two types, namely (a) intrinsic motivation and (b) extrinsic motivation. Intrinsic motivation is meant by motivation that originates from within a person who is based on his own awareness to do something work learning. While extrinsic motivation is meant by motivation that comes from outside oneself a student which causes the learner to carry out learning activities. In providing motivation, a teacher must try with all the available capabilities to direct students' attention to certain targets. With this encouragement in learners an initiative will emerge with the reason why he pursued the lesson. To arouse motivation for them, so they can carry out learning activities of their own volition and learn actively.

Motivation in learning, Aunurrahman (2009: 180) explains that motivation is a force that can be a driving force for students to utilize the potentials that exist in themselves and outside potentials to realize learning goals. In the learning process of a student who has a high IQ, is not necessarily successful and obtains high quality, without a strong motivation to learn. Students who have high learning motives will display behavior with pleasant characteristics that require personal responsibility. In addition he tends to choose jobs that have moderate (moderate) risks, and they have the urge / desire as feedback (feed back) about their actions and try to do things in more creative ways.

a) Based on the above motivation can be interpreted as a mental impulse in a person because of a change in energy that is characterized by the emergence of feelings or desires or needs and reactions or actions / actions in achieving goals that affect changes in behavior.

b) 1) External factors

c) External factors are factors that can affect the quality of students outside of themselves. that is some experiences, family circumstances, the surrounding environment and so on. These environmental influences are generally positive in nature and do not provide coercion to individuals.

d) Syah (2010: 173) argues that the external factors of students include all situations and environmental

conditions that do not support student learning activities. These factors include:

e) a) Family environment, such as; disharmony of the relationship between father and mother, low family economy, home atmosphere and the character of other family members;

f) b) Neighborhood environment or local community, such as; slum areas or settlements, and peers or games that are bad or wrong;

g) c) Madrasa environment, such as; the poor condition and location of the madrasa building (near the market), the condition of teachers and low-quality learning tools.

h) External factors which include the three environments above, as a place to get education for students, the following external factors can affect the quality of students.

i) a) Family circumstances

j) The family is a father, mother, along with children and families who become residents of the house. The family is the smallest environment in the community where a person is born and raised. As explained by Slameto (2003: 59) that: "The family is the first and foremost educational institution. A big healthy family means for a small education, but it is decisive on a large scale, namely the education of the nation, country and the world ". The existence of a sense of security in the family is very important in one's success in learning. The feeling of security makes a person be motivated to learn actively, because security is one of the driving forces from outside that adds motivation to learn.

k) Widaninggar in Wasty Sasmito (2006: 133) argues that the factors affecting the quality of students are factors from the family, namely:

l) (1) Family conditions, family harmony, parents are too busy or the relationship between parents and children is not good.

m) (2) The family is not a source of inner peace for teenagers.

n) (3) The family cannot be a good "example" for their children.

o) From the explanation above, it can be concluded that there are several factors that affect the quality of students, including the factors contained in students (internal factors), and factors that consist of students outside (external factors). Factors originating from within the child are biological while factors originating from outside the child include family, madrasa, and community factors.

Learning approach factors

Learning approach is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently.

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Dick & Carey in Wina Sanjaya (2006: 126) states that the learning approach is a set of learning materials and procedures that are used together to improve the quality of students. Learning approach is defined as an outline of the direction to act in order to achieve the specified goals. Attributed to learning approaches as general patterns of teacher activity in the realization of learning activities to achieve the goals outlined. A teacher must be able to plan (toplan) that is preparing things to be done that will come to achieve a predetermined goal, this allows the results achieved in accordance with the targets set. Likewise, the implementation must be in accordance with what is planned so that in line with what is desired. Thus, the implementation of the learning program has a very important meaning in the successful implementation of education. Given the significance and significance of the implementation of the learning program, a teacher still needs to pay attention to several aspects, as described above, so that students' learning achievement can increase.

1. The Role of Teachers in Improving the Quality of Students

Education is an investment in human capital for the future by equipping young people with noble character and high skills to achieve prosperity. Al-Qur'an has ordered the Muslims to improve quality and be aware of the weak offspring, Allah Almighty. said in QS an-Nisaa / 4: 9: And let God fear those who if they leave a weak offspring behind those they worry about for their welfare. Therefore, they should fear Allah, and they should speak with the correct speech. According to M. Quraish Shihab in the Interpretation of the Mis-Misbah Message, Impression and Harmony of the Qur'an, (2002: 355) the content of the Qur'an an An Nisa Letter 'verse 9, ordered that Muslims prepare a quality generation so that children are able to actualize their potential as a provision of life in the future.

From the above verse, it shows that education is a process of forming personality that is essential in human life, which is usually owned and embedded in every Muslim. Educational institutions are facilities that can provide provisions for humans to civilize themselves, free themselves from ignorance, backwardness, oppression and poverty and achieve human quality.

The main role and function of the teacher is as a teacher and educator. In carrying out this role, the teacher must try to become a teacher, leader who provides role models, mentors, motivators, planners, facilitators, demonstrators, and assessors. When the overall roles and functions are able to be carried out by the teacher, it will encourage increased learning achievement and good behavior of students. One indicator that can be seen that teachers have succeeded in implementing learning in educational institutions is the increase in student learning achievement. In an effort to improve learning achievement

of course it takes maximum effort from all the components that exist in every educational institution especially teachers and students themselves. The teacher is not only a job but also a profession that has a skill and a colleague. Viewed from the dimension of the learning process, the role of the teacher in the community remains dominant even though the technology utilized in the learning process is developing very fast. The teacher is the main element in the whole education process, especially at the institutional and instructional level. The position of the teacher in the implementation of education is at the forefront. The existence of teachers and their readiness to carry out their duties as educators is crucial for the implementation of an educational process. Without teacher education will only be a grandiose slogan because the existence of teachers is considered a central point and the beginning of all educational development.

According to Sagala (2009: 11) teachers are professional occupations, holistically they are at the highest level in the national education system. Because teacher professionalism has strong autonomy. Teacher professionalism has many leading tasks and roles related to official services in the madrasa environment, namely in teaching and guiding students, assessing learning outcomes, preparing the administration of learning needed and other activities related to the learning process.

Research Methods

This study examines and analyzes in depth the management of teacher professional development in supporting the improvement of the quality of Madrasah Tsanawiyah students in Jeneponto Regency. Data collection methods used in field research (Field Research), the authors collect data by conducting research directly on the object under study through three techniques namely observation, interviews, and documentation.

Observation is a systematic observation and recording of elements that appear in a symptom or symptoms in the research object to determine the existence of the object, situation, context and meaning in an effort to collect research data. Observation is focused on the teacher's professional development activities and what the teacher does in improving the quality of students. Interview, namely asking oral questions carried out to obtain information by directly interviewing people who are considered to be able to provide actual and accurate information, in this case, madrasah head, madrasah deputy head, teachers, supervisors, head of administration and Madrasah students Tsanawiyah in Jeneponto Regency.

Data collection through interviews is divided into two, namely: unstructured interviews and structured interviews. Unstructured interviews are usually called in-depth interviews and open interviews where there is no choice of answers from researchers. Whereas structured interviews

or standard interviews and the set of questions are predetermined with the answer choices provided. For conducting interviews with informants in a flexible and conducive manner, interviewers pay attention to the condition of the informants to be interviewed by first preparing a list of questions. Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, meeting minutes, agendas etc. Documents that are explained as data sources in this study include: the condition of the headmaster of madrasas, deputy headmaster of madrasas, the situation of teachers and students as well as all related to the teacher's organizational structure, and photographs of the implementation of the professional development process in improving the quality of Tsanawiyah Madrasah students in the District Jeneponto.

In analyzing data collected, researchers used an analysis based on the analysis of Miles and Huberman's model data. According to him that the activities in qualitative data analysis are carried out interactively and take place continuously until finished so that the data is saturated. Activities in data analysis are the following data:

1. Deductive analysis technique, which is analyzing data by starting from general matters then drawing conclusions that are specific.

2. Comparative analysis techniques, namely analyzing data by linking various opinions of experts about the problem discussed, then drawing conclusions.

3. Data verification is the conclusion of the data that has been presented. As for drawing conclusions, the authors make conclusions that are loose and open, both from the results of documentation, observation, and interviews.

To test the validity of this researcher's data, the authors used the validity checking technique of the findings as follows:

1. Presistent observation (persistence of observation), which is to hold continuous observations of the object of research in order to understand the symptoms more deeply on the ongoing activities at the research location.

2. Tri-test to check repeatedly, match and compare data from various sources, both documentation, observation and interviews.

3. Conducting checks to prove the truth of the data that has been found by the researcher. Specifically data collected from documentation, observation and interviews.

Professional Development Strategy for Madrasah Tsanawiyah Teachers in Jeneponto Regency

The professional development of Madrasah Tsanawiyah teachers in Jeneponto Regency is a necessity that cannot be delayed any longer, along with the increasingly fierce competition in the current era of globalization. It takes people who are truly truly experts in their fields, according to their capacity so that each teacher can play a maximum role as a profession that demands its own skills and expertise. Teacher professionalism is not only due to the demands of the times, but basically it is also a necessity for every individual in the framework of improving the quality of human life. Teacher professionalism requires seriousness and adequate competence, so that teachers are worthy to carry out a task.

The implementation of the development of professionalism of teachers in Madrasah Tsanawiyah Jeneponto Regency as follows:

1. Carry out Teacher Professionalism Development Planning

Planning is concerned with determining what will be done in developing teacher professionalism. Planning is an activity that precedes the implementation of teacher professionalism development that serves to determine what and how to achieve the goals set. Planning is basically an effort to determine the activities to be carried out in the future. This activity is intended to arrange various resources so that the results achieved are in accordance with what is expected in developing teacher professionalism. Planning for teacher professionalism development activities is a plan of activities arranged systematically, functioning to direct all teacher professionalism development activities so that goals can be achieved.

Following is the presentation of the steps for planning the activities of developing teacher professionalism:

a. Determine the Purpose

Objectives are statements about the results to be achieved through teacher professionalism development activities. The following excerpts from the results of interviews with the head of the Madrasah Tsanawiyah Negeri 1 Jeneponto Regency about setting the objectives of teacher professional development activities as follows: In formulating the objectives of teacher professional development activities based on the problems faced by teachers both individually and in groups and then consulted again to the teacher council before setting that goal. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

Based on the explanation from the supporting information above, it is reflected that in setting goals it is planned that there is a discussion with the teacher so that the goals set can represent the problems faced by the teacher concerned so that they can provide benefits and improvements to the implementation of teacher professionalism development. The determination of the objectives in the teacher professionalism development program is to provide convenience and assist teachers in

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carrying out the development of teacher professionalism optimally so that efforts towards developing teacher professionalism that are beneficial in improving learning are aimed at achieving national education goals.

a. Determine the time for implementing teacher professional development

For the implementation of teacher professionalism development an implementation plan is needed by setting the schedule for teacher professional development activities. This is intended to determine the time for the implementation of teacher professionalism development so that the implementation can run well and optimally. Based on the results of interviews with the Head of the Madrasah Tsanawiyah Kelara Negeri Jeneponto Regency, which states that: In carrying out the development of teacher professionalism carried out in accordance with the plans that have been determined and agreed upon in a meeting about the implementation schedule, if in this madrasah if development is carried out in madrasas through MGMP routinely carried out at the end of the semester, at the same time the activity identifies the problems faced by teachers in carrying out the tasks and problems faced by students in implementing learning. (Hj. Salma, Head of MTs Kelara, Jeneponto Regency, Interview, Jeneponto, October 24, 2017). In making effective the implementation of teacher professionalism development the implementation schedule is based on an agreement agreed upon in a joint meeting with the teachers.

Determination of the schedule for implementing teacher professional development is determined at the meeting of the teacher council with the madrasa head informing directly so that the teacher can know clearly, as explained by the headmaster of Madrasah Tsanawiyah Babussalam DDI Kassi Jeneponto Regency, as follows: with the headmaster of the madrasa with the teachers participating in the meeting and it was agreed that the implementation of the development of teacher professionalism adjusted the implementation schedule that was conveyed to the teachers who would take part in the teacher professionalism development program. (Abdul Salam, Head of MTs Babussalam DDI Kassi, Jeneponto Regency, Interview, Jeneponto, October 25, 2017).

Based on the description above provides an illustration that to determine the implementation schedule of teacher professional development based on agreement. In setting the schedule through meetings and the results delivered to the teacher about the schedule for implementing teacher professional development.

1. Implement Teacher Professionalism Development through the Academic Qualification Improvement Program

One of the strategies for developing teacher professionalism includes improving academic qualifications in accordance with their professions in carrying out educational duties and responsibilities. Teacher professionalism is the work or activities he does become a source of income. In connection with improving the academic qualifications of teachers in the Madrasah Tsanawiyah, Jeneponto Regency can be described through interviews and documentation relating to the academic qualifications of teachers in the Madrasah Tsanawiyah, Jeneponto Regency. Interview with Head of Madrasah Tsanawiyah Negeri 1 Jeneponto as follows: One of the activities conducted in this madrasa is in developing professionalism of teachers, namely improving the academic qualifications of teachers because academic qualifications are understood as special skills or abilities in education, both as instructors of subjects, education administration and so on. That is why in this madrasa all teachers who are still academically qualified (S1) are encouraged to continue their education to (S2), both through scholarships and self-funding, all teachers both honorary and PNS, and Alhamdulillah in this madrasa who have completed S2 education there are already 12 person. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

The results of subsequent interviews with the head of the Madrasah Tsanawiyah Negeri 3 Jeneponto are as follows: All teachers in this madrasa are academically qualified in accordance with National Education Standards, namely minimum undergraduate education (S1) and teaching according to their educational background. Even in this madrasa there are already 6 people who have completed Masters (S2) and among them there are those who are currently studying a Masters Program (S2). (Hj. Rahmawati, Head of MTs Negeri 3 Jeneponto, Interview, Jeneponto, 21 October 2017).

Providing opportunities for teachers to study at a higher level of education (S2) can improve the formal quality as a teacher, so that in accordance with staffing regulations that are enforced nationally, foster motivation in teachers in order to develop their professionalism, add insight to scientists and knowledge who support their duties as teachers in order to improve the quality of students. Interview with the head of the Madrasah Tsanawiyah Negeri Kelara Jeneponto as follows: One that is carried out in this madrasa in developing professionalism of teachers is that teachers who are still of academic qualifications (S1) are encouraged to continue their education to (S2) and thank God in this madrasa there are 6 people who have studied education (S2). (Hj. Salma, Head of MTs Kelara, Jeneponto Regency, Interview, Jeneponto, October 24, 2017).

Based on the results of the interview above, it shows that in general the situation of teachers in the Madrasah Tsanawiyah of Jeneponto Regency has implemented the development of teacher professionalism

through increasing academic qualifications. Improving the academic qualifications of teachers is very urgent because teachers in the education and learning process are those who must have an educational background in accordance with their expertise. Teachers who have educational qualifications background certainly have more eligibility than those who are not included in the education field. Based on the results of observations made by the author, it appears that in reality, in terms of educational background in the Madrasah Tsanawiyah, Jeneponto Regency, although it still needs to be improved even though the teachers have fulfilled their qualifications, but in the aspect of self-quality, there are still teachers who have not been able to meet the demands. There are still teachers who have the qualifications as required, but their quality has not reached the level needed for each field of their profession

From the histogram of the results of the documentation of the qualifications of teacher education in Madrasah Tsanawiyah, Jeneponto Regency, it can be seen that there are still DIII qualification teachers, 8 teachers or 2%, S1 education qualifications, 339 teachers or 89%, while S2 education qualifications are 35 or 9 %. Basically the development of teacher professionalism through improving academic qualifications at the Madrasah Tsanawiyah of Jeneponto Regency has been running, although it still needs to be improved by continuing higher education such as those still educated in DIII, it is compulsory to continue their education because it does not meet academic requirements. While those with an S1 degree continue to S2 as a form of implementing professional development of teachers through improving academic qualifications at the Madrasah Tsanawiyah, Jeneponto Regency. The increase in academic qualifications held at the Madrasah Tsanawiyah Jeneponto Regency is a process of developing teacher professionalism related to increasing mastery of material supporting educational and learning activities through education.

Evidence from the development of teacher professionalism in Madrasah Tsanawiyah, Jeneponto Regency, shows that teachers are able to arrange learning programs, manage learning classes, conduct evaluations of the educational process, implement educational media, learning strategies, and many matters related to the implementation of the educational process which are the primary responsibility of teachers .

1. Implement Teacher Professionalism Development through Training Programs

The development of teacher professionalism through training activities for teachers is basically an integral part of management in the field of personnel in the madrasa and is an effort to develop teacher professionalism so that in turn can gain competitive advantage and can provide the best service. Teachers can work more productively and are able to develop teacher professionalism.

In connection with the implementation of teacher training programs in developing professionalism of teachers in Madrasah Tsanawiyah, Jeneponto Regency, the writer conducted an interview with the head of Madrasah Tsanawiyah Negeri 1, Jeneponto Regency, as follows: I have participated in learning management training, also following the governance of madrasah teachers at the national level organized by KEMENAG in cooperation with the Ministry of Education and Culture. USAID Priority in Jakarta. Alhamdulillah after that I gave training to the teachers in this madrasa. In addition, teachers in these madrassas often participate in training in the development of teacher professionalism, such as group work training to design provincial learning models. After completing training, teachers are asked to share knowledge with fellow teachers who have not participated so that knowledge can be integrated in this madrasa and it is very beneficial to teachers who have not attended the training. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

Teachers who have attended training are seen as knowledgeable people so that they are obliged to convey their knowledge to teachers who do not yet know in order to continuously develop the knowledge they have. With the development of increasingly advanced science, the teacher is required to increase the treasury of knowledge through self-study and attend various training that can increase understanding of educational foundation insights so that it helps develop professionalism.

Increasing understanding of educational foundation insights for teachers in the Madrasah Tsanawiyah of the Jeneponto Regency Basically the teacher made efforts to develop teacher professionalism in the Madrasah Tsanawiyah of the Jeneponto Regency, this was based on interviews with the Principal of the Madrasah Tsanawiyah Darul Ihsan Munte Jeneponto improve the ability of understanding the educational foundation through training, and even utilizing information media such as the internet. (Hamzah, Head of MTs Darul Ihsan Munte, Jeneponto Regency, Interview, Jeneponto, October 20, 2017).

Based on the results of the interview, the headmaster of the Madrasa and the teacher improve the ability to understand the insight of the educational foundation so that they are able to develop themselves and adjust to the times. Teachers who have extensive knowledge have their own place in front of students, because teachers who are knowledgeable are more respected and are considered more authoritative than teachers who are not knowledgeable. Training of teachers is no longer a joke because at this time students are getting

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smarter, teachers must be prepared to face the times, especially in the digital age, lest students master technology while teachers fail to technology. If observed in this madrasa, teacher training is carried out intensively at the district, private and even national levels. In 2017 I attended a training on the application of learning media based on Information Technology Communication (ITC). (Samsinar, Teacher at MTs Kelara Negeri Jeneponto Regency, Interview, Jeneponto, October 24, 2017).

It appears that with the implementation of the training that is followed by teachers will better understand the world of work, can develop their personality, individual work appearance, develop career, behavior becomes effective in developing professionalism of teachers in Madrasah Tsanawiyah District of Jeneponto.Madrasah concerned provides opportunities for teachers to run for a specific training program. The starting point for this opportunity is that intellectually mature teachers have a tendency to recognize the weaknesses that still exist in themselves, so that there is a need for learning through training.

Interview with Madrasah teacher Tsanawiyah Babussalam DDI Kassi Jeneponto Regency regarding the attention of the madrasa head conduct training in efforts to develop teacher professionalism: The madrasa head here gives sufficient attention proportional to all teaching staff and staff to always carry out tasks according to their competencies to the best of their abilities. In addition, the madrasa head always provides guidance and guidance as well as directives as well as providing training, even involving educators through various training and education in accordance with their qualifications to the teaching staff and staff before carrying out their duties, even the madrasa head always supervises and controls every activity that has been programmed to run optimally. (Nur Asriani Teacher at MTs Babussalam Kassi, Jeneponto Regency, Interview, Jeneponto, October 25, 2017).

From the histogram of the results of the documentary review of teachers in the Jeneponto Regency Madrasah Tsanawiyah who have attended district, provincial and national level training, it appears that teachers have attended 287 people or 75% and who have never attended 98 or 25% training. Based on the results of interviews, observations, and documentations it can be ascertained that the implementation of teacher training at the Madrasah Tsanawiyah of Jeneponto Regency has been carried out and received serious attention from the madrasa and the government. One of the efforts made by the Madrasah Tsanawiyah of the Jeneponto Regency to develop teacher professionalism is by assigning teachers to training activities, because teachers cannot feel that they have had enough of the knowledge they have had from college or from their own learning processes, so the effort to develop professionalism teachers are always pursued on

an ongoing basis through training activities to increase knowledge and broader insights and improve learning methodology.

When asked about training activities for teachers, the headmaster of the Madrasah Tsanawiyah Darul Ihsan Munte, Jeneponto Regency said; Every time there is a training invitation for teachers, both at the district, provincial, and national levels, the relevant institutions are held. We always assign teachers, both teachers in the field of religious studies and teachers in the field of general studies. The training activities here are related to the development of teacher professionalism, madrasa administration, libraries, workshops, seminars, training of laboratory personnel, and so on. (Hamzah, Head of MTs Darul Ihsan Munte, Jeneponto Regency, Interview, Jeneponto, October 20, 2017)

1. Implement Teacher Professionalism Development through Teacher Equalization and Certification Programs

The implementation of the development of teacher professionalism through the equalization and teacher certification program is the process of granting educator certificates to teachers who have fulfilled certain requirements, namely having academic qualifications, competencies, physically and mentally healthy, and having the ability to realize national education goals, coupled with improving welfare worthy. The implementation of the development of teacher professionalism through the equalization and teacher certification program aims to determine the eligibility of teachers in carrying out their duties as learning agents, improving teacher professionalism, improving the process and results of education, and accelerating the realization of national education goals, so that the requirements in implementing teacher certification are required.

The following are excerpts of the results of interviews with several teachers who have been certified in the Madrasah Tsanawiyah, Jeneponto Regency about the development of teacher professionalism through teacher certification, as follows: Thank God, I and several friends have passed the certification because we meet the requirements of teacher certificates such as, we have met the academic qualification standards (S1), has been proven by passing the competency test held by universities in UIN Alauddin Makassar. We have taken the test / track record of mastery values in the field of study, tests of technical performance and learning strategies, professional development or portfolio of indicators of professional activity, and

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personality tests or portfolio of indicators of success. (Hj. Sitti Satia, Teacher at MTs Negeri 3 Jeneponto, Interview, Jeneponto, 21 October 2017).

Based on the results of the interview the development of teacher professionalism is carried out through teacher certification in the form of a competency test, which consists of two stages, namely a written test and a performance test that is accompanied by self appraisal and portfolio and peer appraisal (assessment of superiors). The written test material, performance test, and self appraisal combined with the portfolio, are based on essential indicators of teacher competency as learning agents. When I took the teacher certification test it was very memorable because it was truly fostered and tested for professionalism as a teacher. The written test material includes pedagogical and professional competencies, while the teacher's performance test in managing learning includes all four competencies in an integrated manner. Self appraisal that is integrated with a portfolio is an assessment of the activities and achievements of teachers in madrasas, in professional activities or in the community, as long as they are relevant to their duties as teachers. Peer appraisal in the form of a supervisor's appraisal to obtain an assessment of daily performance that includes all four competencies. (Abdul Rahman, Teacher at An-Nuriyah Bontocini MTs, Jeneponto Regency, Interview, Jeneponto, 22 November 2017).

2. Implement Teacher Professionalism Development through the Periodic Educational Supervision Program

In an effort to develop teacher professionalism, a supervision program is implemented. Supervision is carried out by the supervisor and the head of the madrasa. Overall information is obtained based on the results of interviews, observations, and documentation studies of key informants and supporting informants then analyzed so that conclusions can be determined. Interviews and observations with supervisors, madrasa principals, madrasa deputy heads, teachers, and students in the Madrasah Tsanawiyah, Jeneponto Regency. For more details on efforts to develop teacher professionalism through supervision, as follows:

Supervisor Prepares Planning

In planning the implementation of supervision of teachers at the Madrasah Tsanawiyah District of Jeneponto, the following steps were taken:

1) Determine the Goal

Furthermore, the researchers conducted a documentary review in Madrasah Tsanawiyah, Jeneponto Regency. From the results of the documentation study in the form of meeting minutes and books of existing madrasah work program. Indicates that the supervisor has set the objectives for supervision. It can be seen that in the minutes of the meeting the supervision plan is written by writing down the objectives to be achieved in the supervision activities.

Based on the explanation above, it is explained that in the supervision planning at Madrasah Tsanawiyah, Jeneponto Regency stated the objectives which are the direction for the implementation of supervision in order to produce what has been determined. this is the madrasa chief and supervisor. In relation to setting goals, usually before the supervisor sets the goals, the supervisor always consults with the teacher board so that the goals can represent all the problems that have been identified in order to bring benefits to the improvement of the learning process going forward, which starts with an effort to develop teacher professionalism. (Irwana R. Badji, MTs teacher Darul Ihsan Munte, Jeneponto Regency, Interview, Jeneponto, October 20, 2017). Based on the explanation from the supporting information above, it is reflected that the supervisor in setting goals is planned to have a discussion with the teacher so that the goals set can represent the problems faced by the teacher concerned so that they can provide benefits and improvements to the development of teacher professionalism in Madrasah Tsanawiyah, Jeneponto Regency. .

Based on the presentation of the results of the tringgulation test by checking repeatedly, matching and comparing data from various sources, both in-depth interviews, continuous observation, and documentation analysis it is confirmed that in the effort to plan supervision the aspects to be supervised are determined through preparation of research instruments such as listed above, especially in its administration in the classroom which is the teacher's preparations for implementing learning.

Supervisors Carry Out Individual Meetings

The individual meeting was held by the supervisor and the head of the Madrasah Tsanawiyah of the Jeneponto Regency to develop teacher professionalism, provide solutions to the difficulties faced, so that they can carry out the learning process better, and can improve the weaknesses and shortcomings of teachers in the Madrasah Tsanawiyah of the Jeneponto Regency. Interview with Head of Madrasah Tsanawiyah Negeri 1 Jeneponto as follows: My emphasis every time I meet with teachers is to always follow existing developments, both in the field of technology, science, especially knowledge that they teach by encouraging reading, attending discussions / seminars and so on so that teachers experience increasing teacher insight and professionalism. Likewise, the problem of teacher cooperation between students, fellow teachers, between teachers and staff, including regarding discipline,

especially teacher attendance. The most frequent frequency of my emphasis is on the use of lesson plans and the achievement of curriculum targets. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

In this individual conversation the head of the Madrasah Tsanawiyah of the Jeneponto Regency tried to develop the professionalism of the teacher, encouraging the teacher to overcome difficulties and provide guidance, things that are still doubtful, so there was an agreement on the concept of the learning situation being faced. : Implementation of supervision conducted by supervisors and headmaster of madrasas related to individual meetings in my opinion supervisors and headmaster conducts individual meetings with teachers, usually these individual meetings are held if there are problems faced by the teacher, but only once. (Sarifuddin, Teacher of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, 18 October 2017).

Based on the results of the interview it was confirmed that the supervisor and head of the Madrasah Tsanawiyah of the Jeneponto Regency had carried out supervision related to the individual meeting. The Head of the Madrasah Tsanawiyah of Jeneponto Regency is more intensive in conducting individual conversations that are held in the headmaster's office if there are problems faced by the teacher. Supervision through an individual meeting conducted by the supervisor and head of the Madrasah Tsanawiyah Jeneponto Regency is one of the efforts in developing teacher professionalism. In this case the supervisor's focus is to assess, assess, improve, improve, and develop the quality of learning activities carried out by individuals or groups through professional dialogue guidance and consultation, so that teachers work professionally when they have high work skills and sincerity to do the work of the teacher as well as possible.

Implement Teacher Professionalism Development through the MGMP Empowerment Program (Subject Teachers' Conference)

Efforts to develop teacher professionalism in supporting the improvement of the quality of students in the Madrasah Tsanawiyah in the Jeneponto district were carried out through the Teachers' Consultation in the Field Subject (MGMP). The implementation of the development of teacher professionalism in supporting the improvement of the quality of students in the Madrasah Tsanawiyah of the Jeneponto Regency through the MGMP, the researchers conducted observations and interviews with several informants, namely, teacher and headmaster of the Tsanawiyah Jeneponto madrasa. The following interview with the head of the Madrasah Tsanawiyah Bulu-Jeneponto Regency as follows. The implementation of teacher professional development through MGMP

conducted by the teacher went well, especially the teacher cooperated with fellow teachers in the field of study and supervisors in implementing MGMP. (Ida Muslihat Pabeta, Head of MTs Bulu-Jeneponto Regency, Interview, Jeneponto, 09 November 2017).

Based on the results of the interview the development of teacher professionalism is carried out through the implementation of the MGMP which serves as a support for the implementation of learning. The development of teacher professionalism in the Madrasah Tsanawiyah of Jeneponto Regency through the implementation of MGMP is an effort to prepare teachers to have various insights, knowledge, skills, and provide confidence to carry out their duties and obligations as a professional officer. Indications of increasing teacher professionalism in learning can be realized through empowering the potential and achievement of teachers. A teacher is said to be professional if his competence is manifested in full, appropriate and effective performance.

In connection with the implementation of MGMP in Tsanawiyah Madrasah in Jeneponto Regency, the author continued interviews with several informants in the Madrasah Tsanawiyah in Jeneponto Regency, as follows: The implementation of teacher professionalism development was carried out through MGMP while the group conducted group discussions with members of the Teachers' Consultation Field Study (MGMP). in the activities of the Teachers' Conference on Field Study (MGMP). (Muhfianti, Teacher of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

Based on the above explanation, it is clear that the development of teacher professionalism which is carried out through the implementation of MGMP is carried out by teachers in the field of study and in collaboration with supervisors who work in madrasas Tsanawiyah, Jenepont Regency. MGMP activities in Madrasah Tsanawiyah, Jeneponto Regency are functioned or utilized as infrastructure for fostering and developing professionalism. teachers and education personnel so that they become truly capable of carrying out their duties as educators.

Regarding the group discussion, the writer conducted an interview with the Head of Madrasah Tsanawiyah Negeri 1 Jeneponto as follows: We always hold group discussions, this group discussion is held by forming teacher groups in the same field of study. In each discussion, kama as head of the madrasa gives direction, guidance, advice and suggestions as needed. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

The development of teacher professionalism in the Madrasah Tsanawiyah District of Jeneponto through the MGMP was also held a symposium which was a meeting where in the meeting there were several speakers briefly gave their thoughts about an educational topic, or topics related to teaching problems. Symposium as a collection of short essays

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on a subject matter written by a number of experts and published into a book. In the symposium, a problem can be discussed by first asking the views of a number of experts. The views of these experts will later be discussed by participants in the hope that these views will find a way out of the problems raised.

Interview with the Head of the Madrasah Tsanawiyah of the Jeneponto Regency, as follows: In this madrasa the development of teacher professionalism was carried out through a symposium. In practice, we as headmaster of madrasas invite experts from universities as resource persons to discuss certain topics that have been agreed with the target teachers. Through symposium activities the results provide refreshment and add to the atmosphere of knowledge for teachers in this madrasa. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

Based on the description above, the head of the Madrasah Tsanawiyah of Jeneponto Regency fosters the development of teacher professionalism through assisting teachers in solving problems both individually and in groups by providing instructions in overcoming them so that there is a growing willingness to solve them with their own abilities. The development of teacher professionalism in the Madrasah Tsanawiyah of Jeneponto Regency through MGMP has been functioned as a container for the cultivation of the soul of unity and unity as well as fostering the confidence of teachers, madrasa principals, and supervisors in completing tasks so as to create a spirit of cooperation and competition among teachers in improving the quality of education and the quality of participants students.

Efforts to develop teacher professionalism in madrasas are a shared responsibility. Some efforts have been made by the government and related institutions, such as through MGMP which is a forum in developing teacher professionalism in Madrasah Tsanawiyah, Jeneponto Regency, which basically applies the principle of coaching among peers on a regular basis and is based on the goals and enthusiasm for advancing together which is developed based on the field study or family of study fields in each madrasa. Developing teacher professionalism in madrasas through MGMP teachers are brought into a learning situation that treats them with appreciation, the teachers do the learning process with full involvement of themselves. In such situations they already have their own will so that they perform optimally and there will be a relationship of mutual trust between their peers and the facilitator.

Implementation of Quality Improvement of Students in Madrasah Tsanawiyah, Jeneponto Regency

Implementation of improving the quality of students in Madrasah Tsanawiyah, Jeneponto Regency through teachers designing good and appropriate learning

plans. Following are the results of interviews and observations related to planning learning in class. In connection with planning learning, the researcher's interview with Madrasah Tsanawiyah teachers in Jeneponto Regency is as follows:

In learning planning, namely preparing annual programs, semester programs, preparing syllabi, lesson plans, calendars, list of values, KKM, and attendance. But specifically in the RPP contains the first core competency; both basic competencies; the three indicators of competency achievement; the four learning objectives; fifth learning material; the six approaches, models and methods; towards learning activities include preliminary / initial activities, core activities, closing; eighth learning assessment, remedial and enrichment; nine media, tools / materials, and learning resources. (Santiaji, Teacher at MT Babussalam Kassi, Jeneponto Regency, Interview, Jeneponto, October 25, 2017).

Learning planning in Madrasah Tsanawiyah, Jeneponto Regency, teachers consider the abilities, circumstances and characteristics of students as individuals and groups. Researchers conducted interviews with Madrasah Tsanawiyah teachers in Jeneponto Regency to get explanations related to teacher sensitivity in observing the ability of students in preparing learning plans, as follows: In planning learning the teacher analyzes the semester program because it is the first step before preparing the lesson plan. This analysis is developed based on the flow of achievement of previous competencies. Including paying attention to differences in students' abilities including the ability to absorb in receiving lessons because students vary in receiving lessons, will be different readiness to accept explanations with low-ability. Although the ability of students is not included in the lesson plan, but in making the lesson plan is considered the ability of students. Then the media used, methods, and learning models that will be applied are considered and adjusted to the ability of students. Because sometimes we apply the learning model, but students have not been able to follow the learning model. This if forced will hamper the process of implementing learning. (Nurniati, Teacher at MTs Bulu-Jeneponto Regency, Interview, Jeneponto, dated November 9, 2017).

The results of the interview above, show that in the planning of teacher learning in Madrasah Tsanawiyah, Jeneponto Regency considers and pays attention to, the integrity of the teacher himself, the ability of students who have a multicultural level, so teachers must design various strategic steps so that the process learning runs effectively, all students can achieve their competence according to expectations without being discriminated against.

Teachers' considerations and considerations in learning planning can be very diverse, but in the learning plan in Madrasah Tsanawiyah, Jeneponto Regency, the

composition includes at least five things called the interactive learning-based learning planning format, namely; learning objectives, subject matter, learning strategies or methods, learning resources, and assessment of learning outcomes. Based on observations, it shows that the teacher at Madrasah Tsanawiyah, Jeneponto Regency, before carrying out the learning, the teacher prepares the learning tool as a reference in learning so that the learning process is directed and easily evaluated by the teacher's success in applying what was designed before, and is able to detect student learning outcomes.

Begin Learning Effectively and Enjoyable

The implementation of improving the quality of students of the Madrasah Tsanawiyah of the Jeneponto Regency through a pleasant preliminary activity in the learning process at the Madrasah Tsanawiyah of the Jeneponto Regency means the activity of opening lessons which is the teacher's attempt to create a mental ready atmosphere and arouse students' attention so that they are focused on what is to be learned. The implementation of improving the quality of students of Madrasah Tsanawiyah Jeneponto Regency through fun preliminary activities can be known through interviews and observations.

Interview with Madrasah 1 teachers in Jeneponto Regency as follows: In the preliminary activity we guided by the RPP that in the RPP the initial activity contained praying, apperception, conveying competence, the objectives of the lesson by expressing specifically and briefly to enable students to obtain a clear picture of the things to be learned and ways to be taken in learning learning material. Besides giving motivation to arouse curiosity, pay attention to class management and student management. For example, moving the seat of students who are always waiting for friends. (Sahabuddin, MTs Teacher 1 Jeneponto Regency, Interview, Jeneponto, 18 October 2017).

Effective Use of Learning Media

Implementation of improving the quality of Madrasah Tsanawiyah students in Jeneponto Regency through the use of effective learning media. The views of teachers, principals, and students basically have similar views on the use and management of instructional media used by teachers in Madrasah Tsanawiyah, Jeneponto Regency. Questions in the form of interviews were asked to the headmaster of madrasas, teachers and students to get the right answer to the use and management of instructional media in supporting the improvement of the quality of students in Madrasah Tsanawiyah, Jeneponto Regency.
Next is the interview with the head of the Madrasa. Learning media is a teacher's tool that is very urgent to be used in the implementation of the learning process, so that all teachers use the media during the learning process.

According to my observation, teachers at MTs have implemented it or have often used the media when teaching, both electronic and simple media. Learning media based on Information Technology Communication (ITC) was prepared by the madrassas, such as LCD, video, radio and TV, because in this MTs the facilities are very complete because of USAID assistance. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

The Application of Learning Methods Varies

The implementation of improving the quality of students of Madrasah Tsanawiyah Jeneponto Regency through the application of varied learning methods by teachers at the Madrasah Tsanawiyah Jeneponto Regency is a way, pattern, or strategic step to support the quality improvement of students, because by applying varied learning methods to generate enthusiasm and motivation of students in following and understanding the range of learning processes.

To find out the implementation of improving the quality of students of Madrasah Tsanawiyah Jeneponto Regency through the application of learning methods the researcher conducted interviews and observations. The results of interviews with Madrasah Babussalam DDI Kassi teachers in Jeneponto Regency are as follows: I applied a varied method and it was determined in the lesson plan, taking into account the condition of the subject matter adapted to class conditions and the time conditions available, but the most frequently applied are the material of the mirror and demonstration. (Abdul Yahya Teacher MTs Babussalam DDI Kassi Jeneponto Regency, Interview, Jeneponto, October 25, 2017). Further interviews with Madrasah MTs teachers in Paitana, Jeneponto Regency, are as follows: I used to apply a varied method, but the most frequently applied were lectures and discussion groups. (Hj. Norma, MTs teacher Paitana Jeneponto, Interview, Jeneponto, October 24, 2017).

Class Management Well

Implementation of improving the quality of students in Madrasah Tsanawiyah Jeneponto Regency through classroom management there are two main elements that are important to consider, namely the arrangement of classrooms and student management. The author will explain these two elements through interviews and observations, as follows: Implementation of improving the quality of students in Madrasah Tsanawiyah, Jeneponto Regency through classroom management, especially in the classroom arrangement implemented in the learning process as stated by Madrasa teachers Kelara Jeneponto as follows: I do class management including structuring the physical environment of the class in a clean

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and comfortable condition to be occupied. The physical environment of the classroom is maintained and the classrooms must be swept and cleaned every day. (Husni Said, Teacher at MTs Kelara, Jeneponto Regency, Interview, Jeneponto, October 24, 2017).

The researcher made observations in the classroom that based on the observations of all classes in the Kelara Negeri Madepah Jeneponto, the teacher implemented classroom management through classroom arrangement, including partially prepared drawing media and neatly attached to the classroom. Classroom arrangement looks neat, because of the supporting factors, madrassas have bins, brooms, garbage transporters, and dust cleaners. Student management is closely related to teacher skills in creating and maintaining optimal learning conditions for students to take care not to let students get distracted in the learning process.

The results of an interview with one of the Madrasah Tsanawiyah Darul Ihsan Munte teachers in Jeneponto Regency, as follows: In carrying out student management I display the behavior of good students and reduce or suppress the behavior of students who are not good. If students show good behavior such as obeying madrasa rules, listening to the teacher's explanation in front of the class, making or doing assignments given by the teacher, expediting the learning process activities. Student behavior that is not good even if only done by one or a group of students will greatly disrupt the smooth learning process. (Hasmiati Said, MTs teacher Darul Ihsan Munte, Jeneponto Regency, Interview, Jeneponto, October 20, 2017).

Based on the results of the interview above, the teacher always overcomes the behavior of the students who are not good and displays the behavior of students who are good. Praise is given to students who behave well while reprimands are given to students who behave badly. The teacher can provide reinforcement to students who are disturbing, that is by approaching the student when he is behaving improperly, then reprimanding him.

But the reprimand given by the teacher to students who behave badly should not be given in a rough, painful, insulting manner, babbling, and even excessive ridicule. Creating a good relationship between individuals and healthy socioemotional circumstances. The students will be together in one classroom for several hours. Therefore, the relationship between teachers and students is well developed based on a healthy socio-emotional relationship. Thus, teachers will more easily build interactions among students who are very important in the learning process. A good relationship between teachers and students or fellow students can be built if an effective climate of communication is created between the teacher and students or close friendships between fellow students.

Carry out Learning Evaluation

Implementation of improving the quality of students in the Madrasah Tsanawiyah Jeneponto Regency through comprehensive student evaluations. The ability of teachers to assess learning is one of the criteria for teacher professionalism. Evaluation of learning outcomes or evaluation of learning to find out students' understanding of the subject matter, exercise courage and invite students to recall the material that has been given. The purpose of evaluation is not only for students, but aims to evaluate the teacher who has been implemented in learning to achieve educational goals.

Implementation of improving the quality of students in the Madrasah Tsanawiyah of Jeneponto Regency through comprehensive student evaluations, interview researchers with teachers in the Madrasah Tsanawiyah of the Jeneponto Regency as follows: I evaluate the whole learning process there is an initial evaluation of teaching implementation, final evaluation and follow-up. (Abd Rasyid Basri, An-Nuriyah Bontocini MTs Teacher, Jeneponto Regency, Interview, Jeneponto, 22 November 2017). I assess and evaluate learning outcomes both related to cognitive, affective and psychomotor. (Irmawati, MTs Teacher Nurul Iman Taroang, Jeneponto Regency, Interview, Jeneponto, October 25, 2017).

Carry out Enrichment

The information obtained from each informant on the development of an identical enrichment program is the same. The results of interviews with several teachers at the Madrasah Tsanawiyah of Jeneponto Regency are as follows: I have prepared an enrichment program. I made this program intended for students who have carried out daily test assignments that have obtained the required level of learning ability, for example in the form of providing additional practice questions that are enriching and in the form of assignments to help teachers guide their peers who have not yet reached completion learn on certain basic competencies. (Binarmin Sija, Teacher at MTs Mann surround Bulo-bulo in Jeneponto Regency, Interview, Jeneponto, 29 November 2017). Assignments given are usually in the form of giving additional practice questions and are also commonly used as peer tutors in guiding friends who have not yet reached mastery learning in certain basic competencies. (Nurwahidah Teacher MTs Al-Falah Arungkeke Jeneponto Regency, Interview, Jeneponto, October 21, 2017). If I have not done enrichment, because I see students are very busy with various extracurricular activities. (Nurlia, Teacher at MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, 18 October 2017).

Observation results prove with the physical evidence possessed by each teacher in the Madrasah

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Tsanawiyah of Jeneponto Regency in the form of an enrichment development program that has been made at the beginning of each semester of the current school year, although enrichment is rarely carried out. On the other hand in the results of observations of researchers there are still teachers who have not prepared and implemented enrichment.

Based on the description above, it can be understood that in Madrasah Tsanawiyah, Jeneponto Regency takes steps to foster student achievement through the development of an enrichment program. But on the other hand there are still teachers who have not yet carried out enrichment by taking into consideration the busyness of students participating in extracurricular activities. The enrichment program is intended for students who have carried out daily tests that have obtained the required level of learning ability.

The teacher conducts the improvement of the quality of students in the Madrasah Tsanawiyah District of Jeneponto through the development of the remedial program, as the results of interviews with teachers in the Madrasah Tsanawiyah District of Jeneponto: The madrasa head instructs all teachers to do remedial. I as a teacher who teaches in class make remedial programs. This program is intended for students who have carried out daily tasks or tests, and daily tests that do not or have not yet obtained the required level of learning ability. But in madrasas this is rarely done because the level of success of students reaches or exceeds the minimum value. (Aswar Anas, MTs Negeri 1, Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

Carry out Extracurricular

The implementation of improving the quality of students of the Madrasah Tsanawiyah of the Jeneponto Regency through extracurricular activities carried out at the Madrasah Tsanawiyah of the Jeneponto Regency is the implementation of guidance to the students in an effort to foster the creativity of the students so that the achievements of the students increase. Extracurricular activities that are held outside intracuricular. Extracurricular activities to expand the knowledge of students in order to recognize the interrelationship between various subjects, channel talent and creativity and foster increasing the noble character of students.

Religious extracurricular activities carried out by teachers at the Madrasah Tsanawiyah of the Jeneponto Regency in addition to being carried out by students in the madrasa outside the school hours, including on holidays, such as Sunday, This is as stated by several informants to Madrasah Tsanawiyah, Jeneponto Regency, as following: To support the process of learning activities in the classroom, and in the context of improving the quality of students, as well as a means to eliminate the boredom of the students in this madrasa, many of them use their free time outside of class hours, such as in the afternoon, Sunday, and other holidays to carry out various activities related to the lesson, with the aim that the quality of students increases. In fact, there are many enthusiastic students who take part in extracurricular activities and on average those who excel at district, provincial, and even national levels. (Nuraedah, Head of MTs Negeri 1 Jeneponto Regency, Interview, Jeneponto, October 18, 2017).

Conclusion

1. Strategies for developing teacher professionalism in Madrasah Tsanawiyah, Jeneponto Regency, are carried out through various activities such as (1) implementing teacher professional development development plans carried out by related agencies, madrasas, and related institutions, and carried out by the teachers themselves; (2) implementing an academic qualification improvement program through scholarships and independent costs this activity was successful and went well because the Madrasah Tsanawiyah teachers in Jeneponto Regency achieved 9% of S2 education qualifications, 89% of S1 education qualifications, and the remaining diplomas were only 2% ; (3) conducting training that is well implemented and receives serious attention from madrassas and related agencies that are carried out at the district, provincial and national levels so that it appears that teachers who have attended training reach 75% and who have never attended training only 25%; (4) through the teacher certification program which reaches 52% while those not yet certified are only 48% lower, in the implementation it has been attempted to foster teachers towards a better direction there are still teachers who are in the process of certification; (5) through the education supervision program carried out by the madrasa head and madrasa supervisors by carrying out classroom observations, individual meetings, and groups; (6) through the MGMP empowerment program by conducting empowerment meetings on a regular basis so as to facilitate cooperation with several educational stakeholders in helping direct, evaluate their own performance, and coaching among colleagues in developing themselves independently together to overcome problems faced by teachers .

2. The implementation of improving the quality of students in Madrasah Tsanawiyah Jeneponto District is conducted by teachers and madrasah subjects include (1) all teachers have prepared Learning Implementation Plans (RPP) as documentation for teachers, but the findings in the field show that teachers are guided by RPP in there are 67% learning, but on the other hand there are still teachers who do not bring and do not refer to the RPP in learning that is up to 33%, this condition can reduce the quality of learning; (2) the teacher started the learning effectively

and pleasantly found in this study that the teacher categorized as very good reached 48%, both teachers were categorized as good reaching 33%, while the three teachers were categorized as not good reaching 19%, this shows the teacher still needs attention seriously especially madrasa teachers in the village; (3) teachers use effective learning media based on Information Technology Communication (ITC) so that it greatly supports the quality of students, there are only teachers who have not used ITC media because there are teachers who do not use ITC media because there are still madrassas that do not provide ICT media namely reached 58%, while madrasas that provided ICT media were 42%. (4) teachers apply the learning method in a variety of ways but not all teachers apply it, even teachers who have not applied the method of variation reach 35%. The lecture method is most often applied, meaning that the teacher only pays attention to one aspect, namely this aspect of delivering information causes students to have less critical attitude and their quality decreases; (5) the teacher manages the class well through classroom management and student management; (6) teachers carry out routine learning evaluations, namely initial evaluations, evaluations during the learning process, and final evaluations, as well as semester evaluations in order to measure learners' abilities and the success of teachers implementing learning; (7) teachers carry out enrichment; (8) teachers carry out the development of remedial programs; and (9) activating extracurricular activities.

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