

## DEVELOPMENT OF THE QUALITY OF TEACHING STAFF AT MADRASAH TSANAWIYAH AL JAM'İYATUL-WASHLIYAH 18 TEMBUNG PERCUT SEI TUAN

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### Abstract

*Developing the quality of teaching staff is done through good planning, implementing training activities, P3G, workshops, study permits and further studies, evaluating activities that have been implemented and following up on the evaluation results. The purpose of this study is to determine the plans, implementation, evaluation and follow-up that will be carried out by the principal of Madrasah for developing the quality of teaching staff at Madrasah Tsaawiyah Al-Jam'iyatul Washiliyah 18 Tembung Percut Sei Tuan. The method used in this study is qualitative research with descriptive methods. The results of the study show 1) the plan for developing the quality of educators here looks at the needs that have been determined by the institution, utilizes targets, determines the content of the program, implements activities in the program and finally evaluates the implementation of the program. 2) implements training activities, P3G, workshops, study permits and further studies, evaluates activities that have been implemented and follows up on the results of the evaluation. 3) evaluates the activities implemented. 4). The principal and teachers will continue the programs that have been implemented as usual.*

*Keywords: Quality Development, Human Resources, Educators.*

### Abstrak

*Mengembangkan mutu tenaga pendidik dilakukan melalui perencanaan yang baik, melaksanakan kegiatan diklat, P3G, workshop, izin belajar dan study lanjut, evaluasi kegiatan yang sudah dilaksanakan dan menindaklanjuti hasil evaluasi. Tujuan penelitian yaitu untuk mengetahui rencana, pelaksanaan, evaluasi dan tindak lanjut yang akan dilakukan oleh kepala Madrasah untuk pengembangan mutu tenaga pendidik di Madrasah Tsaawiyah Al-Jam'iyatul Washiliyah 18 Tembung Percut Sei Tuan. Metode yang digunakan penelitian ini yaitu penelitian kualitatif dengan metode deskriptif. Hasil penelitian menunjukkan 1) rencana pengembangan mutu pendidik disini melihat kebutuhan yang sudah ditentukan oleh lembaga, memanfaatkan sasaran, menetapkan isi program, melaksanakan kegiatan yang ada didalam program dan terakhir mengevaluasi pelaksanaan program. 2) melaksanakan kegiatan diklat, P3G, workshop, izin belajar dan study lanjut, evaluasi kegiatan yang sudah dilaksanakan dan menindaklanjuti hasil evaluasi. 3) mengevaluasi kegiatan yang dilaksanakan. 4). Kepala sekolah dan para guru akan tetap melanjutkan program yang sudah terlaksana dilanjutkan seperti biasanya.*

*Kata Kunci : Pengembangan Mutu, Tenaga, Pendidik.*



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## INTRODUCTION

The issue of educational quality is always a hot and interesting topic for discussion. The definition of quality can be viewed from two perspectives: normative and descriptive. Quality can be defined as something that satisfies and exceeds customer desires and needs. This definition is also referred to as quality in perception.<sup>1</sup> In order to improve the quality of education, the ability of the education system is directed effectively to increase the added value of input factors to produce the highest output. Educational quality is the ability of the education system to manage and process education in a quality and effective manner to increase added value and produce quality output. The output produced by quality education must also be able to meet the needs of stakeholders.<sup>2</sup> Improving quality is one of the prerequisites for humans to enter the era of globalization which is full of healthy and quality competition.

However, the current problems in the world of education pose a major challenge to achieving quality education. These problems are the biggest factor contributing to the low quality of Indonesian education today. Educators or teachers in management involve utilizing a number of individuals to achieve organizational or institutional goals. In this regard, a manager absolutely needs good, qualified subordinates.<sup>3</sup> Good and qualified educators will make quality efforts so that their plans and goals can be realized well.<sup>4</sup> Education is a profession that believes that all people are equal because its practitioners use expertise and specialization not as instruments of status and power, but as shared resources for the group. In addition, education can also be interpreted as a demanding profession because it trains people to think about knowledge and skills, while being intensely involved in the lives of students who may be less fortunate.<sup>5</sup>

The contribution of education to the progress of a nation is immense. Education is a platform that provides instruction in achieving good goals. The first step in cultivating good human resources is to pay attention to ethics, tenacity, intelligence, independence, and how they can carry out their responsibilities well. Human resources can be developed through education, thus playing a crucial role in the development of a nation and state. Through education, scientific and intellectual knowledge can be mastered.<sup>6</sup> Various studies have been conducted related to improving the quality of teaching staff, research articles conducted by Inom Nasution<sup>7</sup> This study

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<sup>1</sup> Crosby, *Quality Is Free, The Art Of Making Quality Certain* (McGraw-Hill Book Co, 1986).

<sup>2</sup> Salsabila Erliani et al., "Strategi Kepala Sekolah Untuk Meningkatkan Mutu Pendidikan," *Simpati* 1, no. 3 (2023): 62–71, <https://doi.org/10.59024/simpati.v1i3.220>.

<sup>3</sup> Mujhirul Iman et al., *MANAJEMEN PENDIDIKAN Teori Dan Praktik Dalam Sistem Pendidikan*. (P.T Literasi Nusantara Abadi Group, 2024).

<sup>4</sup> Ali Wafa, *Manajemen Sumber Daya Manusia* (Pustaka Ilmu, 2009).

<sup>5</sup> Musriadi, *Profesi Kependidikan Secara Teoritis Dan Aplikatif* (Deepublish, 2018).

<sup>6</sup> Mujammil. Qomar, *Manajemen Pendidikan Islam* (Erlangga, 2010).

<sup>7</sup> Inom Nasution et al., "Strategi Pengembangan Proyek Lembaga Pendidikan Islam di Madrasah Al-Jam'iyatul Washliyah Tembung," *Journal on Education* 5, no. 3 (2023): 8376–401, <https://doi.org/10.31004/joe.v5i3.1625>.

found that teacher competence and certification are highly correlated with improving the quality of educators (teachers) in schools. A teacher with good quality demonstrates competence and certification as an educator. Therefore, improving teacher quality requires various efforts to improve the quality of the teacher, one of which is improving the quality of teacher competence and certification.<sup>8</sup>

Ultimately, madrasahs are able to innovate and develop their madrasahs with a specific model that becomes their brand and the primary choice among the community. Clearly, madrasah independence is the result of a strong effort/process from within the madrasah concerned through independent madrasah management to create a madrasah with characteristics that 'exceed' the minimum standards set by the government.<sup>9</sup>

Achieving the stated goals of a school or madrasah requires a high level of discipline. Discipline in carrying out assigned duties is crucial to achieving learning objectives at school, whether or not a principal is present. Teachers are required to be disciplined in carrying out their duties. To foster discipline in the work of teachers, good cooperation between the principal and the school's environmental components is essential.<sup>10</sup> The Principal of Al-Washliyah Tembung has taken various steps to improve the quality of existing teaching resources and educational staff. However, there are still many teaching staff who have not been certified at MTs Al-Washliyah 18 Tembung, there are several teachers who do not teach according to their fields at MTs Al-Washliyah 18 Tembung. This research is important to be carried out and deepened considering that MTs Al-Washliyah is one of the madrasahs that is of interest to the community from the many schools in Tembung District.

## RESEARCH METHODS

The study used a qualitative approach with a descriptive analytical method through field research, namely describing or explaining things as they are, thus providing a clear picture of situations in the field. Data sources (informants/respondents) in this study were parties involved in the management of teaching and educational staff. Data collection techniques included guided interviews, observation, and documentation. Data analysis included data collection, data

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<sup>8</sup> Wulandari Putri, "Peran Kepemimpinan Perempuan Dalam Meningkatkan Kualitas Pendidikan Di Madrasah Tsanawiyah Al Jam'iyatul Washliyah Pangkalan Berandan," *Education Achievement: Journal of Science and Research*, 2022, 8–16, <https://doi.org/10.51178/jsr.v3i2.617>.

<sup>9</sup> Rahmad Rafid and Agus Tinus, "Kinerja kepala sekolah dalam meningkatkan mutu tenaga pendidik," *Jurnal Akuntabilitas Manajemen Pendidikan* 7, no. 2 (2019), <https://doi.org/10.21831/amp.v7i2.28012>.

<sup>10</sup> Muhammad Rifa'I, "Pengaruh Kepemimpinan Sekolah Terhadap Disiplin Kerja Guru Di SD Negeri 060794 Kecamatan Medan Area.," *Hijri: Jurnal Pendidikan Dan Keislaman*. 7, no. 1 (2018).

reduction, data display, and drawing conclusions or verification.<sup>11</sup> Data validity is carried out using source triangulation and technical triangulation techniques.

## RESULTS AND DISCUSSION

Qualitative research data is described descriptively regarding the formulation of the problem that the researcher has studied at Madrasah Tsanawiyah Al-Washliyah 18 Tembung Percut Sei Tuan. (1). How is the plan for developing the quality of teaching staff at Madrasah Tsanawiyah Al-Washliyah 18 Tembung? (2). How is the implementation of developing the quality of teaching staff at Madrasah Tsanawiyah Al-Washliyah 18 Tembung? (3). How is the evaluation of developing the quality of teaching staff at Madrasah Tsanawiyah Al-Washliyah 18 Tembung? (4). Follow-up on developing the quality of teaching staff at Madrasah Tsanawiyah Al-Washliyah 18 Tembung.

### What is the Plan for Developing the Quality of Teaching Staff at Al-Washliyah 18 Tembung Middle School?

Improving the quality of educational institutions needs to be continuously pursued by prioritizing quality analysis theories and their application in every managerial process. The problem that is the object of this study is how the process of developing the quality of educators. The solution to this problem is done by reviewing the literature related to quality development and then comparing it with the theories of quality development experts, namely the theory proposed by Joseph Juran with the Juran trilogy theory, namely Quality planning, Quality control, Quality improvement and Deming with the POAC theory and the management cycle that serves as a reference in quality assurance activities, namely Plan, Do, Check, Action (PDCA).

Improving the quality of education is not limited to a single aspect, but encompasses all aspects related to the educational process, from input, process, and output. One benchmark for this improvement is improving good management. If management is implemented well, any institution, including educational institutions, will be able to produce quality performance and work results. Teacher skills face far greater challenges than in previous eras, so every teacher requires an effective development program. Schools' efforts to improve the quality of their teaching staff include inviting external speakers to provide insight on topics agreed upon by the school. They also provide permission or opportunities to continue their education to a Master's degree (S2) at universities in North Sumatra.

The plan to develop the quality of educators at Madrasah Tsanawiyah Al-Washliyah is implemented by assessing the needs determined by the institution, utilizing targets, determining

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<sup>11</sup> Milles and Huberman, *Analisis Data Kualitatif*. : (Universitas, 1992).

program content, implementing activities within the program, and finally evaluating the program's implementation. Another plan is to invite external speakers to provide material and be attended by all teachers and even educational staff to participate in the activities with the aim of increasing the knowledge of stakeholders within this institution. Some are also given permission by the school to continue their education to the master's level without reducing teaching hours as the responsibility of the teachers.

The process of developing the quality of teaching staff at MTs Al-Wshliyah 18 Tembung. The principal and MTs are making breakthroughs in this development by inviting external speakers to the school to provide opportunities for teachers to listen and gain knowledge on topics agreed upon by the principal. For example, regarding the development of student character, a psychologist will be invited or invited to ensure that the planned material is on target. Another topic is training on information and communication technology, for which speakers who are also knowledgeable in IT will be invited.

The principal of MTs Al-washliyah explained that the process of developing the quality of teaching staff at MTs Al-washliyah is as follows: Bringing in educational resource persons, Giving permission to several teachers to continue their education, Seeing the school's needs first, Determining targets, Determining program content, Implementing all the content in the program, Evaluating the implemented program.

Teachers at MTs Al-Washliyah who have the opportunity to continue their education to a higher level must not neglect their main duties at school, namely teaching. This was emphasized by the principal in order to maintain good cooperation and relationships with teachers at Al-Washliyah.

The process of developing the quality of teaching staff at MTs, the principal also explained that he gave permission to several teachers to continue their postgraduate education at universities in North Sumatra, not only from within the school environment. The principal's goal is to support the quality and professionalism of teachers, which will influence student success. The study permits granted to teachers have an agreement or contract with the school, the agreement is not to neglect the main task as a pursuer at MTs Al-Washliyah. There are 6 teachers who received study permits, the universities they chose to continue their education are, 2 people continued their Stara II education at Unimed and 4 people continued their education at Uinsu.

According to Crosby, quality is conformance to requirements, that is, conformity to requirements or standards. A product has a predetermined quality, encompassing raw materials, the production process, and the finished product. Quality can be defined as something that satisfies and exceeds customer desires and needs. This definition is also referred to as quality in

perception. Educational quality is the suitability of all educational services, including input, process, and output, to what is needed by those who have an interest in the product.<sup>12</sup>

Educational quality development is carried out by implementing the PDCA cycle: Plan, Do, Check, and Act, a continuous process improvement cycle that is like a never-ending circle.<sup>13</sup> Provide guidance in the form of coaching by bringing in external resource persons to achieve the requirements and standards desired by the school. This will ensure the successful development of quality teaching staff. In developing the quality of teaching staff, the principal also evaluates the results of the implemented program.

### **How is the Implementation of the Quality Development of Teaching Staff at Al-Washliyah 18 Tembung Middle School?**

Implementation is the action taken after planning. In this implementation, all components play a role in improving the quality of teacher professionalism at Al-Washliyah Islamic Junior High School. In the information technology era, teachers can no longer act as the sole source of information and knowledge. Their role has shifted to being more of a facilitator, motivator, and motivator for students. The role of educators cannot be replaced by anything or anyone, and in any era. To effectively carry out this role in the educational process, the quality of educators and education personnel must be improved with a clear scenario.

The P3G program implemented by the party aimed at subject teachers at the beginning of the year aims to improve teacher quality. For example, in the form of providing training for subject teachers at the beginning of the year, in the form of giving teachers assignments to practice the directions conveyed, holding regular and continuous meetings as a means of exchanging experiences, in the form of providing guidance for teachers throughout the implementation of the task. Related to the training program as one form of effort to improve teacher skills in the use of information and communication technology seen from its implementation includes, selection and assignment of teachers, giving assignments to summarize training materials, re-presenting training materials.

Efforts to improve teacher quality by participating in various programs such as P3G, study permits, training, workshops, and further studies. Regarding the study permit program, which is one of the efforts to improve teacher quality, it can be concluded that in its implementation there is an agreement between both parties and with certain limitations, so that the learning process and the implementation of school duties can be carried out properly. Such as the implementation of the Independent Curriculum training every semester, Seminars conducted by

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<sup>12</sup> Nanang Hanifah, *Konsep Strategi Pembelajaran*. (PT. Refika Aditama., 2009).

<sup>13</sup> Edwards Deming W., *Out of the Crisis*. MIT Center for Advanced Engineering Study. (1986).

subject teachers at the beginning of each new school year, workshops for teacher representatives, discussions with the madrasah principal and exchanging views with teachers on the use of IT. The quality improvement program carried out is a form of effort given to teachers to want to develop their potential and explore knowledge and improve the quality of performance in teaching. All efforts are made by the madrasah in order to improve the quality of teacher professionalism. Collaboration between the madrasah principal, teachers and all stakeholders at MTs Al-Washliyah Tembung can help realize the vision and mission of MTs Al-Washliyah Tembung.

In the process of implementing the training, MTs Al-Washliyah sent competent teachers to participate in the training with the consideration that after the implementation of the training program, they could teach subject teachers who did not have the opportunity to participate in the training program directly.

By re-delivering training materials in religion, information and communication technology, or other fields to teachers who have not had the opportunity to attend training programs in person, the entire system of teacher development, training, and improvement outside of school here becomes an integral part of improvement and development efforts in schools and serves as a preventative measure against social jealousy among teachers. And this is proven by the positive response from teachers who have not had the opportunity to attend in person because they also benefit from the training materials. Danim explained that everyone involved in mentoring, whether directly or indirectly, sees mentoring as an opportunity to "recreate" the teaching profession.<sup>14</sup> Mentoring here is not only a way to assist teachers but rather a component in building a strong professional culture in the field of teaching to improve teaching, learning, and also care. Training needs analysis is closely related to training planning. The best planning begins with identifying needs. Learning system planning cannot be separated from problems because the existence of these problems requires learning system planning. Training needs analysis is the first stage of planning. Planning always begins with identifying problems or needs. The results of the needs analysis are the main input in the planning process. In the field of training, the results of the training needs analysis are input in training planning.

The strategy carried out by MTs Al-washliyah 18 in determining the theme/training material in the P3G program above is by involving teachers directly in discussion forums to find out the obstacles teachers face in learning, this includes four stages, including; recognizing various teacher problems that must be resolved, determining the right program, implementing training well and conducting evaluations. Karsiwan said that in teacher development programs it is necessary to involve teachers in planning development programs that pay attention to the background, development stage and needs of teachers and involve teachers in daily professional

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<sup>14</sup> Danim, *Pengembangan Profesi Guru*. (Kencana Prenada Media Group., 2012).

learning at school through discussion groups, practical activities that are focused directly on problems or efforts to improve the teaching and learning process in the classroom.<sup>15</sup>

In a workshop, a group of people with similar interests, concerns, and skills in a specific area come together, under the guidance of several experts, to explore one or more research issues. This provides an opportunity for MTs Al-Washliyah to develop the quality of its teaching staff.

Professional development of teachers through further education is an alternative way to improve their qualifications and competencies. Teacher participation in this further education can be achieved by assigning high-performing teachers to study abroad, both domestically and internationally. The study permit program, already in place in madrasahs, has had a positive impact on teachers. This is evidenced by the increase in the number of teachers with master's degrees. Initially, there were only a few teachers, but now there are six. While not yet a comprehensive number, there has been an increase.

Further studies are part of the activities of MTs Al-Washliyah to improve teacher quality in learning. This was explained by the principal, who explained that the school grants permission for teachers to continue their education to the undergraduate or graduate level with conditions. In a school environment, teachers are the main actors in achieving success in education. Without active teacher participation, education is empty of material, essence, and substance. No matter how good a curriculum, vision, mission, and financial capacity are, as long as teachers are passive and stagnant, the quality of the educational institution will decline. On the other hand, no matter how poor or weak the curriculum, vision, mission, and financial capacity, if the teachers are active, progressive, and productive, the quality of the educational institution will improve. Moreover, when a good system is supported by qualified teachers, the quality of the educational institution will improve even more.<sup>16</sup> The results of the research above indicate that to improve the quality of teaching staff at MTs Al-Washliyah 22 Tembung, it is necessary to participate in several training programs, both held by the school and institutions outside the school. Some of the programs attended by MTs Al-Washliyah Tembung teachers include training, P3G, study permits, further study, and workshops. By participating in these programs, it is hoped that the quality of teaching staff will improve.

### **How to Evaluate the Development of the Quality of Teaching Staff at Al-Washliyah 18 Tembung Middle School**

Evaluation of the development of the quality of teacher professionalism at MTs Al-Washliyah Tembung is an effort undertaken by The madrasah principal is assisted by madrasah

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<sup>15</sup> Karsiwan, *Manajemen Pengembangan Kompetensi Guru: Teori, Praktik, Dan Hasil Studi (Dr. Rahmat)*. (Inadonesia Emas Group., 2022).

<sup>16</sup> Darmadi, 2020. *GURU ABAD 21 "Perilaku Dan Pesona Pribadi."* (GUEPEDIA, 2020).



personnel to be able to develop and improve the quality of teacher professionalism in the madrasah as best as possible for the success of the learning process at MTs Al-Washliyah Tembung by observing and correcting the results of the implementation of activities that have been carried out. After the teacher professionalism quality improvement program is implemented, the next process is to evaluate the implementation of the teacher professionalism quality improvement program. This evaluation needs to be carried out to see the success in implementing the program and to carry out a process of improvement or evaluation in facing obstacles when implementing the teacher professionalism quality improvement program at MTs Al-Washliyah Tembung. Evaluation of teacher quality improvement at MTs Al-Washliyah 18 Tembung is carried out by the madrasah principal and the vice principals. Of course, the form of supervision carried out is in accordance with their respective main duties and functions. Monitoring and evaluating the results of teacher performance, especially the achievement of the teacher quality improvement program that has been planned and discussed at the beginning of the year work meeting. Evaluating teacher attendance lists during the Independent Curriculum training, monitoring activities carried out by each subject teacher, viewing teacher attendance lists using fingerprint devices, monitoring learning activities in the classroom by observing directly in the classroom, sharing with teachers about obstacles faced when teaching in the classroom. For every achievement achieved by teachers, supervision of teachers in administrative work and the principal giving awards to teachers who have good achievements in terms of discipline and professionalism in their duties.

The initial step before implementing a training program is to determine the teacher's problems in integrating technology in learning first, so a careful needs analysis is needed to ensure that training activities are really needed. The planning stage for determining the theme/training material carried out by MTs Al-washliyah 18 Tembung in planning the P3G program is through problem analysis and determining needs. The strategy carried out by MTs Al-washliyah 18 in determining the theme/training material in the P3G program above is by involving teachers directly in discussion forums to find out the teacher's obstacles in learning, this includes four stages, including; recognizing various teacher problems that must be resolved, determining the right program, implementing the training well and conducting evaluations.

Evaluation of teacher quality improvement at Al-Washiliyah 18 Tembung Islamic Junior High School was conducted by various parties, including the principal assisted by the vice principals. The evaluation was conducted in accordance with their respective duties and functions. Monitoring and evaluating the implementation of activities and work programs that have been determined and agreed upon, whether they have met the target achievement or not. Evaluation of improvement carried out by the principal was carried out by directly reviewing the

implementation of ongoing training and P3G, observing the learning process carried out by teachers, and then the principal directly monitored the classroom to see the progress of students and teachers in teaching and learning activities. The principal also reviewed the attendance list through the results of the finger test carried out by the teachers through the on-duty teacher who was on duty at the duty desk. Evaluating all activities and work programs that have been implemented aims to determine the targets that have been achieved and those that have not been achieved. In addition, it was also to find out what obstacles were faced in implementing all the established work programs. Once weaknesses are identified, it's possible to negotiate ways to minimize failures and improve areas that haven't been implemented to prevent recurrence in future implementations. Evaluations are expected to prevent deviations in various aspects, enabling goals to be achieved. Properly executing plans in accordance with the results of deliberations and utilizing material resources will support the achievement of organizational goals.

Based on this research, the researcher made a comparison with the results of Riyantini's research, which have similarities, namely: Through the Plan stage, it was found that the PDCA Approach can increase the efficiency of programs and training through monitoring the quality control of education, at the Action stage, through planning and implementing the PDCA Approach, the principal and teachers can implement it as a system for improving the quality and quality of education in schools, inspection/assessment activities of monitoring activities in the institution are carried out as a whole through monitoring and evaluating the process and results against targets and reporting the results.<sup>17</sup> In the research conducted by the researcher, it was emphasized that the principal made a great effort to carry out training and workshops with teachers to develop the quality of the teachers themselves.

### **Follow-up on the Development of the Quality of Teaching Staff at Al-Washliyah 18 Tembung Middle School**

This follow-up is intended to ensure that the recommendations from the previous evaluation results have been implemented, which aims to improve teacher performance in the learning process at Madrasah Tsanawiyah Al-washliyah 18 Tembung. The principal and teachers feel greatly helped by the quality development program for educators. The principal and teachers will continue the program that has been implemented as usual, in addition, the principal also equipped each class with an infocus and a laptop to help teachers teach optimally and students

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<sup>17</sup> Riyantini Riyantini, "Pendekatan PDCA dalam Kegiatan Pemantauan Pengendalian Mutu di Lembaga Kursus dan Pelatihan," *JIV-Jurnal Ilmiah Visi* 12, no. 2 (2017): 143–53, <https://doi.org/10.21009/JIV.1202.7>.

will be much easier to understand the explanations from the teacher. And the teachers have also started to develop teaching modules.

In this action phase, the principal explained that teacher quality development activities through programs, training, P3G, workshops, study permits, and further study would continue. The principal and teachers greatly benefited from the teacher quality development program. The principal and teachers will continue the programs that have been implemented as usual. In addition, the principal also equipped each class with an infocus and laptops to help teachers maximize their teaching and make it much easier for students to understand their explanations. Teachers have also begun developing teaching modules.

Based on this research, the researcher made a comparison with the results of Riyantini's research,<sup>18</sup> on the Development of Educational Quality Using the PDCA Approach to the Ebc Filial School of Maubisse and Dimas Ayu entitled "The principal's strategy in improving the standards of educators and education personnel at SMA Negeri 6 Samarinda. The similarity of this research data with previous research both have similarities, namely Through the Plan stage, it was found that the PDCA Approach can increase the efficiency of programs and training through monitoring the quality control of education, at the Action stage, through planning and implementing the PDCA Approach, the principal together with the teachers can implement it as a system for improving the quality and quality of education in Schools, inspection/assessment activities of monitoring activities in the institution are carried out as a whole through monitoring and evaluating the process and results against the targets and reporting the results.

## CONCLUSION

The process of developing the quality of education at MTs Alwashliyah is carried out by inviting educational resource persons, granting permission to several teachers to continue their education, the needs planned by the school, utilizing targets, determining program content, implementing activities within the program, and evaluating program implementation. The programs that MTs Al-washliyah 18 Tembung teachers participated in in developing quality to improve teacher skills include training, P3G, workshops, study permits, and further studies. Supervision of teacher quality development at Madrasah Tsanawiyah Al-Washiliyah 18 Tembung is carried out by the principal by directly monitoring teacher performance, both monitoring in class and evaluating teacher performance results, especially the achievement of work programs in improving the quality of teacher professionalism. The activities to develop the quality of educators at Madrasah Tsanawiyah Al-Washiliyah 18 Tembung are carried out through programs,

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<sup>18</sup> Riyantini, "Pendekatan PDCA dalam Kegiatan Pemantauan Pengendalian Mutu di Lembaga Kursus dan Pelatihan."

training, P3G, workshops, study permits and further studies will continue. The principal and teachers will continue the programs that have been implemented as usual, the principal will equip each class with a projector and laptop to support the teachers' needs so that they can teach optimally, and the students will find it much easier to understand the teacher's explanations.

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