The implementation of national standard policy madrasah ibtidaiyah education

Ifah Khadijah
Email: ifahkhadijah@uninus.ac.id

Rohendi
Email: rohendi@uninus.ac.id

Atep Gunardi
Email: atepgunardi@uninus.ac.id

Abstract

The implementation of National Education Standard at the level of madrasa in the fact still found various problems, they were, the low grade of graduation standard of competency, less of qualified educators and educator stuff, inadequate facilities dan infrastructure, minimum of learning materials, beside that the management standard, which includes preparation, implementation, and evaluation relate to National Education Standard was not implemented yet. The purpose of this study was to identity the implementation on graduate competency Standard, content Standard, process Standard, educational assessment Standard, and standard for educators and education personnel at MI I'anatut Thalibin Bandung, MI Miftahul Huda Bandung and MI Iqro Garut. This study used a qualitative approach and descriptive analysis method to analyze the information needs regarding the implementation of the National Education Standard. Data collection techniques used were observation, interviews, and documentation. The results of the study indicated that: the gradual and continuous implementation involves all elements of the madrasa and is used as a reference in the preparation of work plans for the following year, the impact had referred to the National Education Standard although in terms of planning, implementation, assessment and supervision had not seen shown maximum efforts, especially in developing and improving the quality of student learning outcomes.

1. Introduction

The National Education Standards Policy that has been implemented aims to improve the quality of education at various levels of education, especially the Madrasah Ibtidaiyah level, but education at this level in reality still encounters various complex problems, namely the low quality of graduates, the quality of teaching, guidance and training from teachers and The quality of teacher professionalism is the government's homework until now. The low quality is rooted in problems related to managerial education leaders, limited funds, facilities and infrastructure, educational facilities, learning media, learning resources, school climate, educational environment, and support from parties related to education.

The education policies that have been implemented are, in fact, not simply accepted by teachers, only those that are in accordance with the perspectives and intuitions of teachers based on the experiences they understand. (Wahab, 1997). Creative teachers are able to modify policies that are formed through democratic education and the results are realized in autonomous action, so based on this view the educational vision must be directed to solve various problems, and be directed to adapt to paradigm changes. In order to implement education policies, adjustments and equality are needed with the community's need for knowledge and skills according to their characteristics. In Indonesia, there are indeed many Madrasah Ibtidaiyah schools in Indonesia that have not been accredited (Nugraha et al., 2021).

Today, talking about academic reform in Indonesia, it has had a significant and massive impact on the sustainability of other Islamic-based formal education institutions in Indonesia (Suyadi et al., 2022). Education also has a very strategic role in advancing the nation and state, for that it is necessary to have an ideal and well-organized education management (Yulianingsih, 2021). So that in implementing the learning process it is necessary to prepare superior education management (Syamsudin et al., 2022). So today it is necessary to implement a Management Strategy in education in Indonesia, this is to make Madrasah-Based Education Quality Improvement in Indonesia (Nurhayati et al., 2021).

In addition, the challenge for madrasa education in Indonesia is the low interest of parents in sending their children to madrasas (Anwar, 2018). On the other hand, that curriculum reform plays an important role in ensuring the success of today's systematic educational change (Suryadi et al., 2019).

The problems that are being faced by madrasah ibtidaiyah are becoming clearer, namely they still have limited understanding and skills in applying the National Education Standards which include content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards and assessment standards. This means that the implementation of the eight standard policies has not been fully implemented. For more details, the following is a brief description of the problems faced by madrasas related to the application of the eight National Education Standards.

Fundamental problems in education at the madrasah ibtidaiyah level require appropriate and harmonious solutions, namely that every educational institution is required to meet the minimum criteria that have been determined. This is carried out in order to achieve the goal of equal distribution of education in the jurisdiction of the Unitary State of the Republic of Indonesia in accordance with Government Regulation Number 19 of 2005, Chapter 1 Article 1, namely the National Education Standards policy.

The description is in accordance with the opinion Rusdiana (2015) that the National Education Standards must be applied totally and correctly according to the concept, must go through a sharp advocacy strategy, and the commitment of stakeholders as a whole. In addition, socialization was carried out for the education component from the national, provincial to district/city levels, non-governmental organizations and the community. It is time for policies that have emphasized more on inputs, it is time to gradually offset them with policies that emphasize external output and efficiency through efforts to improve teachers and the establishment of an evaluation system, involving an independent institution that represents the public, which urgently needs to be established so that curriculum improvements are in line with the principles of quality management.

Regarding madrasa education, the implementation of religious education by the Ministry of Religion of the Republic of Indonesia is managed by the Directorate General of Islamic Education. The Directorate General is in charge of four directorates, namely the Directorate of Madrasahs, the Directorate of Early Education and Islamic Boarding Schools, the Directorate of Islamic Education in Schools and the Directorate of Islamic Higher Education. Then since January 28, 2010, following up on Presidential Regulation (Perpres) No. 47 of 2009 concerning the Establishment and Organization of State Ministries, the Ministry of Religion also changed its name to the Ministry of Religion (PMA No. 1, 2010).

Public interest in the city and district towards Madrasah Ibtidaiyah is still high, this can be seen from the interest in sending their children to MI as the main choice and is believed to be the right school to study religion and other sciences. The problem, however, is that most madrasahs are in serious trouble. According to Yahya Umar, a madrasa is like an old car full of burdens. The madrasa curriculum is part of the school curriculum because the composition of the 70:30 curriculum (general: religion) and general madrasa subjects are the same as those in schools. Umar further explained that the state of madrasas mostly faces a negative cycle or an unsolved vicious circle (unsolved problems), low quality of raw input (students, teachers, facilities), ineffective educational process, low quality of graduates, and stakeholder trust, especially parents and users. graduates are still low (Umar, 2019).

The birth of Law no. 2 of 1989 concerning the National Education System (Undang-Undang No. 2, 1989) further strengthen the existence of madrasas (article 11 paragraph 16). With the enactment of this law, legally madrasas have been integrated into the national education system. In 2003, Law Number 20 of 2003 was enacted which was passed on July 8, 2003 (Undang-Undang No. 20,

2003). This law is considered to be the driving force of Islamic education and the starting point for the revival of Islamic education. This law explicitly states the role and position of Islamic education and makes the position of religious education (including Islamic education) an integral part of the national education system.

Furthermore, as mandated by UUSPN number 20 of 2003 Article 12 paragraph (4), Article 30 paragraph (5), and Article 37 paragraph (3) regarding the need to stipulate a Government Regulation on Religious Education and Religious Education, Government Regulation No. 55 of 2007 concerning religious and religious education that serves as a technical guide in regulating the implementation of religious and religious education (PP No. 55, 2007). Thus, the enactment of the National Education System Law number 20 of 2003 makes Islamic education more recognized and plays a role in improving the quality of the nation, besides that the growth and development of Islamic education will be better than previous policies.

The National Education System is regulated by law. Law No. 20 of 2003 concerning the National Education System Article 3, namely education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible. In Law No.20 of 2003 concerning the national education system Article 4 paragraph 6 states that the community has the responsibility for the implementation of education in Indonesia (Undang-Undang No. 20, 2003).

In an effort to improve the level and competence of education in Indonesia (including Madrasah Ibtidaiyah), the government issued Government Regulation No.19/2005 concerning National Education Standards (PP No. 19, 2005). As a technical guide is Government Regulation no. 19 of 2005 concerning National Education Standards. In Chapter II article 2, it is explained that the Scope of National Education Standards includes: (1) Content Standards; (2) Process Standards; (3) Graduate Competency Standards; (4) Educators and Education Personnel Standards, (5) Facilities and Infrastructure Standards, (6) Management Standards, (7) Financing Standards, and (8) Educational Assessment Standards (PP No. 19, 2005). The purpose of the National Education Standards is to function as a basis for planning, implementing and supervising education in the context of realizing quality national education. National education standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation.

Furthermore, in Law Number 20 of 2013 in Article 1, Paragraph 17 it is stated that the National Education Standard is the minimum criterion regarding the education system in the entire jurisdiction of the Unitary State of the Republic of Indonesia, and Article 1, Paragraph 3 explains that the National Education System is the entire education component. which are interrelated in an integrated manner to achieve national education goals (Undang-Undang No. 20, 2013).

In its journey, this Government Regulation has been amended several times, Government Regulation Number 13 of 2015. It is felt that this change in regulation is still unable to meet the needs of the current education system so it is deemed necessary to replace it. Therefore, the government has now issued a new rule on National Education Standards, namely the stipulation of Government Regulation Number 57 of 2021 which is an improvement from the previous rules.

Article 3 of PP No. 57 states that the National Education Standards include; Graduate Competency Standards, Content Standards, Process Standards, Educational Assessment Standards, Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards. In previous regulations, content standards were usually placed first in the National Education Standards. But now it's changed. Completion of regulations regarding the composition of the National Education Standards puts graduate competency standards as the first standard. This is meant to signal a shift in orientation from content-based education to competency-based education. The development of student competencies is the main goal that needs to be supported through the fulfillment of other components of the National Education Standards. The meaning of competence was also reformulated to emphasize the integrated nature of the domains of attitudes, knowledge, and skills.

Finally, the government changed the National Education Standards again. It is stated in PP 4 of 2022 concerning Amendments to PP 57 of 2021 regarding SNP. This amendment to the Government Regulation enhances the previous regulation, including in terms of the content of Pancasila education to the higher education curriculum that is more in line with the existing Higher Education Law (Alawiyah, 2017).

From the description of the eight National Education Standards above, the implementation of the policy of the eight national education standards has not been fully implemented. As an illustration, for example, most teachers have a lesson plan document, but in practice it is not in accordance with the prepared plan. Teachers deliver learning materials only to achieve curriculum targets, and not to achieve competency targets, for reasons of time allocation, as well as pursuing materials for students to face the National Examination. The learning evaluation and assessment model that is carried out is more focused on learning outcomes only, to the exclusion of the assessment and evaluation process. The facilities and infrastructure to support learning in Madrasah Ibtidaiyah are also not sufficient enough so that they are not optimal to support the educational process.

The problem that is being faced by Madrasah Ibtidaiyah is becoming clearer, namely that implementing national education standards is not an easy matter. In most ibtidaiyah madrasas, educators and education staff have limited understanding and skills in applying standards. With the passing of policies to implement quality standards for educational resources, it does not develop by itself.

Based on the results of observations, observations and initial information from various sources related to the education of Madrasah Ibtidaiyah in Bandung

Regency and City at MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and, Iqro Garut Regency, an overview of some of the problems faced by MI is obtained, including the following: following:

Efforts to create quality madrasas require that in their management all interested parties in the madrasa organization are involved, namely the Madrasah Principal, teachers, administrative staff, students, parents of students, even from elements of the community including members of the Madrasah Committee. In addition, the success of the program must also be accompanied by financial support, facilities and infrastructure and the professionalism of every personnel involved in implementing the program.

The government carried out many reforms in the field of education, but did not think about the consequences of changes that were arbitrarily changed, especially in education at Madarasah Ibtidaiyah. Learning patterns that continue to change will create confusion for students and cause students to quickly get bored with teaching that continues to change like that. This will cause problems for individual students and cause a decrease in the level of enthusiasm in students.

As stated by Sallis quoted by Dedi Mulyasana, that quality improvement must be carried out consistently so that consumers get quality assurance on procedures and products (Mulyasana, 2015). This statement confirms that quality and the application of standards are inherent in processes and products. The implementation of appropriate activities that meet the procedures and the realization of products that meet the criteria must be truly understood as a basic principle in improving the quality of education, applying standards as a dynamic situation. Ideally the target is set the longer, the higher.

Recently, madrasah ibtidaiyah has become clearer, namely that applying the standards of the problems currently facing national education is not an easy matter. In most ibtidaiyah madrasas, educators and education staff have limited understanding and skills in applying standards. With the passing of policies to implement quality standards for educational resources, it does not develop by itself.

The results of observations and information collected in discussions with the Ministry of Religion of the Regency and City of Bandung as well as education stakeholders, it appears that the implementation of the National Education Standards at the Madrasah Ibtidaiyah level is still facing various problems, including; 1) there are still many Ibtidaiyah madrasas in Bandung Regency and City that have not met the National Education Standards. 2) There is no mapping of madrasah ibtidaiyah regarding the application of National Education Standards, so there is no madrasa stratification to guarantee the quality of education. 3) The low quality of education services at Madrasah Ibtidaiyah in Bandung. 4) Follow-up on the implementation of the National Education Standards has not been coordinated by education providers at various levels.

This dissertation research was conducted at MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS Iqro Garut Regency. The reason the author chose three loci located in Bandung Regency, Bandung City, and Garut Regency by

choosing an A-accredited Madrasah Ibtidaiyah was to represent the author's research related to the implementation of education policies in Madrasahs.

Based on the problems above, the research intends to conduct an in-depth study of: Implementation of the National Education Standards Policy at the Ibtidaiyah Madrasah Level.

2. Method

The approach used in this study is a qualitative approach. The reason for choosing a qualitative approach is because researchers want to study, answer problems, find, and obtain a deeper meaning about the education policy of Madrasah Ibtidaiyah. This research is expected to reveal phenomena and symptoms in depth, find out thoroughly and completely and describe the implementation of the National Education Standards policy at the Madrasah Ibtidaiyah level. The consideration of researchers using this qualitative approach is because they want to understand (how to understand) in depth what is being studied and not (how to explain) causal relationships as is done in quantitative research. Another consideration is also wanting to fully explore the focus being researched and not just looking at the fragments of the focus being studied (Rahardjo, 2013).

This research process begins with a preliminary study as an exploration to MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS Iqro Garut Regency, aiming to obtain initial information about the program being developed. The results of this preliminary study, the researchers found that the research location has a good characteristic in terms of the program components developed when compared to other schools. In this context, the researcher decided the three locations to be research locations and since then the researcher began to slowly try and be morally responsible and carefully observe, collect, analyze data related to the research focus. The method used in this research is descriptive analysis method. Nawawi (2003) and Nazir (1988) related to the National Education Standards policy at the Madrasah Ibtidaiyah level. This research will use a case study model related to the National Education Standards policy at the Madrasah Ibtidaiyah level, because the policy that is the subject of this research (release and discharge) is a policy made by the Government. One of the primary data that will be used is interviews with competent interviewees on this topic. The types of data in this study are qualitative data. Qualitative data is a source of extensive descriptive and contains an explanation of the processes that occur in the local scope. The data relates to the implementation of the SNP policy at MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS Iqro Garut Regency. The source of data in the study is the subject from which the data can be obtained (Arikunto, 2002). The data sources in this study consisted of two sources, namely primary data sources and secondary data sources (Marzuki, 1986). Where Primary Sources include: principals, vice principals, treasurers, educators and education personnel of MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS

Iqro Garut Regency. Secondary data sources are obtained from the results of written notes that have relevance to the focus of the research problem. These secondary sources are taken from books, international journals, national journals, and others that support and are relevant to the theme of this research. In addition, there are official written documents regarding Madrasah Work Plan (RKM) documents, Curriculum documents I and II, assessment documents, teacher data and education staff. Other documents are also required such as documents on facilities and infrastructure, teacher achievements, and student achievements.

While the data collection technique is done through observation, as well as in-depth interviews (Sugiyono, 2009). Meanwhile, secondary data such as theories, views, research results, books and other archives are used to study documentation and literature (Nazir, 1988). The objects of research observed include social situations in the three schools which include: place and activity, namely activities carried out by actors in ongoing social situations. Activities that are observed are not only at school, but include all activities related to the implementation of school programs.

Data analysis technique as according to Patton in Lexy is the process of arranging the order of data, organizing it into patterns, categories, and basic units of description (Moleong, 1999). The purpose of this analysis is to simplify the data into a form that is easier to read and interpret, because the data that appears in qualitative research is in the form of words and not a series of numbers (Miles & Huberman, 1992). The same thing as opinion by Sugiyono (2009) says that the technique used is qualitative data analysis from Miles and Hubermen (1992) which consists of three flow of activities that occur simultaneously, namely data reduction, data presentation, and conclusion drawing or verification. According to Dunn (1991) there are three forms or models of policy analysis, namely the prospective model, the retrospective model and the integrative model. Place and Time This research is in MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS Iqro Garut Regency. The reason the author chose three loci located in Bandung Regency, Bandung City, and Garut Regency by choosing Madrasah Ibtidaiyah accredited A (superior) was to represent the author's research regarding the National Education Standards policy at the Madrasah Ibtidaiyah level. While the time of this research was carried out for five months starting from June 2021 to February 2022.

3. Results and discussion

Results

Policy Results at MIS I'anatut Thalibin Bandung

Things that support the learning process include classrooms, teaching aids, methods, strategies, learning resources. In the inclusive class itself there is a mixture of normal children with children with special needs so that a teacher must

be able to modify the lesson plan as best as possible so that learning can be conveyed to all students from different psychological backgrounds. In relation to the implementation of the standard implementation of the learning process, the principal in this case is the leader in the education unit providing directives regarding the implementation of the standard implementation of the learning process in accordance with applicable rules. Which is then coordinated with the vice principal of the curriculum section and the teachers. In its delivery, efforts are made to build good communication between the principal and the teacher so that teachers can understand the standards set by the principal in relation to the standards of the learning process. In this case, it was conveyed by the MIS teacher I'anatut Thalibin Bandung, namely as follows:

"In the implementation of learning, here the teacher must be able to handle children between normal children and children with special needs. Normal children can accept the theory conveyed by the teacher from the student books that have been distributed to them, while children with special needs cannot accept the theory, because most of them are still difficult to concentrate".

In the learning process, there are preliminary activities, core activities, and closing activities. Preliminary activities include conveying learning objectives, motivating students, and repeating previous learning materials. In the preliminary activity, the teacher always conveys the learning objectives that will later be achieved by the teacher and all students, besides that the teacher also gives questions to recall students' memories of the previous material that the teacher conveys. The teacher also motivates students before explaining the learning material. The core activity of the implementation of learning is to provide an explanation of the material being studied. In this activity the teacher uses learning strategies and learning methods that have been prepared by the teacher before starting the learning process. In the process of implementing learning the teacher uses learning strategies which include the methods used by the teacher. Mr. Maftuh uses learning methods so that students do not feel bored and bored. The teacher uses the lecture method, question and answer, and discussion. The strategy used by Islamic Religious Education teachers for normal students is in accordance with the lesson plans when the material is taught.

Policy Results at MIS Miftahul Huda Bandung

The implementation of the policy of graduate competency standards, content standards, process standards, educational assessment standards, and standards for educators and education personnel at MIS Miftahul Huda Bandung. Starting from the planning that has been prepared by the teacher, it affects the process of implementing learning in the classroom. A teacher must prepare learning strategies, learning methods, and learning media to make the learning process more interesting and easy for students to understand, both normal students and students with needs in inclusive classes.

The learning process consists of preliminary activities, core activities, and closing activities. Preliminary activities include conveying learning objectives, motivating students, and repeating learning materials that have been delivered at the previous meeting. In the preliminary process the teacher sometimes forgets to convey the learning objectives that will be conveyed by the teacher and all students, this is because there are many students in one class. so the teacher feels overwhelmed because he wants to catch up with time and the final target is the teacher just wants to focus on conveying the material to students so that the material can be completed quickly. In the core activity, the teacher carries out the learning process according to what is written in the lesson plan (RPP), but in the application of strategies and methods it is still not in accordance with what is written in the lesson plan. This is because the inclusive class consists of normal students and students with special needs, so the teacher still adjusts to the class situation at that time.

In the process of implementing Islamic Religious Education learning, students with special needs participate in learning with normal students in the same class. The seating arrangement is well adjusted. Students with special needs accompanied by shadow learning in the back seat. However, there are students with special needs who do not have a shadow but sit in the back so that this child cannot be controlled by the teacher. Based on the researcher's observations, Islamic Religious Education teachers have not applied the strategy optimally for all inclusive classes in Islamic Religious Education learning. The teacher only allows students with special needs without shadow to follow the lesson behind the class and without more intense monitoring, so that these students cannot understand what learning material has been conveyed by the teacher. This illustrates the lack of good supervision from the principal in the implementation of learning standards that have been implemented by teachers.

The steps for implementing learning at MIS Miftahul Huda Bandung are as follows:

1.   Class Management: Based on the observations of the researchers observing the state of the inclusive classroom, the room was considered for the seating layout which was adjusted to the characteristics of the students.

2.   Learning materials: In providing Islamic religious education materials at MIS Miftahul Huda Bandung, the inclusion class is not the same as the regular class. The materials presented to students are arranged as simply as possible so that students with special needs can capture and understand the material presented by the teacher, especially for students whose abilities are below average and also students whose concentration is lacking.

3.   Learning Tools and Media: In the learning process the teacher here also uses learning tools and media to support student understanding. However, due to limited tools and media, students with special needs use makeshift media.

Policy Results at MIS Iqro, Garut Regency

The implementation of the policy on graduate competency standards, content standards, process standards, educational assessment standards, and standards for educators and education personnel at MIS Iqro Garut Regency, which is carried out through process standards, educators and education personnel standards, and assessment standards is highly emphasized. With the limited facilities and infrastructure, educators are still able to carry out the learning process very well. This is evidenced by the brilliant achievements achieved by this madrasa. The standard of the educational process concerns various learning activities both at the planning stage of the learning process, implementing an effective and efficient learning process. The planning stage of the learning process includes the syllabus and the Learning Implementation Plan (RPP). The implementation stage of learning is the implementation of the lesson plan. MIS Iqro, Garut Regency understands the diversity of backgrounds and characteristics of students, as well as the demands to produce quality graduates not only in terms of academic ability but also non-academic abilities, so the learning process for each subject must be interactive, inspiring, fun, challenging, and motivate students to participate actively, as well as opportunities to hone creativity, and independence in accordance with talents, interests, and physical and psychological development of students. The learning process must be flexible, varied, and meet standards. The standard in question is in accordance with the indicators that have been set by the government related to the implementation of the standard of the education process in schools. These indicators are:

First, it relates to the syllabus and lesson plans. MIS Iqro Education Process Standards in Garut Regency can be implemented through syllabus design and lesson plans. The development of the syllabus can be done by teachers either independently or in groups, namely through PKG activities. The teacher training or training organized by the government has had a major impact on improving the professionalism of teachers. Mastering the material being taught is not enough. The teacher must be able to convey the subject matter well. The meaning of "well" here is to speak clearly, to choose the right method, to use an appropriate learning approach, to use effective learning media, to his physical appearance (gestures in class, facial expressions, expressions, and so on). These skills can be obtained through training and development can be done in the classroom.

Second, related to learning resources. The educational process requires learning resources that will be taught by educators to students. Learning resources can be in the form of textbooks or electronic media. The MIS Iqro textbook in Garut Regency was selected based on a teacher meeting and the consideration of the school committee. There are other learning resources, namely learning media such as power point, internet, and field practice.

Third, it relates to how schools meet the different needs of students. This obstacle is often experienced by a teacher. Therefore, in this school teachers are

required to be fair in dealing with the needs of their students regardless of gender differences, initial abilities, intellectual levels, interests, talents, learning motivation, potential, social abilities, emotional, learning styles, special needs, learning speed, cultural background, norms, values, and or the environment of students.

Fourth, it relates to how schools maintain the spirit of good achievement for students as well as teachers and staff. One of the efforts to maintain the spirit of student achievement is to appreciate the work of students by giving awards. Giving this award is also good in encouraging other students to achieve achievements. On the other hand, if there are students, educators, or education staff who violate the rules, the school is obliged to give strict sanctions, because this involves school rules that must be enforced fairly. Educators and education personnel are very important in supporting the achievement of educational success. Therefore, the implementation of the standards of educators and education personnel also needs to be considered by schools. Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training. Meanwhile or manage the administration, management, development, supervision, and technical services to support the educational process. In MIS Iqro, Garut Regency, the number of educators has been fulfilled. Each class has a class teacher, and local and extracurricular subjects are also available. But unfortunately, there are 2 educators who are not linear with the subjects taught. Another problem arises from the education staff, there are no school librarians, school laboratory assistants and counselors. The three education staff are concurrently with all existing teachers and employees. Collectively manage existing school assets. This kind of thing needs to be noted by schools as well as foundations, in an effort to fulfill human resources in private madrasas, both in quantity and quality.

The quality of educators is the first effort that must be made in order to achieve the standard of the educational process so that it is in line with expectations. Teaching is not just conveying subjects, but a process of changing student behavior in accordance with etiquette and manners in society. As a teacher, it is necessary to have the ability to design and implement various learning strategies that are considered suitable for interests and talents and according to the level of student development, including in utilizing various learning resources and media.

The next standard is the assessment standard. Basically the assessment activity is to measure the success of the learning process that has taken place, then a follow-up activity plan is carried out. The assessment process needs to be planned and implemented by taking into account the different needs of students in order to have an impact on improving the quality of the learning process and learning outcomes. Assessments are carried out by teachers on learning outcomes to measure the level of achievement of student competencies, and are used as material for preparing reports on progress of learning outcomes, and improving the

learning process. MIS Iqro Garut Regency conducts assessments consistently, systematically, and programmed using written or oral tests, performance observations, attitude measurement, assessment of work assignments, projects or products, portfolios, and self-assessments. Assessment of learning outcomes uses educational assessment standards as stated in the National Education Standards. The assessment standard contains the following indicators:

First, it relates to the scoring system. In assessing, of course, there are assessment instruments, assessment mechanisms and procedures that are used as guidelines so that the assessment process is more focused or not arbitrary. The assessment process is not only limited to the characteristics of students but also includes the characteristics of teaching methods, curriculum, facilities and school administration. Assessment instruments can also be in the form of written or oral tests, observation sheets, interview guidelines, homework, and so on.

Second, relates to the impact of assessment on student learning. Data on student learning outcomes during the learning process is collected and then analyzed through procedures and assessment tools in accordance with the competency/achievement indicators to be achieved. The learning outcomes of students in a certain period are compared with the results of the previous period to see the progress of the achievement of indicators/competencies of each student. The assessment process can be useful in providing feedback for students to find out their strengths and weaknesses in the process of achieving indicators, monitoring progress and diagnosing learning difficulties experienced by students so that remedial and enrichment can be done. The feedback for teachers is in improving the methods, approaches, activities, and learning resources used.

Third, it relates to the involvement of parents in children's learning. Schools are obliged to report the results of subject assessments for all subject groups at the end of each semester to parents/guardians of students in the form of an education report book. The results of the daily test are informed to students before the next daily test is held. Students who have not reached the KKM must take remedial learning. Educators also convey in the form of one value of achievement of subject competence, accompanied by a description of learning progress. The above activity is a form of accountability for the National Education Standards policy that has been implemented in schools, especially on educational assessment standards where parental involvement greatly influences the achievement of children's learning outcomes at home.

4. Discussion

Implementation of Policy Implementation of Graduate Competency Standards, Content Standards, Process Standards, Educational Assessment Standards, and Educators and Education Personnel Standards at MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS Iqro Garut Regency

There is one problem faced by our world of education in relation to learning, namely the weakness of the learning process. In the learning process, children are

less encouraged to develop thinking skills. The learning process in the classroom is mostly directed at the ability to memorize information, the child's brain is forced to remember and hoard various information without being required to understand the information it remembers to connect it with everyday life. As a result, when students graduate from one school, they are indeed smart in theory, but poor in application. In addition, the educational process is not only for the formation of intellectual (cognitive) intelligence, or the formation of certain (psychomotor) skills, but it is also necessary to pay attention to the formation of students' affective attitudes, so that students can behave and behave in accordance with applicable norms and values. in society. However, in the process of learning attitudes, it is sometimes neglected. This may be because the learning process for the formation of noble character has some difficulties in its implementation by the teacher.

Education Process Standards are national education standards related to the implementation of learning in an educational unit to achieve graduate competency standards. In addition to the standard of the educational process, there are several other standards set out in the national standard, namely: graduate competency standards (SKL), content standards (SI), educators and education personnel standards (Teacher Competencies), facilities and infrastructure standards, management standards, financing standards. and assessment standards. The setting of these standards is because the government is driven by a sense of responsibility to improve and improve the quality of our education, which so far is considered far behind with the quality or quality of education in other countries.

In the standard implementation of the education process, the teacher is the main and very important component, because the success of the implementation of the education process is very dependent on the teacher as the spearhead of learning.

Therefore, efforts to improve the quality of education by applying standard learning processes should start with improving the ability of teachers. One of the competencies that must be possessed by teachers is how to design a learning strategy that is in accordance with the competencies to be achieved by students. We believe that not all goals can be achieved with just one strategy, so improving the teacher's ability to plan lessons is the answer.

In general, according to the data obtained by the authors at MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung and MIS Iqro Garut Regency, the learning process has been going well, although there are still some shortcomings. In the sense that there are still some things that need to be noted in the implementation of learning that need to be addressed to suit the objectives, such as learning resources, and also the media used so that students can understand what the teacher is saying. Learning media is a tool in learning activities is a fact that we cannot deny its existence, because the use of learning media really helps teachers make it easier to convey messages and information to all children, learning media occupies a fairly important position as one component of the learning system.

Learning is an active process in which students construct (construct) new knowledge based on the experience/knowledge they already have. In constructivism "learning" is not merely transferring knowledge that is outside of itself, but learning is more about how the brain processes and interprets new experiences with the knowledge it already has in a new format. This development process can be through assimilation or accommodation.

Learning is a process by which an organism changes its behavior as a result of experience. From this understanding, there are three main elements in learning, namely: (1) process, (2) behavior change, and (3) experience. Learning more fully, namely: Learning is usually defined as a change in an individual caused by experience. Changers caused by development (such as growing taller) are not instances of learning. Neither are characteristics of individuals that are present at birth (such as reflexes and response to hunger or pain). However, humans do so much learning from the day of their birth (and some say earlier) that learning and development are inseparably linked (Slavin, 2000).

Learning is generally defined as a change in an individual that occurs through experience, and not because of the growth or development of his body or characteristics of a person since birth. Humans learn a lot from birth and some even argue that they learn before they are born. That between learning and development is very closely related. Teaching is essentially nothing more than helping students to acquire knowledge, skills, attitudes, and ideas and appreciation that lead to changes in student behavior and growth (Trianto, 2001). "teach", (teach) comes from the Old English, namely taecan. Originally from the ancient German language (Old Teutenic), taikjan is taken from the root word teik with the meaning of showing. According to Wina the word is also found in Sanskrit, dic, which in ancient German was known as the word deik. The term teaching is related to token which means a sign or symbol. In Old English taecan means to teach (teach). Thus, tokens and teach are historically related (Sanjaya, 2005).

Descriptive teaching is defined as the process of delivering information from teachers to students. the delivery process is often also considered as a transfer of knowledge. In this context, transferring does not mean transferring like transferring money in a bank. In a sense, the transferee's money will decrease and the transferee's money will increase. Therefore, transfer in the context of teaching is the dissemination of knowledge by teachers, and teacher knowledge is not reduced by transferring it to students. Therefore, teaching would be more accurately interpreted as imparting knowledge and skills (teaching is imparting knowledge or skills). Teaching as a professional job, is not just delivering lessons without certain standards, but has a purpose and is complex. In its implementation, a number of special skills are needed based on specific concepts and knowledge. That is, every decision made in teaching activities is not based on subjective considerations or tasks that can be carried out arbitrarily, but from and on the basis of a particular science. That is why, to become a teacher, an appropriate educational background is needed, namely teacher education.

The task of a teacher is to lead students to the desired direction with full maturity mentally and physically based on the standard of competence that should be and the potential of students. This goal will only be achieved in a long time, because the results of the education and guidance carried out by a new teacher will show results much in the future. Maybe a generation, even longer than that. That is why the failure of teachers to teach their students means failure of a generation. The teacher's job is to prepare a generation of people who can live and play an active role in society. It is impossible for a teacher's job to be separated from social life. In this context, what teachers do will have a direct and indirect impact on the progress of society. On the other hand, the higher the degree of professionalism of a teacher, the higher the expectation of the results of his work to improve the strata of people's lives. The teacher's job is not a static job, but a dynamic job, which must always be appropriate and able to adapt to the development of science and technology. A teacher not only knows about what to teach, but also has to understand how to teach. Therefore, teachers are also required to be sensitive to the demands of the development of the modern world and the dynamics of community development in a broad context that is rapidly changing. There is one important question if we talk about the teaching process, namely whether teaching as a process of imparting knowledge in the current technological age is still valid? Are teachers considered teaching if they fail to impart knowledge to students? Teaching which is only limited to conveying knowledge is considered no longer appropriate to the situation. This is based on at least three reasons, namely:

1.   Pupils are not adults in miniature, but they are developing organisms. In order for them to carry out their developmental tasks, adults are needed who can direct and guide them to grow and develop optimally. Therefore, advances in science and technology, especially information technology, which allows each student to easily get various information, tasks, and responsibilities of teachers are not getting narrower but more complex. Teachers must keep students from being influenced by various information that can be misleading and interfere with the growth and development of students in the future.

2.   The progress of science has resulted in the tendency of everyone not being able to master every branch of science. So great is the development of biology, economics, law and others. In the field of technology, people are so great at creating mechanical objects that are not only stationary, but move, and can even fly through outer space. It is the age of knowledge that should be the basis of change. That learning is not just memorizing information, memorizing formulas, but how to use that information and knowledge to hone thinking skills.

3.   New discoveries specifically in the field of psychology, resulted in a new understanding of the concept of changes in human behavior. Today, the assumption of humans as passive organisms whose behavior can be determined by the environment as described in the behavioristic school, has been abandoned by many people. People now believe that humans are organisms that have the potential as developed by the holistic cognitive flow. That potential will determine

human behavior. Therefore, the educational process is no longer a stimulus, but an effort to develop the potential of children.

Chapter I Article 1 Paragraph 6, it has been stated that the Education Process Standard (SPP) is the National Education Standard (SNP) related to the implementation of learning in an educational unit to achieve graduate competency standards. In addition to the educational process standards (SPP), there are also other standards set out in the SNP, such as: graduate competency standards (SKL), content standards (SI), educators and education personnel standards (Teacher Competencies), facilities and infrastructure standards, standards management, financing standards and assessment standards. The setting of these standards is because the government is driven by a sense of responsibility to improve and improve the quality of our education, which so far is considered far behind with the quality or quality of education in other countries. Teaching in the standard context of the educational process is not only conveying subject matter, but is also interpreted as a process of regulating the environment so that students learn. The meaning of teaching is often referred to as learning (Wina, 2010). This implies that in the teaching and learning process students must be used as the center of the activity. This is intended to shape the character, civilization, and improve the quality of life of students.

In its implementation, although the term used is "learning", it does not mean that the teacher must eliminate his role as a teacher, because conceptually, basically in terms of teaching it also means teaching students. In the context of learning, this does not mean at all reducing the role of the teacher and on the other hand increasing the role of students. In the learning process, teachers still have to play an optimal role, as well as students. the difference in dominance and activity above, only shows the differences in the tasks or treatment of teachers and students towards the material and the learning process. For example, when the teacher determines the learning process using the buzz group method (small group discussion), which emphasizes more on student activities, it does not mean that the role of the teacher is getting smaller. He will still be required to play an optimal role so that the learning process with the buzz group takes place properly and optimally. On the other hand, when teachers use expository learning methods (lectures in learning), it does not mean that the role of students is minimized. They must continue to play an optimal role in learning to master and understand the subject matter presented by the teacher. Dewey argues, that Teaching and Learning are two terms that have one meaning that cannot be separated. Teaching is an activity that makes students learn. Dewey termed the link between teaching and learning as "selling and buying" teaching is to learning as selling is to buying. That is, one cannot sell when no one is buying, which means that there is no tone of teaching if it does not make one learn. Thus, in terms of teaching, there is also a student learning process. This is what the term "learning" really means.

The term learning is a development of the term teaching, and the term teaching and learning that we can debate, or we ignore, the most important

meaning of the three. Learning is an effort made by the teacher to teach students who are learning. Learning activities are no longer just teaching activities that ignore teaching procedures in face-to-face learning by teachers. However, learning is more complex and carried out with varied learning patterns. Broadly speaking, there are four (4) learning patterns, namely: (1) teacher-student learning patterns without using learning aids/materials in the form of teaching aids. This pattern is very dependent on the teacher's ability to remember learning materials and convey these materials orally to students; (2) patterns (teacher + aids) with students. this pattern already uses various learning aids; (3) pattern (teacher) + (media) with students. This pattern is based on the consideration that the teacher is no longer the only source of learning; (4) media learning patterns with students, such as distance learning patterns.

In teaching, there is a process of guiding students so that students develop according to their developmental tasks, training students to have intellectual skills and motor skills so that students can and dare to live in a fast-changing and competitive society, motivate students to continue learning to have innovative and creative abilities. . Therefore, a teacher needs to have the ability to design learning and implement various learning strategies that match the interests and talents and in accordance with the competencies possessed by students. Thus, a teacher must have special abilities, namely abilities that cannot be possessed by people who are not teachers. Educational process standards (SPP) are national education standards (SNP) related to the implementation of learning in an education unit to achieve graduate competency standards (SKL) based on Government Regulation No. 19 of 2005 Chapter 1 Article 1 Paragraph 6. Based on the understanding of SPP above, there are several things that we must understand correctly and deeply, namely:

1. The standard of education process (SPP) is the national education standard (SNP) which means the standard of the educational process applies to every formal educational institution at a certain level of education wherever the educational institution is located within the territory of the Republic of Indonesia. Thus, all schools should carry out the learning process as formulated in the standard of the educational process without exception.

2. The standard of the educational process (SPP) is related to the implementation of the learning process, which means that the standard of the educational process contains how the learning process should take place. Thus, the standard of the educational process can be used as a guide for teachers in carrying out the learning process in the classroom. Often people associate that the uneven quality of education is caused by the unequal quality of the learning process. What's more when it comes to differences in quality based on the area where the school is located, between cities and villages. Therefore, the standard of the learning process carried out by schools must be guided by the standard of the education process nationally, even though it is a minimum standard.

3. The standard of the education process (SPP) is directed at achieving graduate competency standards (SKL). Thus, graduate competency standards are

the main source or reference in determining the standard of the learning process. Therefore, the actual standard of the educational process can be formulated and determined when the graduate competency standards have been compiled.

So far, teachers have been very weak in developing the learning process, especially in accordance with the standards of the educational process. The learning process in the classroom is mostly carried out according to the tastes and abilities of the teachers who teach. In fact, the ability of teachers to manage learning is not evenly distributed according to the teacher's educational background. It will be very different, if we look again at the motivation of a teacher to teach, because it is very often found that the choice of working as an educator/teacher is the second or even third choice. Working as a teacher is just an escape, not a vocation, that's why many teachers don't love their profession. Thus, the will of the teachers will be very weak to make the teacher an escape job in an effort to achieve the standard of the learning process on duty. It seems that the implementation of our education has not lived up to expectations. The teachers at the school still work individually with the subjects they teach, as if one subject is separate from other subjects. Why is that? Because, so far there is no standard that regulates the implementation of the educational process. that is, there are no guidelines that can be used as a reference for how the educational process should take place.

If we look further and deeper, it's been a long time since our learning process has been on the wrong track, or at least it's wrong. This fact occurs in many subjects. Examples of errors in the learning process are: science subjects cannot develop children's ability to think critically and systematically, because thinking learning strategies are not used properly in every learning process. Children memorize multiplication and division, but they are confused about how much to pay when they are told to buy 2.5 kg of eggs, the price of one kg is Rp. 12.500.00.- Language subjects are not directed to develop students' communication skills, because language learning is mostly studied as a science, not as a means of communication. Children also memorize the steps to make a speech well, but they are confused when they are asked to speak in public, as well as students memorize the steps to make a written work, but when they have to write they are confused where to start. Symptoms such as the description above, are general symptoms of the results of our educational process. Education in schools is too forced to cram students' brains with various teaching materials that must be memorized. Our education is not directed to build and develop the character and potential/basic competence (KD) of students. Our educational process has never been directed to form intelligent human beings, has the ability to solve life's problems, and is not directed to be creative and innovative. In fact, according to Law Number 20 of 2003 concerning the National Education System (SPN) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality. intelligence, noble character, and skills needed by himself, society, nation and state.

Indeed, there are teachers in charge of doing it seriously, attentively and carefully in planning learning, utilizing all available resources, understanding the psychology of learning and children's intellectual development and learning at work. Such teachers will be able to produce higher quality graduates compared to teachers whose learning management is carried out modestly without considering various factors that can affect the success of the learning process. It is in this context that educational process standards are developed. Through the standard educational process, each teacher can develop the learning process in accordance with the specified signs. Based on the description above, it can be concluded several things about the application of the standard of the educational process, namely:

1.   The educational process functions as a tool to achieve educational goals, namely competencies that must be achieved in educational endeavors. However good and ideally a competency formulation is, in the end the success of learning is very dependent on the implementation of the learning process carried out by the teacher. In this regard, the SPP serves as a tool to achieve educational goals and programs that must be implemented by teachers and students in learning. Therefore, SPP is needed as a guide for the learning process.

2.   To achieve educational goals, namely graduation standards for students according to educational standards, the teacher as a learning implementer must correctly understand the SPP principles according to the rules. In this regard, the standard of the educational process for teachers must be a guideline in planning learning all the time, either for a certain time program (weekly) or semester (annual). When the teacher is guided by the SPP, it can be said that the teacher in carrying out his teaching duties has used the standard principles of the learning process, which will ultimately improve the quality of educational outcomes. Therefore, the misunderstanding and reluctance of teachers to guide the SPP as a requirement for planning, implementing learning in accordance with laws and regulations and applicable education management standards will cause the goal of improving the quality of educational outcomes to fail to be achieved. Here, the level of professionalism of a teacher will be the determining test.

3.   In addition to SPP being used as a teacher's guide for teaching, it can also be used by school principals as: (a) a barometer of the success of the education program in the school he leads. The principal is required to master and must control whether the learning process activities carried out are in accordance with the standard process or not, (b) the main source in formulating various policies in schools, especially in determining school needs related to supporting facilities and infrastructure according to the standard of the education process so that the learning process is in accordance with existing standards.

5. Conclusion

The implementation of the policy of implementing graduate competency standards, content standards, process standards, educational assessment standards, and standards for educators and education personnel at three loci

namely at MIS I'anatut Thalibin Bandung, MIS Miftahul Huda Bandung, MIS Iqro Garut Regency is carried out gradually and continuously by involve all elements of the madrasa, and be used as a reference in the preparation of the next year's work plan

6.　Acknowledgement

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