IMPROVING TEACHER PERFORMANCE AND STUDENTS ATTAINMENT THROUGH CONTEMPORARY LEADERSHIP IN ISLAMIC FORMAL SCHOOL

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Abstract – *This paper aims to find and describe the concept of teacher achievement in learning. This study uses a qualitative approach. The results showed that through constructive learning, students interpret and construct a reality based on their interactions and experiences with the environment.*

Keywords: Constructivism Learning, Performance, Teachers, Islamic Education

Abstrak – *Tulisan ini bertujuan untuk menemukan dan mendeskripsikan konsep prestasi guru dalam pembelajaran. Penelitian ini menggunakan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa melalui pembelajaran konstruktif, siswa memaknai dan mengkonstruksi suatu realitas berdasarkan interaksi dan pengalamannya dengan lingkungan.*

Kata Kunci: Pembelajaran Konstruktivisme, Kinerja, Guru, Pendidikan Agama Islam

BACKGROUND PROBLEM

Human resources (HR) are the potential contained within humans to fulfill their role as social beings Adaptive and transformative who can manage themselves and all the potentials contained in nature towards achieving the welfare of life in a balanced and sustainable order. In everyday practical terms, HR is better understood as an integral part of the system that makes up an organization. When associated with the development of human resources to improve the ability to adapt, education is also an effort to increase the degree of competence with the aim that the participants are adaptable to the various changes and challenges they face.

The goal of national development is the realization of an Indonesian society that is peaceful, democratic, just and competitive, advanced, and prosperous within the unitary state of the Republic

of Indonesia supported by healthy, independent, and pious people to God Almighty. The education pathway is the backbone of human resource development starting from the elementary level to tertiary institutions. Meanwhile, the path of training and career development in the workplace is a supplement and complement pathway to education. The direction of human resource development in Indonesia is aimed at developing the quality of human resources comprehensively covering aspects of personality and mental attitude, mastery of science and technology, as well as professionalism and competence, all of which are imbued with religious values according to their religion. In other words, human resource development in Indonesia includes the development of intellectual intelligence (IQ), social intelligence (EQ), and spiritual intelligence (SQ).

Today the concept of education has been forced to comply with the development-capitalist concept which is elaborated in such a way, to meet the needs of industrialization, so that education which should be a medium of empowerment has instead become a means of systematic duping, the creation of intelligent robots that are programmed in a marathon and monotonous manner.[1] This can result in various impacts, one of which is the selection of schools as a medium for human resource development.

According to Rahardjo, there are three things that people consider in choosing an educational institution, namely values (religion), social status, and ideals. An educated society will have more diverse considerations in choosing education for their children[2]. Many parties have responded to such community demands, including religious educational institutions, including Islamic educational institutions by creating integrative educational institutions, or integrated schools/ madrasas, model schools/madrasas, or other superior forms of schools/ madrasas, which prioritize quality[3]

The Islamic education subsystem has specific goals that must be achieved, and the achievement of these goals will support the achievement of the overall national education goals which become its suprasistence[4]. This is considering that the resilience of a society

[1]Ma'arif, Syamsul, Revitalization of Islamic Education, Yogyakarta: Graha Ilmu. 2007.105

[2]Rahardjo, Mudjia (ed.). Quo Vadis Islamic Education Reading the Reality of Islamic, Social and Religious Education,: UIN Malang Press. 2006.. 66-67

[3]Suprayogo, Imam, Quo Vadis Madrasah Ideas, Actions & Solutions Madrasah Development, Yogyakarta: Hikayat Publishing. 2007.. 56

[4]Furchan, Arief . The Transformation of Islamic Education in Indonesia,

is determined by three elements, namely its natural resources, quality human resources, and cultural and historical resources[5]. Tilaar further stated that the vision of Islamic education should ideally be in line with the vision of national education. The vision of national education is to realize pious and productive Indonesian people as members of a diverse Indonesian society, while the mission of Islamic education as a manifestation of this vision is to realize Islamic values in the formation of Indonesian people. The Indonesian people aspired to be pious and productive human beings. This is in line with the trend of 21st-century life, religion and intellect will meet each other. It was further explained that with this mission Islamic education became an alternative education. If education organized by other private institutions tends to be secular or has other characteristics, then Islamic education wants to embody Islamic values.

Thus, superior human figures resulting from Islamic education are those who are intelligent, creative, and civilized. With intelligence (physical, intellectual, social, emotional, and spiritual) believed to be able to face globalization and all its challenges, they are pious, human beings in a Kamil, with various skills and abilities and, are independent to become Abdullah as well as khalifatullah on earth. The term khalifa which means representative, envoy, the representative is explored further by M. Iqbal in The Reconstruction of Religious Thought in Islam as quoted by Abdurrahman who explains that Islam emphasizes the individuality and uniqueness of human beings[6].

Management becomes very important when because of the power of imagination, creativity, innovation. and proactive graduates, differ significantly. This is important because, in this global era filled with competition and chaos, quality human resources with high competitiveness are needed so that they do not continue to be left behind by other countries. For this reason, it is necessary to prepare quality human resources through quality education[7]. From here, teachers are not seen only as caregivers and mentors, but teachers are required to meet the standards of the teaching profession [8].

Yogyakarta: Gema Media, 2004. .14

[5]Tilaar, H.A.R. Fixing National Education: PT Rineka Cipta, 2002..60

[6]Mas'ud, Abdurrahman, 2003. Towards a Humanist Islamic Paradigm, Yogyakarta: Gema Media.70

[7]Rosyid Ridho. Management of Childhood Education Learning Early Childhood Education (PAUD) at KB "CERDAS" Sukorejo District Kendal County. Journal of Humanities Research, Vol. 16, No. 2, August 2015: 59-69

[8]Ahmad Atabik dan Ahmad Burhanuddin. Principles and Methods of Education.

Teachers as humans, as workers/employees need 5 (five) needs that have been stated by Maslow and 10 (ten) other factors. But the most important thing for a teacher is the motivation that starts from within himself (intrinsic motivation), according to GR Terry's opinion that the most successful motivation is self-direction by the worker concerned. The desire or urge must come from the individual himself and not from others in the form of external forces [9].

THEORY
Kinerja

The definition of performance or work performance is defined by Maier as a person's success in carrying out a job. More emphatically, Lawler and Potter state that performance is a "successful role". achievement" obtained by someone from his actions[10]. From these limits, As'ad concluded that performance is the result achieved by a person according to the size applicable to the work in question [11].

Performance is something that is achieved or demonstrated achievement or ability to work, in other words, that performance can be interpreted as work performance. Henri Simamora stated that work performance is defined as the achievement of certain job requirements which ultimately can be directly reflected in the output produced both in quantity and quality. Hasibuan defines work performance as a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity, and time. Work performance is a combination of three important factors, namely, the ability and interest of a worker, the ability and acceptance of the explanation of the task delegation, as well as the role and level of motivation of a worker. The higher the three factors above, the greater the work performance of the employee concerned[12].

If performance is the quantity and quality of work completed by individuals, then performance is the output of task execution. Performance has a close relationship with productivity problems because it is an indicator in determining how efforts to achieve a

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[9]J. Winardi, Office Organization Modern, (Bandung: Alumni: 1977).65

[10]Robert L. Mathis & John H. Jackson, Human Resource Management, (Jakarta: Salemba Empat: 2002)..78

[11]Moh. As'ad, Industrial Psychology, (Yogyakarta: Liberty: 1991).46-47

[12]Henri Simamora, Human Resource Management (Yogyakarta:STIE YKPN:1999)423

high level of productivity in an organization. Hasibuan stated that productivity is the ratio between output (output) and input[13].

Principals are very aware of the differences in performance between one teacher and another teacher under their supervision. Even though the teachers work in the same place, their productivity is not the same. Broadly speaking, this difference in performance is caused by two factors, namely: individual factors and work situations. According to Gibson, et al, there are three sets of variations that affect behavior and work performance or performance, namely: (1) individual variables, consisting of abilities and skills, mental and physical; background: family, social level, salary; and demographics of age, origin, gender; (2) organizational variables, consisting of resources, leadership, rewards, structure, and job design; (3) psychological variables, consisting of perceptions, attitudes, personality, learning, and motivation[14].

Teacher

In the world of education, according to Wijaya and Rusyan, the teacher is a very dominant and most important factor in formal education in general because, for students, teachers are often used as role models, even self-identification figures. Therefore, teachers have adequate behavior and abilities to develop their students as a whole. To carry out their duties properly following their profession, teachers need to master various things as competencies that must be possessed[15].

The teacher in the traditional view is a person who stands in front of the class to convey knowledge. It is also said that a teacher is a person whose job (livelihood or profession) is teaching[16]. Even Poerwakawatja defines a teacher as a person whose job is not merely to teach, but he is primarily an educator and the learning materials provided by him are a tool for educating. A teacher is a position or profession that requires special skills as a teacher. This work cannot be done by people who do not have the expertise to carry out activities or work as teachers[17].

[13]Malayu SP. Hasibuan, Organization and Motivation, (Jakarta, Bumi Aksara: 2001)126

[14]Koko Srimulyo, Analysis of the Effect of Factors on Library Performance in the City of Surabaya, (Surabaya: Postgraduate Program in Management Science UNAIR/ Dissertation.39

[15]Cece Wijaya dan A. Tabrani Rusyan, Basic Abilities of Teachers in the Teaching and Learning Process, (Bandung: PT.Remaja Rosdakarya:1994).1

[16]Syafruddin Nurdin dan Basyiruddin Usman, Professional Teachers and Curriculum Implementation, , (Jakarta:Ciputat Pers: 2012).7

[17]Soegarda Poerwakawatja, Encyclopedia of Education , (Jakarta:Gunung Agung: 1976).382

To become a teacher, special requirements are needed, especially as a professional teacher who must master the intricacies of education and teaching with various other sciences that need to be fostered and developed through a certain period of education or pre-service education[18]. In line with this, Sardiman said that the teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore, the teacher who is one of the elements in the field of education must participate actively and place his position as a professional, following the demands of a growing society.[19]

As a professional position, teachers need special skills because as a profession, teachers must have professional requirements. The requirements include physical, psychological, mental, moral, and intellectual. For more details, try to see the opinion of Oemar Hamalik quoted by Wijaya who stated the five things above. First, physical requirements, namely physical health, which means a teacher must be in good health and not have dangerous infectious diseases. Second, psychological requirements, namely spiritual health, which means that they do not experience mental disorders or disorders. Third, mental requirements, namely having a good mental attitude towards the educational profession, loving and serving, and having a high dedication to their duties and positions. Fourth, the moral requirements, namely having a noble character and having a high moral attitude. Fifth, intellectual requirements, namely having high knowledge and skills obtained from educational staff educational institutions, which provide provisions to fulfill their duties and obligations as educators.[20]

Regarding the requirements for someone whose profession is as a teacher, Uzer Usman, who quoted Moh. Ali said that the requirements to become a teacher are: (1) requiring skills-based on in-depth scientific concepts and theories; (2) emphasize an expertise in a particular field according to the field of profession; (3) demanding an adequate level of teacher education; (4) the existence of sensitivity to the social impact of the work carried out; and (5) enabling development in line with the dynamics of life[21].

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[18]Moh. Uzer Usman, Becoming a Professional Teacher, (Bandung: PT. Remaja Rosydakarya: 2006). .5

[19]Sardiman A.M. Teaching and Learning Interaction and Motivation, (Jakarta:Rajawalai Pers: 1990).123

[20]Cece Wijaya dan A. Tabrani Rusyan, Basic Abilities of Teachers in the Teaching and Learning Process,, (Bandung: PT.Remaja Rosdakarya:1994).9

[21]Moh. Uzer Usman, Becoming a Professional Teacher , (Bandung: PT. Remaja

In its recent development with the National Education System Law no. 20 of 2003 and Law. No. 14 of 2005 concerning Teachers and Lecturers and PP. 19 of 2005 concerning National Education Standards, the competence of teachers has been developed by adding pedagogic competencies (in addition to professional, social, and personal competencies) as one of the competencies that must be possessed by a teacher. According to Law no. 14 of 2005 concerning Teachers and Lecturers, it is stated that the understanding of the four competencies is as follows: what is meant by pedagogic competence is the ability to manage student learning. Personality competence is the ability of a strong personality, noble, wise, and authoritative as well as being a role model for students. Professional competence is the ability to master the subject matter broadly and deeply. Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.[22]

RESEARCH METHOD

This research uses the descriptive-analytic method. The reason the research methods and techniques were chosen is that the problems studied involve problems that are developing in human activities.

RESULT AND DISCUSSION

With the ability to think, humans can build a life and find the meaning of life, so with this process then humans give birth to civilization. But the intellect will see its value when the intellect is used as a means for the good and happiness of himself and his community. According to Ibn Qayyim, the mind that functions perfectly is the mind that is able to bring people to the pleasure of Allah SWT and His Messenger[23] .[24]

Law No. 20 of 2003 concerning the National Education System Chapter I Article 1 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

Rosydakarya: 2006).15

[22]UU. No 14 Thn 2005 about Teacher and Lecturer

[23]Hasan bin 'Ali Hasan al-Hijazy, Manhaj Tarbiyah Ibnu Qayyim, terj. Muzaidi Hasbullah (Jakarta: Pustaka al-Kautsar, 2012)..159

[24]Trianto.2010.Introduction to Educational Research and Education Personnel. Jakarta:Rineka Cipt.85

skills needed by himself, society, nation, and state. This article indicates the need for various strategies to be applied in learning. One of them is constructivism learning.

Learning that refers to constructivism learning theory focuses more on students' success in organizing their experiences. Not student obedience in reflection on what has been ordered and done by the teacher. In other words, students are preferred to construct their own knowledge through assimilation and accommodation.

The ability to learn is a gift from God that is able to distinguish humans from other creatures. Allah has given humans reason to be able to learn and be a leader in this world. The opinion which says that learning is an activity that cannot be separated from human life does not come from mere human reflection. Religious teachings as a guide for human life also encourage humans to always carry out learning activities.

Based on the underlying theory, namely psychological theory, and learning theory, learning theory is divided into five groups, namely: first, Behavioral Modification Approach Theory. This learning theory recommends that teachers apply the principle of reinforcement to identify important aspects of the educational situation and arrange conditions in such a way that allows students to achieve learning goals. The introduction of the characteristics of students and the characteristics of the learning situation needs to be done to find out any learning progress obtained by students. Second, Cognitive Construct Learning Theory. According to this theory, the principle of learning must pay attention to changes in students' internal conditions that occur during the learning experience given in class. The learning experience provided by students must be discovery that allows students to gain new information and skills from previous lessons.

Third, Learning Theory Based on Learning Principles. According to this theory, to learn, students must have responsive attention to the material to be studied and all learning processes take time. Every student who is learning there is always an internal regulating device that can control motivation. Knowledge of the results obtained in the learning process is an important factor as a controller.

Fourth, Learning Theory Based on Task Analysis. The results of applying learning theory are sometimes not always satisfactory. Therefore, it is very important to conduct a systematic task analysis regarding the learning experience tasks that will be given to students, which are then arranged hierarchically and ordered in such a way that

it depends on the goals to be achieved. Fifth, Learning Theory Based on Humanistic Psychology. The principle that must be applied is that the teacher must pay attention to the emotional experiences and special characteristics of students such as students' self-actualization. The initiative of students must be raised, in other words, students must always be involved in the learning process.

Nieveen as quoted by Triyanto stated that a learning model is said to be good if it meets the following criteria: first, valid or valid. For example, in PAUD learning, considering that the child's world is the world of play, therefore the playing process must continue to be carried out to make children learn fun, not forced, namely learning through the games provided[25]. By increasing children's language skills through storytelling activities, teachers can also apply these activities to improve children's abilities in other fields. The validity aspect is related to two things, namely: whether the developed model is based on a strong theoretical rationale, and whether there is internal consistency[26]Second, practical. The practical aspect can only be met if experts and practitioners state that what has been developed can be applied. In addition, the reality shows that what has been developed can be applied. For example, in general, in providing learning activities for early childhood, teachers develop how to approach the classroom with various methods, educators are more invited to be creative, creative, and innovative in delivering learning in class[27].

Third, effective. The aspect of effectiveness is shown through parameters: experts and practitioners based on their experiences state that the model is effective, and operationally the model gives the expected results. For example, the best way to strengthen a child is to get him used to getting along with nature[28].

In the Qur'an it is emphasized that Allah is Rabbal'alamin, meaning that he is the educator of the universe and also education

[25]Trianto. 2010. . Introduction to Educational Research and Education Personnel Jakarta : Rineka Cipta. .24-25

[26]Rizka Marputri, dkk. . Improving Children's Language Skills Through Storytelling Activities at PAUD Nurul Hidayah Aceh Besar. Scientific Journal of Early Childhood Education Students,, Vol. 1 (1):86-92 August 2016:.91

[27]Febritesna Nuraini. Implementation of Introduction to Basic Concepts of Mathematics through Storytelling Method by Utilizing the Environment as a Learning Resource at the Integrated PAUD Nuraini Aisyiyah Yogyakarta. AdMathEdu Journal | Vol.4 No.2 | December 2014

[28]Agung Hidayatulloh. Fun Environments in Early Childhood Education: Montessori Thinking. Nadwa, Journal of Islamic Education , Vol. 8, Nomor 1, April 2014:.151

for humans. This definition is taken. because the word Rabbal in the sense of God and Rabb in the sense of educator comes from the same word origin. Thus, according to the Qur'an, nature, and humans have the nature of growing and developing and the one who regulates this growth and development is none other than Allah. So educating and educating are essentially God's functions and educating is regulating and directing the growth and development of nature and humans at the same time. Why is the fact that educating and educating is a human matter? In the view of Islamic philosophy, as affirmed in the Qur'an, in essence, humans are the "Caliph of Allah in this universe". Khalifa means power or representative[29].

The importance of learning according to the Qur'an shows that people who learn will gain knowledge that can be used to solve all the problems they face in the life of the world; humans can know and understand what they do because Allah hates people who do not have knowledge of what they do because everything they do will be held accountable; and with the knowledge he has, is able to raise his rank in the eyes of Allah. Learning can be done through imitation, that is, following what the people around him are doing. As adults, the level of human development becomes more complex even though imitation is still one way to learn. However, the source of learning no longer comes from parents or people who are close to them but from people they already know, for example, famous people, writers, scholars, and others.

CONCLUSION

Allah SWT in His word reveals that Allah will raise the ranks of those who believe and have knowledge to some degree. Allah's words in Surat Al-Mujaadalah verse 11 are:

"Allah will raise the ranks of those who believe among you and those who have knowledge by several degrees. And Allah is Aware of what you do.[30]

In relation to studying, then along with the increasingly rapid progress of the times, the learning process is increasingly advanced and the problems are very complex and urgent. One of the complexities

[29]Zuhairini, dkk, 1995 Philosophy of Islamic Education, Jakarta : Bumi Aksara Cet. II..12
[30]Qs. Al-Mujadalah ayat 11

can be seen from the current context, starting from the challenges and obstacles to education or the goals to be achieved by education itself. The goals of the Indonesian nation's national development as mandated in the Preamble to the 1945 Constitution in paragraph IV are: To protect the entire Indonesian nation and the entire homeland of Indonesia and to promote public welfare, educate the nation's life and implement world order based on eternal independence and social justice.

The practical implication of the results of this study is the need for constructive learning in line with the concept of learning in Islam, this requires support from school management.

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