

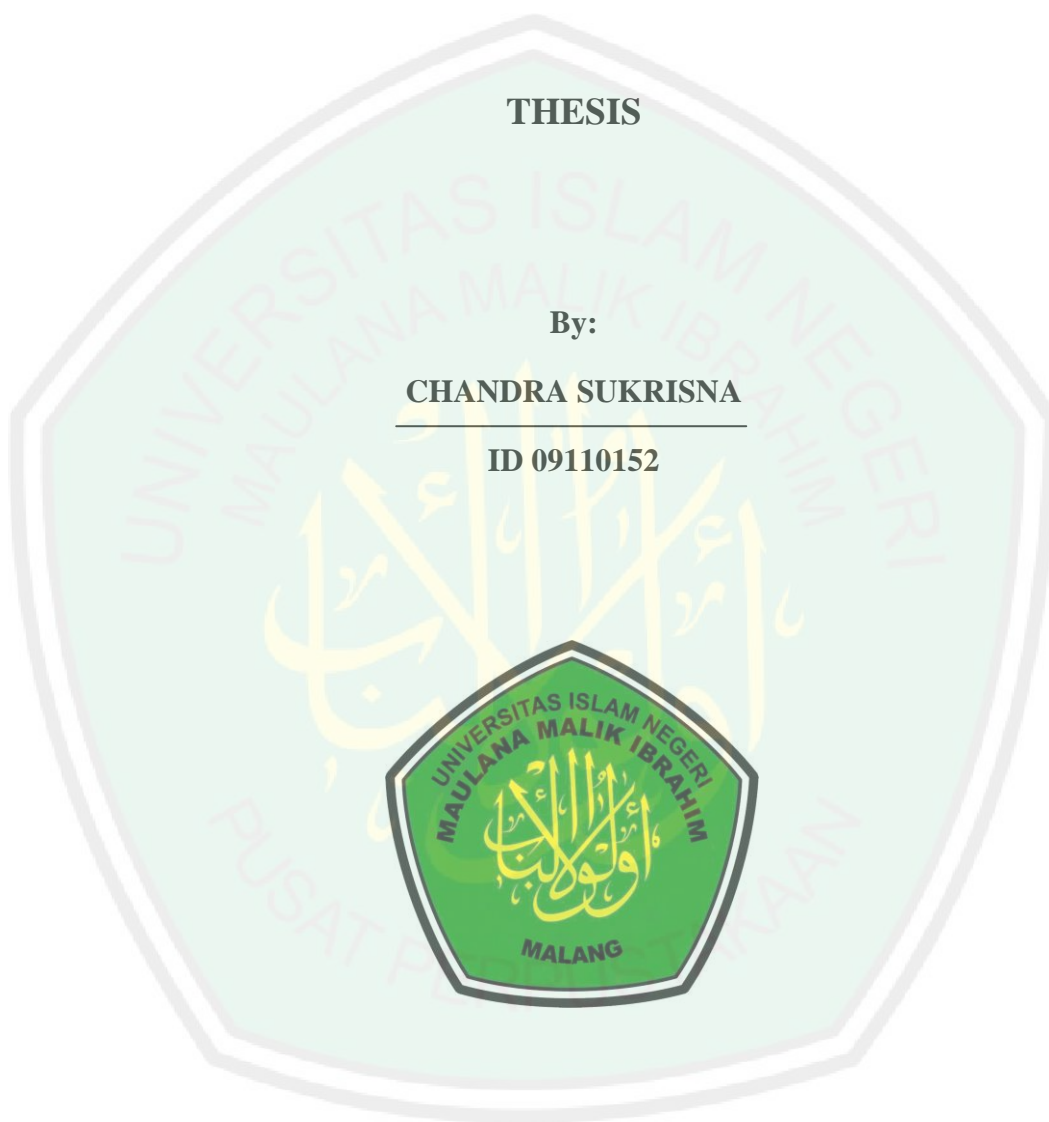
**THE ROLE OF PRINCIPAL IN ENSURING THE QUALITY
ASSURANCE OF STUDENT'S CHARACTER VALUES AT
MAN 3 MALANG**

THESIS

By:

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**ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING SCIENCES
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
June 2013**

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ASSURANCE OF STUDENT'S CHARACTER VALUES AT
MAN 3 MALANG**

*Submitted to Faculty of Tarbiyah of the State Islamic University of Maulana
Malik Ibrahim Malang in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.I)*

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STUDENT'S CHARACTER VALUES AT MAN 3 MALANG

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DEDICATION

I dedicated my thesis work to my family and many friends. A special feeling gratitude to my loving parents. Dearest my beloved father Sutikno and my lovely mother Sulistyowati who always with their wide affection and no dashed pray for me. No longer able to me to ask but God always delights in taking care of both of them from the evils of the world and make them members of His heavenly future.

Amen

I also dedicated this thesis to my brother Agung Vicky Fadila and Trisula Putra Pamungkas have never left my side and very special and Ma'had Al Qalam family who have supported me throughout the process. I will always appreciate all they have done for finished this thesis.

I dedicate this work and give special thanks to the all my friends to encourage and support, especially member of ICP English PAI class, member of PKLI 15th group. And never forgot for special heartfelt thanks to my deepest lovely darling who has always encourage me in each my step way.

MOTTO

إِنَّ الَّذِينَ قَالُوا رَبُّنَا اللَّهُ ثُمَّ اسْتَقَمُوا تَتَنَزَّلُ عَلَيْهِمُ الْمَلَائِكَةُ أَلَّا

تَخَافُوا وَلَا تَحْزَنُوا وَأَبْشِرُوا بِالْجَنَّةِ الَّتِي كُنتُمْ تُوعَدُونَ ﴿٢٠﴾

Indeed, those who have said, "Our Lord is Allah" and then remained on a right course - the angels will descend upon them, [saying], "Do not fear and do not grieve but receive good tidings of Paradise, which you were promised."¹

¹ Mahmud Y Zayid, *The Qur'an* (Beirut: Dar Al Choura, 1980), p. 480.

Dr. H. Nur Ali, M. Pd
 The Lecture of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
ADVISOR OFFICIAL NOTE

Matter : Thesis of Chandra Sukrisna Malang, 10 June 2013

Appendixes : 4 (four) Exemplar

Dear

Dean of Tarbiyah and Teaching Sciences Faculty
 The State Islamic University of Maulana Malik Ibrahim Malang
 at

Malang

Assalamu'alaikum. Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

Name : Chandra Sukrisna

NIM : 09110152

Department : Islamic Education

Title of Thesis : THE ROLE OF PRINCIPAL IN ENSURING THE
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As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamu'alaikum. Wr. Wb

Advisor,

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis written to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Role of Principal in Ensuring the Quality Assurance of Student's Character Values at MAN 3 Malang* is truly my own original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am only person who responsible for the thesis if there is any objection or claim from others.

Malang, June 10, 2013

Chandra Sukrisna

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Alhamdulillah Rabbil'alamin. Praise and gratitude should be first of all rendered to Allah SWT the Almighty for His continues bounty and guidance who has given the mercy and the blessing so that I am completely able to finish this thesis on time. *Shalawat* and *salam* are expected to be exerted by Allah to lovely prophet Muhammad SAW.

I realize that many people who helped during preparation of this thesis in form of prayer, encouragement, guidance and information needed. It was starting from the preparing stage, conducting research, reporting to evolve into a thesis. Therefore, I thank those who have given their help either directly or indirectly. They are as following:

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I am aware there are still many parts of this thesis that need to be improved and to be developed. I expect criticism and constructive suggestions how to improve this research.

Finally, I hope this work is useful for researchers and readers in general. With all humility the authors hope will be a continuation of research that can improve this research.

Malang, June 1st, 2013



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ABSTRAK

Sukrisna, Chandra. 2013. *Peran Kepala Madrasah dalam Menjamin Mutu Nilai Karakter Siswa di MAN 3 Malang*. Skripsi, Jurusan PAI, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Nur Ali, M.Pd

Kata Kunci: Peran Kepala Madrasah, Jaminan Mutu, Nilai Karakter

Madrasah dipahami sebagai lembaga pendidikan Islam berada di bawah Sistem Pendidikan Nasional dan berada di bawah pembinaan Departemen Agama. Kurun waktu cukup panjang yang dilaluinya, yakni kurang lebih satu abad, membuktikan bahwa lembaga pendidikan madrasah telah mampu bertahan dengan karakternya sendiri, yakni sebagai lembaga pendidikan untuk membina jiwa agama dan akhlak anak didik. Dan kepala sekolah sebagai pengatur dan manajer harus memiliki latar belakang yang profesional. Ini sangat menarik karena hampir semua kepala sekolah adalah guru yang sukses yang memiliki kredibilitas dalam profesi dan memiliki latar belakang yang baik sebagai pendidik. Kinerja pendidik dan tenaga pendidikan tergantung pada komunikasi interpersonal kepala sekolah dan kemampuannya untuk memimpin madrasah. Guru sebagai penentu dominan dalam jaminan mutu pendidikan dan merupakan bagian dari pembangunan karakter kepada siswa, selain itu, sebagai komponen penentu kualitas pendidikan, sistem pendidikan nasional menempatkan peran strategis terutama dalam proses pembelajaran dan dalam proses pendidikan pada umumnya.

Penelitian ini mengambil obyek MAN 3 Malang yang merupakan sekolah favorit di kota ini, dengan tujuan untuk mengetahui peran kepala sekolah dalam menjamin mutu nilai karakter siswa di MAN 3 Malang.

Penelitian ini menggunakan pendekatan kualitatif dengan analisis deskriptif. Teknik pengumpulan data dapat dicapai dengan (1) wawancara mendalam, (2) observasi partisipan, dan (3) studi dokumen. Adapun sumber data penelitian ini terdiri dari primer dan skunder. Data primer berupa hasil dari wawancara dengan subjek penelitian yang berkaitan dan berhubungan langsung dengan fokus penelitian, data ini diperoleh dari kepala madrasah, beserta para waka dan para guru dan staff khusus Penjaminan Mutu Madrasah MAN 3 Malang, sedangkan data sekunder berupa data yang diperoleh oleh penulis yang tidak berkaitan langsung dengan fokus penelitian tetapi hanya sebagai penguat dan pelengkap data primer

Melalui penelitian ini, disimpulkan bentuk-bentuk peran kepala sekolah dalam menjamin mutu nilai karakter siswa di MAN 3 Malang adalah (1). dengan mengundang Puspendik untuk menguji guru dan karyawan potensial, memberikan kesempatan kepada guru untuk melanjutkan studi mereka, dan bergabung dengan mereka dalam lokakarya, seminar, dll (2). Telah memainkan perannya sebaik mungkin diantaranya sebagai pendidik, manajer, administrator, supervisor, pemimpin, inovator, motivator, mediator, dan model. (3). Ada evaluasi internal dan eksternal. Evaluasi internal yaitu dengan melakukan pengawasan dan

pemantauan, evaluasi eksternal yakni dengan mengundang institusi lain untuk mengevaluasi seperti BAN-MA.



مستخلص البحث

سوكريسنا، تجاندرا. ٢٠١٣. دور مدير المدرسة في ضمان الجودة لقيمة الطلاب في مدرسة الثانوية الإسلامية الحكومية الثالثة مالانق. رسالة سرجانا، قسم تربية الإسلامية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. المشرف: د. الحاج نور علي الماجستير.

الكلمات الأساسية: دور مدير المدرسة، ضمان الجودة، قيمة

تفهم على أنها مدرسة دينية المدارس الإسلامية في إطار نظام التعليم الوطني وتحت إشراف وزارة الشؤون الدينية التدريب . فترة كافية طويلة من الزمن الذي يمر، وهو ما يقرب من قرن من الزمان، والتي تثبت أن مؤسسات التعليم المدرسة تمكنت من البقاء على قيد الحياة مع شخصيته الخاصة، أي كمؤسسة تعليمية لتعزيز روح الدين والأخلاق من الطلاب . وكمنظم رئيسي ومدير يجب أن يكون له خلفية مهنية . هذا مثير جدا للاهتمام لأن كل مديري المدارس تقريبا هي المعلم الناجح الذي لديه مصداقية في مهنة ولها خلفية جيدة كمرية . يعتمد أداء المعلمين والتعليم على التواصل بين الأشخاص والقدرة لمديري المدارس لقيادة المدارس الدينية . المعلم كمحدد الغالبة على ضمان جودة التعليم وجزء من تنمية الشخصية للطلاب، بالإضافة إلى ذلك، كعنصر من عناصر تحديد نوعية التعليم، ونظام التعليم الوطني يضع دورا استراتيجيا في عملية التعلم وخاصة في العملية التعليمية بشكل عام.

يأخذ هذه الدراسة في مدرسة الثانوية الإسلامية الحكومية الثالثة مالانق وهي إحدى من المدارس شعبية في المدينة، وذلك بهدف تحديد دور مدير المدرسة في ضمان الجودة لقيمة الطلاب في هذه المدرسة. تستخدم هذه الدراسة المنهج النوعي مع التحليل الوصفي . لا يمكن أن يتحقق تقنيات جمع البيانات عن طريق (١) مقابلات متعمقة، (٢) الملاحظة بالمشاركة، و(٣) دراسة الوثيقة . يتألف مصدر البيانات لهذه الدراسة مصدر الأساسي و الثانوي . البيانات الأساسي لنتائج المقابلات مع الموضوعات البحثية ذات الصلة والمتعلقة مباشرة إلى التركيز على البحوث، يتم الحصول على هذه البيانات من مدير المدرسة، جنبا إلى جنب مع نواب المعلمين وموظفين متخصصين ضمان الجودة المدرسة، في حين أن البيانات الثانوية التي تم الحصول عليها من قبل المؤلفين التي لا تتعلق مباشرة إلى التركيز في الدراسة ولكن فقط بمثابة مكبر للصوت وتكمل البيانات الأساسية.

من خلال هذه الدراسة، استنتج أن تشكل دورا رئيسيا في ضمان جودة قيم الأحرف لطلاب في مدرسة الثانوية الإسلامية الحكومية الثالثة مالانق هو (١). من خلال دعوة المعلمين و مركز بحوث التعليم (Puspendik) لاختبار الموظفين المحتملين، وتوفير الفرص للمعلمين مواصلة دراستهم، والانضمام إليهم في ورش العمل والندوات، وما إلى ذلك (٢). وقد لعبت دورا ممكن مثل المربي، مدير، مدير، مشرف، الزعيم، ابتكار، حافظ، وسيط، والنماذج.(٣). هناك تقييم داخلي وخارجي . التقييم الداخلي هو القيام بعمليات المراقبة

والرصد، والتقييم الخارجي من خلال دعوة المؤسسات الأخرى لتقييم كهيئة الإعتماد الوطنية لمدرسة الثانوية
(BAN-MA)



ABSTRACT

Sukrisna, Chandra. 2013. *The Role of Principal In Ensuring The Quality Assurance of Student's Character Values At MAN 3 Malang*. Thesis, Islamic Education Department, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. H. Nur Ali, M.Pd

Keyword: The Role of Principal, Quality Assurance, Character Values

Madrasah understood as Islamic educational institutions under the National Education System, which under construction of Religion Department. Long enough period of time through which it passes, the less over a century, proving that *madrasah* education institutions have been able to cope with its own character, i.e., as an educational institution for building religious and moral life of the students. And principal as the organizer and managers should have professional background. It is interesting that almost all the principals are successful teachers who have credibility within the professions and have good background as educators. The growth of teachers' and employee performance depend on the principal interpersonal communication, and the ability to lead the *Madrasah*. Teacher as the dominant determinant of the quality assurance of education and part of character building to the students, in addition, as component the determinants of quality of education, national education system placed strategic role especially in the learning process and in the educational process generally.

This study takes the object at MAN 3 Malang which is favorite's school in this city, which is the objective to know the role of principal in ensuring the quality assurance in implementation character values at MAN 3 Malang.

This study uses a qualitative approach with descriptive analysis. The techniques of data collection can be achieved by (1) in-depth interviews, (2) participant observation, and (3) document study. As for the source data of this study consists of primary and secondary. The product of the primary data from interviews with the subjects that are relevant and directly related to the focus of the study, data were obtained from the principal, with the vice of principal and the teachers and specialized staff of *madrasah* quality assurance of MAN 3 Malang, while secondary data form the data obtained by the authors are not directly related to the focus of the study but only as an amplifier and complement the primary data.

Through this study, concluded that forms the role of principal in ensuring the quality assurance in implementation character values at MAN 3 Malang are (1). Already has played its role as possible-that is between them as educators, managers, administrators, supervisors, leaders, innovators, motivators, mediator, and figures. (2). by inviting PUSPENDIK to test the teacher's and employee's potential, giving a chance to teacher to continue their study, and joining them in the workshop, seminar, etc. (3). There was internal and external evaluation. Internal evaluation by perform good supervising and monitoring, external evaluation by inviting any institution to evaluate such as BAN-MA.

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an important aspect in human life in this world. Every person needs this aspect, especially in this global era. There are many challenges faced by human being in order to survive in their live. Thus, through the education those challenges will be answered and solved for the betterment of their live. Moreover, education is actually one of the vital determinants for human resources. The development and progress of nation do not only depend on the natural resources but also and more importantly on the human resources. Therefore, the only way to produce good human resources is heavily determined by good education. A good education is usually supported by good environment, direction, and learning system and so forth.

One component that gives strong influence to the educational process is the role of teacher who transfer knowledge and teach good moral conduct and values to the students. A good and qualified teacher is the one who can deal with the challenges in a relatively quick in terms of period of time. Nevertheless, E. Mulyasa pointed out that the success of the school as an educational institution is determined by three figures; teacher, principal, and supervisor and those three are essentially supporting elements in an

education.¹ Among those three important figures, the principal holds the strongest authority in the policy making in the school. Even though the other two authorities own their specific authorities, they still have to obey the principal. Hence, the success of an educational institution depends heavily on the role of the principal.

Madrasah as an Islamic educational institution specially take an important place in empowering of Muslim student's potentials. *Madrasah* is actually a further development of *Pesantren*, as a traditional Islamic educational institution in Indonesia. According to the Ministry of Religion affair, *Madrasah* is understood as:

Madrasah understood as Islamic educational institutions under the National Education System, which under construction of Religion Department. This kind of educational institution has grown and evolved to become part of the culture of Indonesia, as it grows and processed along with the entire process of change and development in society. Long enough period of time through which it passes, the less over a century, proving that *madrasah* education institutions have been able to cope with its own character, i.e., as an educational institution for building religious and moral life of the students.²

Similar to the public educational institution, *Madrasah* is inseparable with the other elements of education, because they are one set of educational institution. It is undeniable that the strongest element in every educational

¹ E. Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2012), p. 4.

² Kemenag, *Pengertian Madrasah dan Karakteristik*, (<http://madrasah.kemenag.go.id/detail38.html>), accessed on Tuesday, July 17, 2012, 16:25 PM. The original legal is: "Madrasah dipahami sebagai lembaga pendidikan Islam yang berada di bawah Sistem Pendidikan Nasional dan berada di bawah pembinaan Departemen Agama. Lembaga pendidikan madrasah ini telah tumbuh dan berkembang sehingga merupakan bagian dari budaya Indonesia, karena ia tumbuh dan berproses bersama dengan seluruh proses perubahan dan perkembangan yang terjadi di dalam masyarakat. Kurun waktu cukup panjang yang dilaluinya, yakni kurang lebih satu abad, membuktikan bahwa lembaga pendidikan madrasah telah mampu bertahan dengan karakternya sendiri, yakni sebagai lembaga pendidikan untuk membina jiwa agama dan akhlak anak didik."

institution is the principal who has powerful authority to manage the entire activities in the educational institution. According to Tony Bush, the principal as the managers should have professional background. It is interesting that almost all the principals are successful teachers who have credibility within the professions and have good background as educators.³ Furthermore, the principal is not only functioning as the functional teacher, but also he or she is as the manager. Abdullah Munir stated that the principal as manager should arrange the *madrasah* management, because to some extent school's achievement is greatly influenced by the principal, in performing his or her function. In addition, the school principal as a leader in educational institution has a very important role to improve the quality of education which is his or her responsibility. The growth of teachers' and employee performance depend on the principal interpersonal communication, and the ability to lead the *madrasah*.⁴

To sum up the principal's position is able to determine the direction of the institution. The principal as educational leader is expected to coordinate, mobilize, and develop the teachers, students, and employee's potentials.

Teacher is the most important component in the learning process, especially teacher in Islamic religion subject. There are rules of teacher which is written in Law of teacher and lecturer No. 14, 2005 chapter I paragraph 1 verse 1, that stated:

³ Tony Bush, *Theories of Educational Management*(London: Paul Chapman Publishing Ltd, 1986), p. 8.

⁴ Abdullah Munir, *Menjadi Kepala Sekolah Efektif*(Yogyakarta: Ar Ruzz Media, 2008), p. 16.

Teachers are professional educators with the main task to educate, teach, guide, instruct, train, evaluate, and assess learners in early childhood education, access formal education, primary education and secondary education.⁵

Teacher as a determinant element in the educational quality – rules which are linked with the national education system – is also mentioned in Indonesia national educational system (SISDIKNAS) No. 20, 2003 chapter XI paragraph 39 verse 2. In a more detail it is stated:

Educators are professionals worker with the planning and implementation of the learning process, evaluate outcomes, do coaching and training, and conducting research and community service, particularly for educators on college.⁶

Abdul Hadis and Nurhayati pointed out that teacher as the dominant determinant of education quality should has good quality and performs well in the era of globalization by trying to master variety of information and communication technology. In addition, as component the determinants of quality of education, national education system placed strategic role especially in the learning process and in the educational process generally. Megarry and Dean said that the teacher obliged to develop his or her professional capabilities in order to improve his or her performance in

⁵ *Undang-Undang Republik Indonesia No. 14 tahun 2005 tentang Guru dan Dosen Bab I Pasal I ayat 1* (Jakarta: Sinar Grafika, 2011), p. 3. The original legal is: “Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah.”

⁶ *Undang-Undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab XI Pasal 39 Ayat 2* (Jakarta: Sinar Grafika, 2011), p. 27. The original legal is: “Pendidik merupakan tenaga profesional yang bertugas merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, melakukan pembimbingan dan pelatihan, serta melakukan penelitian dan pengabdian kepada masyarakat, terutama bagi pendidik pada perguruan tinggi.”

carrying out the tasks, because the future education demands a more professional and skill full.⁷

According to Muhaimin argued about the role of Islamic religion education (IRE/ PAI)* teacher that:

Teacher of IRE in school/ *madrasah* basically do Islamic education activities i.e. "normative effort to help someone or group of people (learners) in developing the Islamic worldview (how will go and take advantage of life and living in accordance with the teachings and values of Islam) attitude of Islamic life, which manifests itself in everyday life."⁸

Nevertheless, Islamic religion teacher has important roles and responsibilities to nurture student's characters and values. Because it is well known that the teacher of Islamic religion could gave strong influences to the changing of the behavior, character of students.

Character is the fundamental and important thing that must become a serious concern, especially in the field of education. The character here something distinguishes between human being and animals. Furthermore, people who have good character are those who have good *akhlak*, moral and good manners.⁹ Due to this urgency of character education, educational institution has the biggest responsibility to address it. This is because, there is

⁷ Abdul Hadis and Nurhayati, *Manajemen Mutu Pendidikan* (Bandung: Alfabeta, 2012), p. 4.

⁸ Muhaimin, *Pemikiran dan Aktualisasi Pengembangan Pendidikan Islam* (Jakarta: PT. RajaGrafindo Persada, 2011), p. 165. The original legal is: "Guru PAI di sekolah/madrasah pada dasarnya melakukan kegiatan pendidikan Islam, yaitu "upaya normatif untuk membantu seseorang atau sekelompok orang (peserta didik) dalam mengembangkan pandangan hidup islami (bagaimana akan menjalani dan memanfaatkan hidup dan kehidupan sesuai dengan ajaran dan nilai-nilai Islam), sikap hidup Islami, yang dimanifestasikan dalam kehidupan sehari-hari."

*That will be used in the terms of Pendidikan Agama Islam (PAI/ IRE).

⁹ Zubaedi, *Desain Pendidikan Karakter Konsep dan Aplikasinya dalam Lembaga Pendidikan* (Jakarta: Kencana, 2011), p. 1.

serious morals decadence in the society at large, particularly in student's daily life.

There are effects of moral decadence in student's life, such as there are many of juvenile delinquencies happened in any districts, drug abusing, free-sex, pornography, rape and huge number of child and adolescent's violence, etc. Then, it is needs to refining all the activities in the learning process, how does teacher nurture the character values to students in gaining the goal of IRE, namely to closer with God and get pleasure of Him.

Having taken more attention to this case, it is certainty that *madrasah* among other educational institution that should take care on the character education in this globalization era. However, to educate a good character to the students is not easy it needs to the supports from all components in the school, especially from the Islamic religion teacher and the most important is principal as the leader of the educational institution who give influence to the all components of education.

So, in this regard *madrasah* should have a good quality assurance to be given to good stakeholders, as well as society as form consistent expectations of educational institutions. Assurance and quality improvement of education is the responsibility of the education unit should be supported by government, provincial and local government district/ city in accordance with their authority and role as well as the community. Quality control in education management is faced with the constraints of limited educational resources. Therefore needed a quality control effort in the form of assurance,

those aspects related to educational services provided by the school in accordance with or exceed the national standard of education.¹⁰

Besides, in securing the quality of service learning in schools, professionalism, and teacher performance in managing the teaching and learning process should be enhanced through supervision services of principal totally and sustainability.¹¹ The achievement of good quality of *madrasah* is would need various quality *madrasah* network activities. The quality of *madrasah* here is meant as a whole *madrasah* can give satisfaction to the people of *madrasah*. Therefore it can be said in this connection that the quality of *madrasah* attached to the ability of *madrasah* to utilizing in a variety of educational resources available.¹²

Furthermore, MAN 3 Malang is one of Indonesia's models *madrasah* have attraction for the community surrounded of this city to send their children in this *Madrasah*. Thus MAN 3 Malang has an enormous responsibility to ensure the quality those students and create students who have the achievement of academic performance, non-academic, and *Akhlaqul Karimah*.

Based on the background above, the researcher got interested to conduct a research on **“The Role of Principal in Ensuring the Quality Assurance of Student's Character Values at MAN 3 Malang.”**

¹⁰ Moerdiyanto, *Strategi Pelaksanaan Sistem Penjaminan Mutu Pendidikan (Sppmp) Oleh Pemerintah Kabupaten/Kota*, Jurnal Strategi MSPK, file-PDF, p. 2.

¹¹ Abdul Hadis and Nurhayati, *op.cit.*, p.44.

¹² Minnah El Widdah, dkk, *Kepemimpinan Berbasis Nilai dan Pengembangan Mutu Madrasah*, (Bandung: Alfabeta, 2012), p. 4.

B. The Problems of the Study

The research questions are formulated the problems as follows:

1. How does the Principal take steps in ensuring the quality assurance of student's character values at MAN 3 Malang?
2. What is the role of Principal in ensuring the quality assurance of student's character values at MAN 3 Malang?
3. What is the evaluation in ensuring the quality assurance of student's character values at MAN 3 Malang?

C. The Objectives of the Study

The objectives of this study are:

1. To describe the principal take steps in ensuring the quality assurance of student's character values at MAN 3 Malang.
2. To describe the role of principal in ensuring the quality assurance of student's character values at MAN 3 Malang
3. To know the evaluation process in ensuring the quality assurance of student's character values at MAN 3 Malang

D. The Significance of the Study

1. For Researcher

It can give many contributions and broader perceptions in educational world and expected can applied it in educational institution.

2. For School (MAN 3 Malang)

It is able to be good contributions thought to the principal in developing the quality assurance in implementation character values.

3. For University (Islamic State University of Malang)

It could be reference in the next studies and give good contribution thought to develop the character building to the candidate of Islamic religion teacher later. Besides, it could other information in scientific development.

E. Scope and Limitation

The scope of this research is the role of principal in ensuring the quality assurance in implementation character values at MAN 3 Malang. Therefore, the study only focused on how does the role of principal to ensure the quality assurance in Islamic religion teacher; focus on *Aqidah Akhlak* subject in implementation of character values. The values that will be discussed not all the characters are going but only like; honest, achievement, and simplify. The reason takes them as the character values, because in the site of research more emphasize about those are three characters.

F. Definition of the Key Terms

The researcher defines some the operational definitions of the key terms in order to avoid misunderstanding and misinterpreting.

1. Principal: the educational leaders in the units of education that should have a strong policy of leadership.¹³
2. The Quality Assurance: All the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that a product or service will fulfill requirements for

¹³ E. Mulyasa, *op.cit*, p. 16.

quality.¹⁴ In other word said that a process-centered approach to ensuring that a company or organization is providing the best possible products or services. It is related to quality control, which focuses on the end result, such as testing a sample of items from a batch after production. Although these terms are sometimes used interchangeably, quality assurance focuses on enhancing and improving the process that is used to create the end result, rather than focusing on the result itself. Among the parts of the process that are considered in QA are planning, design, development, production and service.¹⁵

3. Character Values: benchmark or standard of choice patterns that can guide a person or group's drive towards satisfaction, fulfillment, and meaning.¹⁶ Values that will be discussed in this study are honest, achievement, and simplify.

G. The Previous Study

In this research emerge a theme of The Role of Principal in Ensuring the Quality Assurance of Student's Character Values at MAN 3 Malang. According to researcher's exploration, there were some results of research which has relevancy with this research, mentioned as below:

¹⁴ Journal of Difference between Quality Assurance and Quality Control, February 2011 pdf file.

¹⁵ <http://www.wisegeek.com/what-is-quality-assurance.htm>, accessed on Monday, June 1, 2013

¹⁶ Zubaedi, *op.cit*, p. 35.

1. Strategi Kepala Sekolah Dalam Mengembangkan Kompetensi Profesional Guru Pendidikan Agama Islam di SMP Negeri 1 Srengat¹⁷

written by Reni Ika Wahyuni.

The professional competencies of Islamic religious teacher as long as in good way, such as beside did the main task, the teacher of Islamic religious education implements the addition activities such as religious activities and always did teaching completeness. In addition, teacher already done the valid curriculum and able to be master in learning material, and also use the varieties of learning methods in order the student fill unsaturated towards of learning process.

The strategies of Principal in developing of teacher Islamic education professional competencies through by joining the teacher of Islamic education in training and seminar of Islamic education, giving good supervision, and giving the addition of time in Islamic religious education subject.

2. Upaya Guru Pendidikan Agama Islam Dalam Membentuk Karakter Peserta Didik di SMA Muhammadiyah I Kepanjen¹⁸

written by Sukatno.

The character of students formed by the teacher of Islamic religious education essentially not only emphasizes in cognitive and psychomotor

¹⁷ Reni Ika Wahyuni, *Strategi Kepala Sekolah Dalam Mengembangkan Komptensi Profesional Guru Pendidikan Agama Islam*. Skripsi, Jurusan Pendidikan Agama Islam Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2010.

¹⁸ Sukatno, *Upaya Guru Pendidikan Agama Islam Dalam Membentuk Karakter Peserta Didik di SMA 1Kepanjen*. Skripsi, Jurusan Pendidikan Agama Islam Fakultas Tarbiyah Universitas Islam Negeri Mulana Malik Ibrahim Malang, 2011.

aspect, but also the important is emphasizing on character education in affective domain. Demand for them to transform the knowledge to the student's brain and to be good model for all students, and implement it in the daily life activities. The role not good enough if did only by Islamic religious education teacher only, but it required cooperation with the various elements associated.

The effort of Islamic religious education teacher in forming the character of student in SMA Muhammadiyah I Kepanjen, called successful. The characteristic of student's character in school, majority of them could recite the Holy Qur'an, and then there was no fear if they interact with some group of young outside school. And expected by the development of school culture, there is character changing in student's personality fundamentally.

Different with researches before, this research will be conduct focused on MAN 3 Malang and on the managerial of principal in ensuring the quality assurance of student's character values, and then it can be gain good quality of teachers and students who have good character and it appropriate with the aim of education.

H. Systematic of The Study

CHAPTER I discussed about background of the study, problems, objectives that will be gained, and significance of the study, scope and limitation, definition of key terms, previous study and study systematic.

CHAPTER II is contained of review related literature as theoretical reference, in this chapter there are four main discussions, *first* about the principal of *Madrasah*, *second* about the quality assurance, *third* about Islamic religious teacher, and *fourth* about the character values.

CHAPTER III is research method. This chapter describes many things that researcher conduct the research. Including in this chapter is research design, data and data sources, research instrument, data collection and data analysis.

CHAPTER IV is research finding and will elaborate about, *first* the history of school, visions and missions, the condition of students, teachers, and staffs, organization structure, facilities, and the academic or non-academic achievement. *Second*, it will explain that related with the problems of study. Shortly, this chapter is the answer of questions about the problems of study above.

CHAPTER V is discussion. Data has been founded, analyzed and discussed in this chapter.

CHAPTER VI is closing, including conclusion and suggestion. The researcher writes down the conclusion of the research on this chapter and suggestion for institution and other research.

BIBLIOGRAPHY is containing of many literatures that used by researcher to be reference in writing this study.

CHAPTER II

THEORETICAL FOUNDATIONS

A. The Concept of Principal

1. Definition of Principal

The success of an educational institution depends on principal leadership. Therefore, principal as a leader in the institution, then it should be able to achieve the goals are set, and it must be able to see the changes and the future of globalization in a better life. The principal is responsible for the successful of an organization and management of all affairs to his superiors formally or informally to the people who has to put their students.

Wahjosumidjo pointed out that principal is a teacher of school who given the task to lead school where teaching and learning process conducted or place which there are interactions between teacher and student who receive lessons.¹⁹

Furthermore, according to Mulyono said that the principal is not a manager in unit of production which produces inanimate objects, such as the manager of factory who produces shoes, paper, sugar, and so forth. But more than that, they are manager as leader in an educational institution who is responsible to create learning environment conductively and provide an opportunity for members to utilize and increase its potentials maximally.²⁰

¹⁹ Wahjosumidjo, *Kepemimpinan Kepala Sekolah (Tinjauan Teoritik dan Permasalahanya)*, (Raja Grafindo persada Jakarta: 2005), p. 83.

²⁰ Mulyono, *Educational Leadership (Mewujudkan Efektifitas Kepemimpinan Pendidikan)*, (Malang: UIN-Malang Press, 2009), p. 71.

In addition, the principal also as the *decision makers* in school that should connect all their potentials with their role, the ability to lead wisely, capable to direct the school to the attainment maximally in order to improve the quality of education in school and that may affect the qualities of graduates and they will proud and enthusiasm for the future gazing.²¹ Nevertheless, Jamal Ma'ruf Asmani pointed out that principal is the top executive position in educational institution. S/ he are the holder of central policies that govern the dynamic of an institution. Whether good or bad a school is determined by the principal's in managing the institution which he or she led.²² Especially in this era that are required to nurture the character values to the students. So, the principal as the manager in educational institution according to Zubaedi must has strong commitment toward character education. He or she expect can civilize the excel characters in school.²³

Thus, we take conclusion that the position of principal takes the important role place in running the program of school to gain the goal of education in certain school. Because its will be expected to improve the quality of teacher and able to create good character building of student's personality.

²¹ Abdullah Munir, *op.cit.*, p. 6.

²² Jamal Ma'mur A, *Manajemen Pengelolaan dan Kepemimpinan Pendidikan Profesional*, (Jogjakarta: Diva Press, 2009), p. 182.

²³ Zubaedi, *op.cit.*, p. 163.

2. The Function and Role of Principal

As far as Smith and Andrews mentioned that the principal as the educational leader is demand to carrying out the task and it's responsible that related with the educational leadership as well as possible, including as the instructional leadership. Besides, mentioned by Sergiovanni that be the high expected is arisen by teacher, students, administration staffs, government, and society are the principal could carried out the leadership duties as effectively as possible to realize the vision, mission and goal are carried in the operational of school.²⁴

Talking about the role of principal that linked with the fulfillment of standard competencies in order to increase its performance, then the principles and practice of leadership are to be attributed to the principal and the other leaders of the relevant position, and a special leadership role that includes relationships with staffs, students, and the parents, and other people outside the community where *Madrasah* exists.²⁵

The principal ought to carry out the work as educator, manager, administrator, and supervision (EMAS). However, the development that in accordance with community needs and development time, the principal should also be as a leader, innovator, and motivators in school. Thus, in new paradigm of educational management, principals at least should be the function as an educator, manager, administrator, supervisor, leader,

²⁴ Sulistyorini, *Manajemen Pendidikan Islam Konsep, Strategi, dan Aplikasi* (Yogyakarta: Teras, 2009), p. 171.

²⁵ Agus Maimun and Agus Zaenul Fitri, *Madrasah Unggulan Lembaga Pendidikan Alternatif di Era Kompetitif* (Malang: UIN-Maliki Press, 2010), p. 180.

innovator and motivator (EMASLIM). In other hand, the principal is not only be as mentioned before but also he or she should be figure and mediator, and then the formula above become EMASLIM-FM.²⁶

Basically, the role of principal is wider and too complex. Routines related to the principal are continuous series of interpersonal meetings with students, teachers and parents, employers and stakeholders. Thus, to fulfill in all cases the principal should be held to the certain theory as a guide. The theory is based on experience, the characteristics of normative society, and schools, as well as instructional and school organizational climate. Generally, the qualities and competencies of principal are refers to four main points, namely: *character and leadership skills, problem-solving skills, social skills, and knowledge and professional competence*. In the sketchy, the principal's quality and competence can be assessed from the actualizing of function and performance in his or her role as the principal that includes:²⁷

a. As Educator

In performing function as an educator, the principal should be has the right strategy to improve performance. Create good conduct school environment, give the advice to the all residents, giving a boost to all staffs, and implement an attractive learning models, such as team-

²⁶ E, Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung: Remaja Rosdakarya, 2011), p. 98.

²⁷ Marno and Triyo Supriyatno, *Manajemen dan Kepemimpinan Pendidikan Islam*, (Bandung: PT. Refika Aditama, 2008), p. 36.

teaching, moving class, and entered an accelerated program for students in the high normal intelligent.

For those importance, as Sumidjo pointed out that the principal should have to effort in nurturing, advancing, and increasing at least four values, such as mentality, moral, physical, and artistic coaching.

- 1) Mentality coaching, its mean fostering the educational personnel on matters relating to the mental attitude and disposition.
- 2) Moral coaching, its mean that fostering the educational personnel on matters relating to the teaching of good and bad actions, attitudes and responsibilities in accordance with the duties of each staff's.
- 3) Physical coaching, its mean fostering the educational personnel on matters relating to physical condition or body, health and *lahiriyah* appearance.
- 4) Artistic coaching, it's called as fostering the educational personnel on matters relating to human sensitivity to art and beauty.²⁸

Thus, could conclude that the principal's role as educator should has the ability to guide the teachers, educational staffs, students, develop the ability of educational staffs, and following the development of technology and information, beside giving the sample of good teaching, for instance be a good model in every performance, it's in accordance with the teaching of Rasulullah SAW.

²⁸ Agus Maimun and Agus Zaenul Fitri, *op.cit.*, p. 182.

b. As Manager

Management as process which involves the main functions that performed by manager or leader that are planning, organizing, leading, and controlling. Therefore, management defined as the process of planning, organizing, leading, and controlling the organization's efforts in all its aspects in order to achieve organizational goals effectively and efficiently.²⁹

The role of principal as manager in Islamic educational institution is needed, because the educational institution as tool to achieve the institutional goals within which develop a wide range of knowledge, and educational institution as the place to nurture and flourish the careers of human resources, as the manager need to able to plan, organize, lead, and control the institution that can achieve the goals determined. Quoted from Stoner in "*Management*", those were eight kinds of manager's function that should be done in an organization that are:

- 1) Working with and through others
- 2) Responsible and accountable
- 3) With limited time and resources to face the various problems
- 4) Think realistically and conceptual
- 5) As a mediator
- 6) As a politician
- 7) As a diplomat

²⁹ Jamal Ma'mur A, *op.cit.*, p. 70.

8) A difficult decision-maker³⁰

Called as a process for all managers with the dexterity and skills they have, try to seek and utilize a variety of related activities to achieve goals. Even in educational management. For it, to do any of the following:

- 1) The ability to draw up the programs in a systematic, periodic, and to implement the program in his or her scale of priorities.
- 2) The ability to develop personal organization with job descriptions in accordance with existing standard.
- 3) The ability to move all staffs and all the resources and further to provides a dynamic references in the routine's and temporary.³¹

From the explanation above, conclude that principal as the manager should able to anticipate, understand, and overcome the situation, to accommodate and held the re-orientation.

c. As Administrator

As the administrator the principal has a very close interrelation with all the various activities which administrative records, preparing, and documenting the entire of school program. Specifically, the principal should has the ability to manage curriculum, managing student's administration, managing personnel administration, managing the facilities and infrastructure's administration, managing the archives administration and managing the financial administration. Those

³⁰ Sulistyorini, *op.cit.*, p. 181.

³¹ Marno and Triyo Supriyatno, *op.cit.*, p. 37.

activities should be done effectively and efficiently in order to encourage school's productivity. For those, the principal should be able to redraw the abilities above in the operational tasks, as follows:

- 1) The ability to manage the curriculum should be realized in preparation of the data completeness of learning administrative, preparation of the data completeness of guidance counseling administrative, preparation of the data completeness administration of student's study activities in the library.
- 2) The ability to manage the administration of learners should embodied in the preparation of administrative completeness of student's data, preparation of administrative completeness of the extracurricular activities' data, and preparation the data completeness administration of school relationships with student's parents.
- 3) The ability to manage personnel administration should be realized in developing the administrative completeness of teachers, as well as the development of administration data completeness of educational personnel non-teachers, such as librarians, reports, office administrator, custodian, and technicians.
- 4) The ability to manage the administrative infrastructure to be realized in the development of necessary administrative buildings and spaces, furniture, office machine tools, books and library materials, laboratory equipment, as well as the development of administrative data completeness garage and workshop tools.

- 5) The ability to manage the archives administration that should be realized in the development of administrative data completeness of incoming mail, outgoing mail, decrees, and the development of administrative data completeness circular mail.
- 6) The ability to manage the financial administration that should be realized in the development of routine financial administration, financial administration of the development that comes from community and parents of students, development of financial administration that comes from the government's money is accounted for, and operational assistance fund, development of proposals for financial assistance, such as tau grants block grant, and the development of proposals to seek a variety of possibilities in getting financial assistance from various parties that do not bind.³²

Thus, could conclude that the role principal as administrator ought to manage all the administration programs such as managing of student's data, teachers, staffs, facilities and infrastructure, financial, the important thing about the curriculum, especially in the learning process and archives administration as well in accordance with the applicable provision.

d. As Supervisor

Supervise is seeing, reviewing, considering, even judging that through done by coordinator toward activity, creativity and performance

³² E, Mulyasa, *op.cit*, p. 108.

of subordinates. In line with the educational aspect the supervising should done by principal to look forward the whole activities in school which he or she leads. In addition, the supervising in the school emphasis more on training and capacity-building and the performance of educational staff in school in carrying out of the duties.³³

According to Mulyasa that quoted from Sergional and Starrat mentioned that Supervision is a process designed to help teacher and supervisor learn more about their practice; to better able to use their knowledge and skills to better server parents and schools; and to make the school a more effective learning community.³⁴

If the supervision carried out by the principal then he or she should able to perform various monitoring and control, controlling for education in *Madrasah* focused on the goals has been set. Supervision and control are also an act preventive to prevent the education personnel do not performs any deviation and more careful in carrying out of the work. Supervision and control that made the principal of *Madrasah* against the educational staff, especially teacher, it's called clinical supervision, which aims to enhance the professional skills of teachers and improve the quality of learning through effective learning.

The Principal as supervisor could be realized in ability to organize, supervise and implement education programs, and utilize the results. The ability supervision program education should be realized in

³³ E. Mulyasa, (Manajemen&Kepemimpinan Kepala Sekolah), *op.cit.*, p. 239.

³⁴ E. Mulyasa, (Menjadi Kepala Sekolah Profesional), *op.cit.*, p. 111.

the preparation of classroom supervision program, development program for the supervision of extracurricular activities supervise the development of libraries, laboratories and examinations. Ability to implement education programs must be supervised embodied in the implementation of clinical supervision, program non-clinical supervision, and supervision of extra-curricular activities program.

The Principal as a supervisor can be done effectively among others through group discussions, class visits, and talk's individual and learning simulation.³⁵

e. As Leader

The principal as the leader should able to give a direction and supervision, encourage the willingness of educational staff, opening the communication door two ways, and task delegation. According to Wahjosumijo that quoted by Mulyasa said that the principal as leader should has the specific characteristic including personality, basic skills, experience, professional knowledge and then administration knowledge and supervision.³⁶

As for the task of principal as leader, as follows:

- 1) Has a strong personality. As the good *Muslim* who devout of worship, maintaining the religious norms as well, honest, confident, able to communicate as well, unselfish, objective action, optimistic,

³⁵ *Ibid.*, p. 112.

³⁶ *Ibid.*, p. 115.

responsible for the progress and development, high-minded, and delegate some tasks and authority to other people.

- 2) Understand to entire of educational staffs personnel who have the different condition as well the student's condition which different with other.
- 3) Have the efforts to increase the welfare of teachers and employees.
- 4) Want to hear the critic or suggestions or constructive suggestions from all parties which concerned with the duties either from staff or employees or students.
- 5) Have a clear vision and missions of the institutions he or she leads. It delivered in individual or group meetings.
- 6) The ability to communicate well, easy to understand, regular and systematically to all of parties.
- 7) The ability to take decision together through done by consensus.
- 8) The ability to create the harmonious working relationship, divide tasks evenly and be accepted by all parties.³⁷

In implementation, the principal as the leader can be viewed from three traits of leadership, namely: democratic, authoritarian, and laissez-faire (free). These three properties are often owned jointly by a leader, so in implementing of leadership, these properties appear situationally.³⁸

Concluded here, the principal in carrying out the duties as leader should utilize the appropriate strategy.

³⁷ Marno and Triyo Supriyatno, *op.cit.*, p. 38-39.

³⁸ Agus Maimun and Agus Zaenul Fitri, *op.cit.*, p. 188.

f. As Innovator

In order to perform the principal's role and its function as an innovator, the principal should have the appropriate strategy to establish the harmonious relationship with the environment in looking for new ideas, integrating each activity, provide a good model for the entire educational staffs in school, and develop models of innovative learning.³⁹

As for the task of principal as innovator, in some literature mentioned as follows:⁴⁰

- 1) Has a new idea (proactive) for innovation and development of *Madrasah*, or choose relevant for the institution's necessary.
- 2) The ability to implement the new idea as well. That idea has a positively impact and direct to the progress. The ideas may be form as the development of teaching and learning activities, an increasing in the final exam grade, operational fundraising, improving student's achievement through extracurricular activities, etc.
- 3) The ability to organize the environmental work more conducive (the spatial arrangement office, classroom, library, yard, interior, and mosque) to serve well. With a good environmental work, it will encourage the spirit work well. It is certainly more conducive to learning for student and conducive either for teacher or educational staff. This is an environment that supports the education in the sense of physic and psychosocial.

³⁹ E, Mulyasa, (Menjadi Kepala Sekolah Profesional), *op.cit.*, p. 118.

⁴⁰ Marno and Triyo Supriyatno, *op.cit.*, p. 39.

So in the implement of its role and function the principal as innovator, demand to searching, finding, and do the innovative changing for the institutional education he or she leads to be better than before.

g. As Motivator

As the motivator, the principal should be has the one suitable strategy to give the motivation for the educational staffs and teachers in carrying out the duties and function. This motivation could be grown by the arranging of physic environment, organizing of work condition, discipline, supporting, effective reward, and providing any variety of learning sources through the development of learning resource center.

As for the duties of principal as the motivator, as mentioned bellows:⁴¹

1) Arrangement of physical environment

The conducive environmental will build the motivation of educational staffs in carrying out their duties. Therefore, the principal should establish the spirit of them to carrying out their duties optimally. The arrangement of physical environment include such as workspace conductively, learning room, library, laboratory, workshop, and set the school's environment comfortable and enjoyable.

2) Setting the work atmosphere

The comfortable and enjoyable work atmosphere will increase and establish the performance of educational staffs. For that, the principal

⁴¹ E, Mulyasa, (Menjadi Kepala Sekolah Profesional), *op.cit.*, p. 120.

should able to create the harmonious work relationship with the entire of educational staffs, and set the school's environment more comfortable and enjoyable.

3) Discipline

Discipline is meant that in improving the professionalism of educational staffs in school, the principal should try to implant this aspect to the entire of staffs. Besides, it's expected through this one will reach the goals of school effectively and efficiently, and could increase the school productivity. Some strategies that may use by principal in discipline training of staffs, as follows:

- a) Assists the staffs in developing the behavior patterns,
- b) Assists the staffs in developing the behavior standard,
- c) Implement all the rules agreed.

Increasing staff's professionalism must begin with the democratic attitude. Therefore, in fostering the discipline of educational staffs, the principal should be guided by the pillar of democratic that are, from, by, and for educational personnel.

4) Supporting

The successful in one organization or institution influence by any factors, either external or internal. From these any factors, motivation is one factor dominant enough and could actuate the other factors to effective work, even the motivation often equated with the engine and steering wheel, which serves as the propulsion and steering.

5) Reward

Rewards are very important to increase the staff's professionalism and to reduce the unproductive activities. Through this appreciation of the educational staff can be stimulated to enhance the professionalism of its work in a positive and productive. Implementation of the reward can be attributed to staff's achievement openly, so they have a chance to grab it. The principal should try to use this award is appropriate, effective and efficient way to avoid the negative impacts that can be caused.

Then, the principal as motivator should be has the appropriate strategy to motivate all over the educational staff and teacher to enhance the professionalism in carrying out the duties and its functions in order to achieve the goal together.

3. The Requirements to be Principal

According to Minister of National Education Regulations (PERMENDIKNAS) No. 13 on 2007 about the principal's standard, mentioned that the requirements to be principal should has general qualification and special qualification.⁴²

The general qualifications that should have, as bellows:

- a. Has undergraduate academic qualification (S1) or (D-IV) specialize in education or non-education at the accredited college.
- b. At the time appointed as the principal, it's old as high as 56 years old.

⁴² UU Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, *op.cit.*, p. 223.

- c. Has a teaching experience at least 5 years according to individual school level except in kindergarten should has teaching experience at least 3 years in kindergarten.
- d. Has a degree as low III/c for (PNS) and for non-it equivalent with the grade which issued by the foundation or an authorized agency.

And for the special qualifications that should have, as bellows:

- a. The status as the senior high school teacher/ MA
- b. Has the educational certification as the senior high school teacher/ MA
- c. Has the certificate of the senior high principal/ MA which published by the institution government set.

Besides, the academic certification and work experiences that should had by the principal, there are other terms which are not less importance, which are the personality and skills requirements had. A principal should have the good personality in line with leadership that will be held. He should has the attributes of honesty, fair and trustworthy, helpful and assists teachers in carrying out tasks and able to overcome the difficulties, sociable and friendly, has a firmly and consistently nature that are not rigid.

Personality traits as mentioned above, a principal should has the knowledge and skills in accordance with the majors and areas of work which it's responsible. Without having the properties as well as the knowledge and skills as outlined above, it's difficult for him or her to run a leadership in good role and needed for school's progress.

A principal should be has national spirit and has a philosophy live in accordance with the philosophy and foundations of our country. If we conclude what has been described above, its principal requirement is as follows:⁴³

- a. Has the certification in line with the provisions or government's regulations,
- b. Has the sufficient experiences work, especially in same level school to the school he or she lead,
- c. Has a good personality traits, especially the attitudes and traits personality which school needed,
- d. Has an expertise and broader knowledge, particularly in regarding of knowledge work areas that needed by school they lead,
- e. Have a good ideas and initiatives for the advancements and development of school.

B. Quality Assurance

Before discussing about the quality assurance further, it's best if we should find out in advance of the meaning of Quality itself according to some experts.

According to Edward Sallis collected by Imam Gojali and Umiarso, he mentioned that the quality can be seen as an absolute concept thus relative. Described as an absolute concept, as was the nature of the quality of good, beautiful, and true, they are an idealism that cannot be compromised, then in

⁴³ *Syarat-Syarat Kepala Sekolah* (<http://id.shvoong.com/social-sciences/education/2259779-syarat-syarat-kepala-sekolah/>), accessed on Monday, August 6, 2012, 07:30 AM.

view of quality is something that is part of a very high standard. While highly regarded quality as something attached to a product that fits the needs of customers. For within the meaning of this, products or services are considered quality not because it is expensive and exclusive, but to have values.⁴⁴

While according to Joseph Juran, as quoted by M. N. Nasution, quality defined as compatibility is fitness for use to meet the needs and satisfaction of customers or the quality of the suitability of the specifications.⁴⁵

Quality is the ability possessed by a product or service that can fulfill the needs or expectations, customer satisfaction in the education grouped into two categories, namely internal and external customer. Internal customer is the student as a learner and the external customer community and industry. Quality cannot stand alone, meaning a lot of factors to achieve and to maintain quality. In this role and functions of quality assurance systems are needed.⁴⁶

If quality in higher education is most often defined today as “fitness for purpose”, as we have seen above, quality assurance “refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced”.⁴⁷

⁴⁴ Umiarso&Imam Gojali, *Manajemen Mutu Sekolah di Era Otonomi Pendidikan* (Jogjakarta: IRCiSoD, 2010), p. 22.

⁴⁵ M.N. Nasution, *Manajemen Mutu Terpadu (Total Quality Management)* (Jakarta: Ghalian Indonesia, 2000), p. 15.

⁴⁶ Nanang Fattah, *Sistem Penjaminan Mutu Pendidikan Dalam Konteks Penerapan MBS*, (Bandung: PT. Remaja Rosdakarya, 2012), p. 2.

⁴⁷ Woodhouse, D. (1999). *Quality and quality assurance*. In H. de Wit, J. Knight & Organisation for Economic Co-operation and Development. Secretary-General. Programme on Institutional Management in Higher Education (Eds.), *Quality and internationalisation in higher education* (pp. 29-43). Paris: Organisation for Economic Co-operation and Development.

1. Definition of Quality Assurance

UNESCO mentioned that quoted by Nanang Fattah said that Quality assurance is general term that is used as another word for all forms of monitoring, evaluation or quality review. Quality assurance activities focused on the process to build trust by doing the fulfillment of the requirements or minimum standards on the input, process and the expected results component in line with stakeholders. Furthermore, said that the quality assurance has two forms. *First*, in form of improvement activities process design and continuous quality improvement. *Second*, in form of quality culture containing the values that education stakeholder's belief and the principles espoused.⁴⁸

In our country, the definition quality assurance of education was regulated in the Minister of National Education Regulation No. 63 on 2009 Chapter I Verse 1 and 2 mentioned that the quality assurance of education is systemic and integrated activities by unit or educational program, the organizer of unit or educational program, local government, government, and community to raise the intelligence's level of nation through education.⁴⁹

Quality assurance has its roots in large-scale manufacturing. Keeping track of production quality became increasingly important during the second half of the twentieth century. At that time, a whole profession

⁴⁸ Nanang Fattah ,*op.cit.*, p. 2.

⁴⁹ Nanang Fattah ,*op.cit.*, p. 2, The original legal is "Sistem Penjaminan Mutu Pendidikan merupakan kegiatan yang sistemik dan terpadu pada penyelenggaraan pendidikan untuk meningkatkan kecerdasan kehidupan bangsa."

developed around the idea of “quality”, as well as related systems, processes and organizations. Since it first emerged, the “quality profession” has developed dramatically, so that now it is a whole area of work in itself. So that, the Quality assurance arisen up to be important thing in every field of professions.⁵⁰

“Total quality management” is the approach which is most often associated with quality assurance. It refers to systems which are developed to monitor all processes that are part of the work of an organization. Supporters of total quality management systems believe that their systems are different from earlier ideas of quality control. Instead of only looking at finished products, all the steps of the production process are examined.⁵¹

Commonly, to be effective, quality assurance usually requires ongoing assessment to the factors that influence the design or specifications of perfection. And it can be caused by the availability of *customer-supplier* relationship. The main purpose of quality assurance is to ensure customer satisfaction with suppliers of goods or services rendered.

2. The Aim of Quality Assurance

The grand aim of quality assurance is to provide a reference for builder units, managing and organizing educational unit that is in government, provincial governments, counties and cities and communities

⁵⁰ Stephanie Matseleng Allais, *Quality Assurance in Education*, Issues in Education Policy Number 5 (Braamfontein Johannesburg 2017: the Centre for Education Policy Development), p. 10.

⁵¹ *Ibid.*, p. 10.

in the implementation of quality assurance of formal education, non-formal, informal and conducted in an integrated and sustainable.

Specifically the implementation of these guidelines aims to set the roles, responsibilities, and what should be implemented in:⁵²

- a. Regulations setting and standards of educational quality assurance
- b. Standard compliance which refers to the standard of quality assurance and national standards of education
- c. Measurement and evaluation of educational quality assurance
- d. Provide the alternative solutions in an effort to improve the quality of education in educational units.

Maintaining and improving the quality of secondary education on an ongoing basis, which is run by the school internally to realize the vision and missions, as well as to complement the needs of stakeholders. Achievement of quality assurance through quality assurance activities are carried out internally by the education unit, will be controlled and audited through accreditation activities undertaken by BAN-S/M or other external agencies. Thus, the objectivity of the assessment of the maintenance and continuous improvement of education quality in an educational unit can be realized.⁵³

In accordance with Islamic teaching, the quality assurance is including one of Islamic teaching which already mentioned in some literatures that the

⁵² Nanang Fattah, *op.cit.*, p. 8.

⁵³ *Definisi, Konsep, dan Tujuan Penjaminan Mutu* (<http://mbegedut.blogspot.com/2010/10/definisi-konsep-dan-tujuan-penjaminan.html>), accessed on Monday, August 6, 2012, on 09:52 Am.

quality is realization of *Ihsan*, i.e., do good to the all parties because Allah has been kind to His creation with the whole various graceful, and prohibited any form of mischief. As such in Al Qur'an Surah Al Qashash verse 77:

وَابْتَغِ فِيمَا ءَاتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ ۖ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا ۚ
وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ ۖ وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ ۚ إِنَّ اللَّهَ لَا
يُحِبُّ الْمُفْسِدِينَ ﴿٧٧﴾

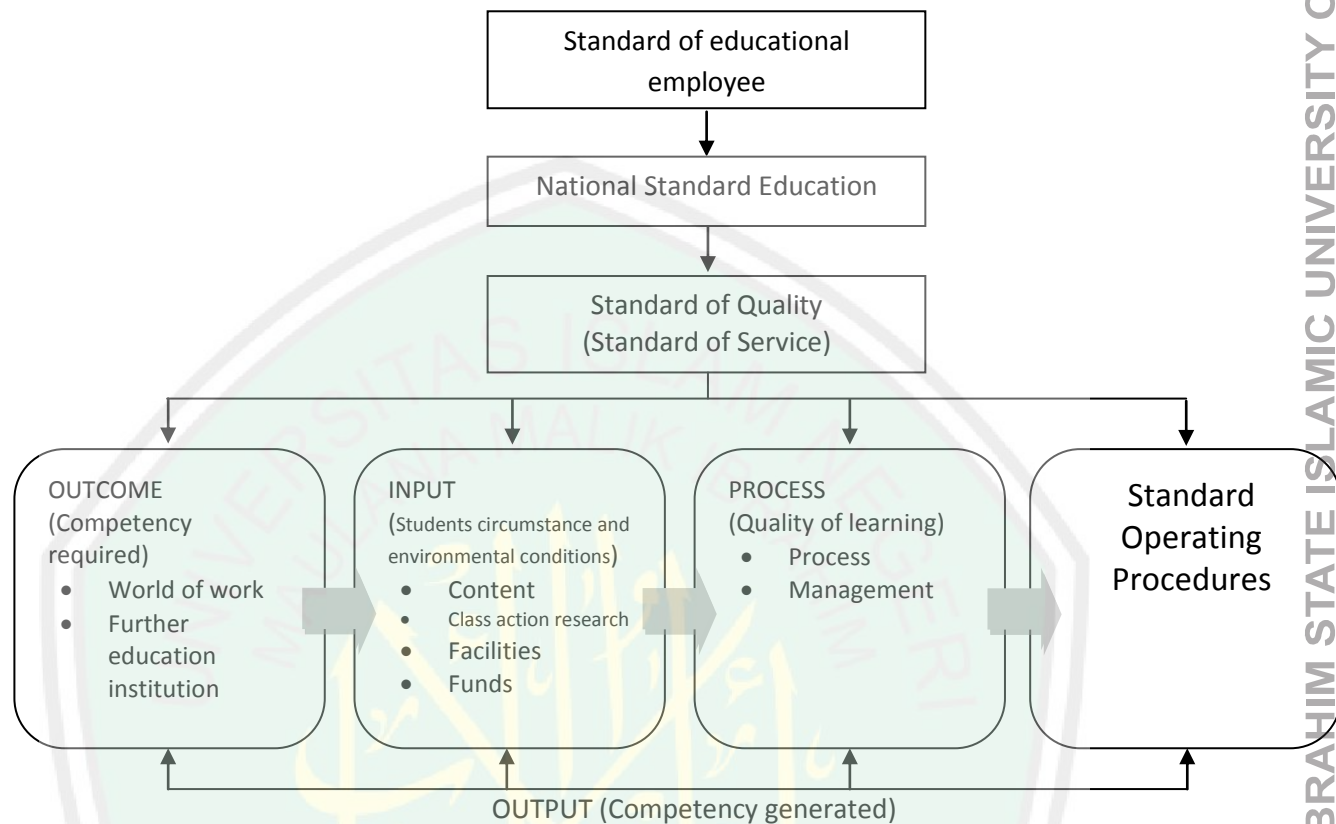
Translation: *But seek, through that which Allah has given you, the home of the Hereafter; and [yet], do not forget your share of the world. And do good as Allah has done good to you. And desire not corruption in the land. Indeed, Allah does not like corrupters.*⁵⁴

3. The Process of Quality Assurance System in Education

In broad outline Education Quality Assurance System can be categorized into three main activities, namely: inputs, processes, outputs, and outcomes.⁵⁵

⁵⁴ <http://quran.com/28/>, Al-Quran Surah Al Qashas ayat 77, accessed on Saturday, December 29, 2012, at 20:52 PM.

⁵⁵ Nanang Fattah, *op.cit.*, p. 15.



C. Teacher of Islamic Religious Education

1. The Concept of Islamic Religious Education Teacher

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, coaching, judging, and evaluate students on early childhood education, formal education, primary education, and secondary school.⁵⁶

⁵⁶ Undang-Undang Republik Indonesia No. 14 tahun 2005 tentang Guru dan Dosen, *op.cit.*, p. 3.

Teachers in the Islamic view generally are to educate, which is seeking the development of all potential students as well in the cognitive, psychomotor and affective aspect.⁵⁷

As far as I am concerned that in Islamic religion, teacher is the noble profession because as far as we are knew that our prophet Muhammad (Peace be Upon Him) is good teacher for companions at Him era up to this time. Because in some His prophetic tradition said that:

وَخَرَجَ يَوْمًا عَلَى أَصْحَابِهِ فَوَجَدَهُمْ يَقْرَأُونَ الْقُرْآنَ وَيَتَعَلَّمُونَ فَكَانَ مِمَّا قَالَ لَهُمْ: إِنَّمَا بُعِثْتُ مُعَلِّمًا. رواه ابن ماجة في حديث عبد الله بن عمرو، وفي سنده ضعف⁵⁸

However, Islamic religious education teacher was a master of Islamic science and able to transfer the Islamic knowledge, internalization, and implementation; able to prepare students be able to grow and develop intelligence and self-creation for benefit to themselves and society; able to be a model or central identification and consultant for students; sensitive information, intellectual and spiritual norms and to be able to develop talents, interests and the ability of learners, and able to prepare students who are responsible in building a civilization blessed by Allah.⁵⁹

2. The Competencies of Islamic Religious Education Teacher

In the regulation of this country about teacher and lecturer no. 14 on 2005 mentioned that teacher obliged to has academic qualification,

⁵⁷ Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam* (Bandung: PT.Rosda Karya, 2001), p.74.

⁵⁸ <http://www.saaaid.net/Doat/mongiz/7.htm>, accessed on Monday, June 3rd, 2013 at 19.00 PM.

⁵⁹ Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam Di Sekolah, Madrasah, dan Perguruan Tinggi* (Jakarta: PT Grafindo Persada, 2005), p. 51.

competencies, educator certification, physically and mentally healthy, and should be has the ability to realize the goal of education.⁶⁰

As explained before that teacher is the professional employee that serves to enhance the dignity of teachers as well as its role and function as a learning agent to improve the quality of national education. In addition, with the duties that they have, it demands to them to have some competencies which regulated in regulations this country about teacher and lecturer. The competencies that they should have at least include four competencies according to the regulations such as Pedagogic, Personality, Professional, and Social competencies.⁶¹

a. Pedagogic Competencies

It's mean that the ability to organize the student's learning.⁶² These competencies include student's understanding, design and learning implementation, evaluation for learning result, learner's development to actualize the various potential of each student own. This competence is the ability of teachers in the organizing of learning students at least include as follows:⁶³

- 1) Insight understanding/ education basis
- 2) Understanding of learners
- 3) Development of curriculum/ syllabus

⁶⁰ Undang-Undang Republik Indonesia No. 14 tahun 2005 tentang Guru dan Dosen BAB IV pasal 8, *op.cit.*, p. 8.

⁶¹ *Ibid.*, p. 9.

⁶² *Ibid.*, p. 56.

⁶³ E. Mulyasa, *Standar Kompetensi Sertifikasi Guru*, (Bandung: PT. Remaja Rosdakarya, 2007), p. 75.

- 4) Learning design
- 5) Implementation of an educational and dialogical learning
- 6) Utilizing of learning technology
- 7) Evaluation of Learning Outcomes
- 8) Development of learners to actualize the own potentials.

b. Personality Competencies

Its mean that this competence is the solid personal ability, noble, wise, and dignified be good role and model for students.⁶⁴

Hence, this competence has strong powerful influence for student's personal growth and its personal development. Beside it has role and function in shaping child's personality, in order to prepare and develop good human resources and community's welfare, advancement of state and nation generally.

In relating with explanation above, each teacher has to adequate this competence, even this competence will be the fundamental base for other competencies. In this case, teacher not only demand to make sense the whole subject learning, but the most important is how to create the learning activities as the shaping of own competence and personality quality development of learners.

Teachers as the model of their students should have intact attitude and personality that could be served as the idol and model in all aspects of life. Because teacher should always try to select and perform

⁶⁴ Undang-Undang Republik Indonesia No. 14 tahun 2005 tentang Guru dan Dosen BAB IV pasal 8, *op.cit.*, p. 57.

a positive act in order to pick up good image and authority, especially in front of their students. According to Usman that quoted by E. Mulyasa mentioned that personality competence include as follows:

- 1) The ability to improve personality
- 2) The ability to interaction and communication
- 3) The ability to perform guidance and counseling.⁶⁵

c. Professional Competencies

It's the ability to mastery the subject matter broadly and deeply.⁶⁶ This competence should had by the teacher in order to guide and help the learner to reach and fulfill the standard competencies that expected by National Education Standard. The scopes of this competence are as bellows:

- 1) Understand and be able to implement the educational foundation as well philosophical, psychological, sociological, and so on.
- 2) Understand and be able to apply the appropriate standard learning a theory belongs to the development of students.
- 3) Able to handle and develop the field of subject matter which is its responsible.
- 4) Understand and able to applied the variety of learning methods.
- 5) Could be developed and able to use the several of learning tools, media and relevant learning resources.
- 6) Ability to organize the learning programs.

⁶⁵ E. Mulyasa, *Standar Kompetensi Sertifikasi Guru*, op.cit., p. 117.

⁶⁶ *Undang-Undang Republik Indonesia No. 14 tahun 2005 tentang Guru dan Dosen BAB IV pasal 8*, op.cit., p. 57.

7) Ability to carrying out the study evaluation of students.

8) Ability to develop the student's personality.⁶⁷

From the elaboration above that the professional competence is needed to the teacher of Islamic religious education in carrying of the main duties of teaching and learning process.

d. Social Competencies

According to the regulation in this country mentioned that the social competence is the teacher's ability to communicate and interact effectively and efficiently with students, teachers, parents of students, and surrounding communities.⁶⁸

In some literatures mentioned about the social competencies that included as Slamet PH said that quoted by Saiful Sagala as bellows:⁶⁹

- 1) Understand and appreciate the differences and has the ability to manage the conflict.
- 2) Implement the harmonious co-operation with the colleagues, principal, vice of principal, and other related parties.
- 3) Establish the compact teamwork, intelligent, dynamic, and agile
- 4) Implement the community either oral or written or illustrated effective and fun with the whole of school community, student's parents with full of aware that each of them has a role and responsibilities toward the progress of learning.

⁶⁷ E. Mulyasa, *Standar Kompetensi Sertifikasi Guru*, *op.cit.*, p. 135.

⁶⁸ *Undang-Undang Republik Indonesia No. 14 tahun 2005 tentang Guru dan Dosen BAB IV pasal 8, op.cit.*, p. 57.

⁶⁹ Syaiful Sagala. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. (Bandung: Alfabeta, 2009), p. 38.

- 5) Has the ability to understand toward environmental changing that give an effect to their jobs.
- 6) Has the ability to beat their selves to the values system which prevailed in surrounding of community.
- 7) Implement good organizing principles, for instances: participation, transparency, accountability, enforcement, and professionalism.

D. Character Values

Every human being fundamentally has the potential to characterize according to the nature of the creation man birth, but in later life requires of long process of the character formation through guiding and education. Grounding from Thomas Lickona explained that the character consists of three interrelated parts, namely moral knowing, moral feeling, and moral behavior. Its mean that human characterized are individuals who knowing the good, loving the good, and the good acting.

The ultimate aim of national education set in our mandate constitution 1945 that the government effort and conduct a national education system to increase the faith and devotion to God the Almighty and noble character in the context to intellectualize life of nation. Consciously, Indonesia built the nation by education based on noble character.

The shaping of character or noble character in establishing of an orderly society, safe, and prosperous, then the character values to be important foundation to establish the civilized society and prosperous.⁷⁰

1. Concept of Character Values

In our regulations in this country mentioned that education serves to develop the character development as the output of education would be associated with the values references and norms which develop and hold on by community. Mentioned that value might defined as something that has beneficial for human life and norm regulate the rights and obligations properly and responsible and surely should be the guide for learners coaching.⁷¹

Values as a precious, good, noble, desirable, and considered important by community in the turn need to introduced and implant to children. Grounding to Sanjayana that quoted by Sofan Amri said that value as the norms that good considered by individuals. These belongs to him will bring each individual to carrying out their duties as like value of honesty, the simplicity and so on. In addition Mulyana defined as an aid to students in order to realizing and experiencing the values and placed it integrated with the whole of life. The values in education not only the special program

⁷⁰ Kemendiknas, *Pedoman Pendidikan Karakter Pada Pendidikan Anak Usia Dini*, (Direktorat Pembinaan Pendidikan Anak Usia Dini, Non Formal, dan Informal Kementerian Pendidikan Nasional, 2012), p. 2.

⁷¹ Sofan Amri, dkk. *Implementasi Pendidikan Karakter Dalam Pembelajaran* (Jakarta: Prestasi Pustaka, 2011), p. 82.

that taught through the number of subject matter but also involve the whole of educational program.⁷²

2. Kinds of Character Values

Broadly, values divided into two kinds, namely *values of being* and *values of giving*. *Values of being* are a value that lies within human beings then evolved to be behavior and then the way we do others. And included in values of being are honesty, courage, love of peace, reliability of self, potential, discipline, limit knowing, purity, and suitability. Furthermore, *values of giving* are values that need to be practiced or given and next will be accepted as a given, moreover, included in values of giving are loyal, trustworthy, respectful, love, and compassion, sensitive, selfless, kind, friendly, fair, and generous.⁷³

Bellows are the kinds of values and descriptions that grounded and based on the regulation of this country which appropriate with the character of this country.⁷⁴

Table 2.1
Values and it descriptions

No	Values	Descriptions
1.	Religious	Attitudes and behaviors which are obedient in carrying out the teachings of their religion, tolerant implementation of worship of others religion, and live in harmony with other faiths.
2.	Honesty	Behaviors that based on efforts to make himself as one

⁷² *Ibid.*, p. 83.

⁷³ Aceng Kokasih, *Konsep Pendidikan Nilai*, artikel filetype: pdf, p. 7.

⁷⁴ Zubaedi, *op.cit.*, p. 74.

		who always believed in the words, actions, and work.
3.	Tolerance	Attitudes and behaviors that respect the differences of religion, race, ethnicity, opinions, attitudes and actions of other who differ with him.
4.	Discipline	Action that show the orderly and submissive behavior in a variety of rules and regulations.
5.	Hard work	Behavior that demonstrated serious effort in overcome variety of the barriers of study and assignment and completed the task as well.
6.	Creative	Thinking and doing something to produce new way or new result from something that has been owned.
7.	Independent	Attitudes and behavior that do not depend on others in completing the assignment.
8.	Democracy	The way of thinking, act, and the action to assess the same rights and obligation with others.
9.	Curiosity	Attitudes and behavior are always trying to find something depth and breadth of the things that learned, seen, and heard.
10.	Nationalism Spirit	Way of thinking, act, and insight that put states and nations necessary up to the self's and group's interest.
11.	Patriotic	Way of thinking, act, and deed to show the loyalty, care, and language appreciation, physical environment, social, culture, economic, and political state.
12.	Achievement Appreciation	Attitudes and actions which drove themselves to produce something useful for society, and recognize and honor to the other successful.
13.	Friendly and Communicative	Actions to show that happy in talking with other, socialize, and cooperate with others.

14.	Love of Peace	Attitudes, words, and actions that caused other people feel happy and secure cause the presence of him or her.
15.	Delight in Reading	Action to provide the time to read a variety of reading books that gives the virtue for him.
16.	Environmental Care	Attitudes and action that always to prevent from any environmental damage, and develop the efforts to repair the environmental damage which occurred.
17.	Social Care	Attitudes and actions to always give any helpful to others and society that needed.
18.	Responsibility	Attitudes and actions to carrying out the duties and obligations, are should to do for themselves, society, environment (natural, social, and culture), state, and One almighty God.

Besides, those values mentioned above there was one value that unless important that should be implant to student's personality in school, i.e.

Simplicity, here it has mean great, is not necessarily passive rather than a means poverty or destitution. But it has an element strength or endurance, self-control in the face on struggling life with all the difficulties. And behind of this character will be shine great soul, bold move on to face the struggle of life and never persist in any condition of circumstance. It will also grow the strong mental and strong character that requirement of

struggling in any aspect of life.⁷⁵ Besides, the simplicity defined as suit with the necessary no exaggeration, and naturally.



⁷⁵ K.H. Abullah Syukri Zarkasyi, MA, *Sambutan Pimpinan Pondok Modern dalam Acara Puncak Kesyukuran Delapan Windu*, dokumentasi peringatan delapan windu, (Gontor: 1991), p. 12.

CHAPTER III

THE METHOD OF RESEARCH

Research could be defined as an effort to find the correct answer to problem based on the logic and supported by empirical facts. It also can be said that the research is the work being carried out systematically through the process of data collection, data processing, and draw conclusions based on data using specific methods and techniques.⁷⁶

And then research is needed in any aspect of life to find the truth, especially in educational aspect.

A. The Approach and Type of Research

1. Approach of Research

In accordance with the problems that are focus on this research, the researcher used the qualitative approach. Because the data that will catch is have the qualitative quality. According to Bogdan and Taylor defined as the research procedures which could be produces the descriptive data, it will be words written or spoken from others and behavior that observed. According to them, this approach is directed at the background and individual in a holistic (whole). So, in this case should not be isolate the individual or organization into a variable or a hypothesis, but need to see it as part of the whole thing. In addition, to that, Kirk and Miller might define that the qualitative research is certain tradition in educational social science,

⁷⁶ Akhmad Sudrajat, *Konsep Dasar Penelitian Pendidikan* (<http://akhmadsudrajat.wordpress.com/2010/02/09/penelitian-pendidikan/>) accessed on Tuesday, July 24, 2012 on 21.30 pm.

fundamentally dependent on human observation of both the region and in the terminology.⁷⁷

The researcher use the qualitative approach because in accordance with the focus of research and surely the data that will be present is descriptive qualitative data rather than the number. Beside the qualitative approach used more in research about social aspect.

According to Nasution in his book "*Metode Penelitian Naturalistik Kualitatif*" mentioned that essentially of qualitative research is to observe human being in environment life, interact with them, and try to understand the language and their interpretation about the world around them. Thus, for researcher should go to the site and be there for a long time. What actually qualitative researcher did rather same with a detective or a spy, explorer or a journalist who also jumped into the site to understand in certain inner man by gathering a lot of data. Surely, what the scientist did precise, format, and sophisticated.⁷⁸

There were the specific characteristics of qualitative research, which are: 1) the data source is reasonable or natural setting, 2) researcher as the research instrument or key instrument in this research, 3) the qualitative research is descriptive, 4) concerned to the process than result, 5) search the meaning behind the phenomenon, 6) prioritize the direct data or first hand, 7) triangulation, 8) highlight the detail contextual, 9) subject that will be research viewed same position with researcher, 10) respondent perspective

⁷⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2012), p. 4.

⁷⁸ S. Nasution, *Metode Penelitian Naturalistik Kualitatif*, (Bandung: Tarsito, 2003), p. 5.

prioritizes, 11) verification, 12) use purposive sampling, 13) use audit trail, 14) participate without disturbing, and 15) analyzing since the first research.⁷⁹

The aims of this study to describe the empirical reality in accordance with the phenomenon in detail and thoroughly, and to disclose symptoms holistic contextual through the collection of data from natural setting avails researcher as a key instrument. In line with the explanation above, using the qualitative data will produce the descriptive data about the role of principal in ensuring the quality assurance of student's character values at MAN 3 Malang.

2. Type of Research

As for the type of research used in this study was a qualitative descriptive research. In addition, according to Strauss and Corbin that quoted by Basrowi and Suwandi mentioned the qualitative descriptive research is type of research which produces the findings that could not achieve by statistic procedures or by any quantification. This study used to research the society life, history, and behavior, organization functional, social movements, or kinship.⁸⁰

Qualitative descriptive research used in this study, because the researcher would like to elaborate and describe "The Role of Principal in Ensuring the Quality Assurance of Student's Character Values at MAN 3 Malang.

⁷⁹ *Ibid.*, p. 9.

⁸⁰ Basrowi and Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008), p. 1.

B. The Presence of Researcher

In the qualitative research the presence of researcher is needed absolutely, because in this study the researcher himself that will be the main data collection.⁸¹ In accordance with the characteristic of qualitative research above that the researcher is the key instrument. And the presence of researcher in this study takes role as the participant in site; it's mean in the collecting data process the researcher participates in site of research and follows the activities actively. Thus, the position of researcher in qualitative research has multifunction role as the planner, actor of data collection, analyst, data interpretation, and eventually he or she becomes the reporting of research result.⁸²

C. The Site of Research

As for the site of research in this study, the researcher interests to select the site in Malang city, East Java, which the site is strategic place located in the hearth of Malang city, that is MAN 3 Malang. Based on either academic or non-academic achievement of MAN 3 Malang as the reason of researcher to do further research and observe.

Even, nowadays by the changing of principal, there was significance changing in every aspect. Beside, MAN 3 Malang has good perspective in the society. According to that reality the researcher select MAN 3 Malang as the site of research.

⁸¹ Lexy J. Moleong, *op.cit.*, p. 9.

⁸² *Ibid.*, p. 168.

D. The Sources of Data

It's mean here the data that will get in research is subject where from the data will get.

To Lofland and Lofland quoted by Moelong mentioned that the main source in qualitative research is words and action, and for addition form the additional data, for instance document and others.⁸³ And then, some sources that used in this research, as follows:

1. Primary Sources

John W. Creswell said that the primary sources consist of literature reported by the individual(s) who actually conducted the research or who originated the ideas.⁸⁴ In this study the primary sources go through done interview and observation. The data source includes:

- a. The principal of MAN 3 Malang
- b. The vice-principal of curriculum, of public relations, of facilities and infrastructure, and vice-principal of students affair of MAN 3 Malang
- c. The Chief of Specialized staff of quality assurance of MAN 3 Malang
- d. Teacher of Islamic religious education MAN 3 Malang

2. Secondary Sources

Mentioned that secondary sources, however, is literature that summarize primary sources. Beside, secondary sources are helpful as begin

⁸³ *Ibid.*, p. 157.

⁸⁴ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Canada: TexTech International, Pearson Education, Inc., 2008), p. 83.

review, to explore and determine the range of materials on a topic that quoted from John W. Creswell.⁸⁵

In addition, this study through did the other sources outside words and actions that is written data sources or document from the relevant parties in MAN 3 Malang and any relevant literatures by the discussion.

E. Data Collection

Another aspect of qualitative research to gain the result of research used any data collection. In this study to get data used any methods such as:

1. Observation

When educators think about qualitative research, often have in mind the process of collecting observational data in a specific school setting. Define that, observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas. Some of the disadvantages of observations are that will be limited to those sites and situations where can gain access, and in those site may have difficulty developing rapport with individuals. Beside, observing in a setting requires good listening skills and careful attention to visual detail.⁸⁶

⁸⁵ *Ibid.*

⁸⁶ *Ibid*, p. 213.

From the explanation above, concluded that observation is the simple method in research methodology. It used more in visual and listening skill; all the activities that happen in site could be the data. Particularly, it could be observation through five senses which are then records any activities. This study used it to observe directly in field, mainly about:

- a. The geographical position and physical state of MAN 3 Malang
- b. The state of facilities and activities of MAN 3 Malang
- c. The pattern of enhancement and development of Islamic religious education's teacher in MAN 3 Malang

2. Interview

Interview is a conversation with a purpose. Conversation was conducted by two parties; the interviewer is asking questions and interviewee that provide answers to that questions.⁸⁷ Beside, other expert said that it may define as a conversation between two people or more and lasted between interviewees and interviewers. The purpose of the interviews was to obtain information on where the interviewer asks questions to be answered by the interviewee.⁸⁸

In broad outline the interview is divided into two kinds, which is structured and unstructured. Unstructured interview is often also called in-depth interviews, intensive interviews, qualitative interviews and open-ended interview, ethnographic interviews. In addition, usually it used in the naturalistic research, especially in the beginning level use

⁸⁷ Lexy J. Moleong, *op.cit.*, p. 186.

⁸⁸ Wawancara, (<http://id.wikipedia.org/wiki/Wawancara>) accessed on Wednesday, July 25, 2012 on 14:37 PM.

unstructured interview in order to get the information detail and deep about other views. While structured interviews are often also called the raw interview (standardize interview), which the arrangement of questions determined before.⁸⁹

As for this interview method will done with the informant as follows:

- a. The Principal of MAN 3 Malang
- b. The Vice-principal of curriculum, of public relationship, of facilities and infrastructure, and vice-principal of students affair of MAN 3 Malang
- c. The Chief of special staff of quality assurance of MAN 3 Malang
- d. Teacher of Islamic Religious Teacher MAN 3 Malang

3. Document

A valuable source of information in qualitative can be documents. Documents consist of public and private record that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minute of meetings, personal journals, and letters. These sources provide valuable information in helping researcher understand central phenomena in qualitative studies. Furthermore, documents represent a good source for text (word) data for a qualitative study and they represent a growing data source for qualitative researchers.⁹⁰

Sugiyono said that document is a record of past events. Document might form as word (text), picture, or monumental works. Nevertheless,

⁸⁹ S. Nasution, *op.cit.*, p. 72.

⁹⁰ John W. Creswell, *op.cit.*, p. 83.

document is the complement of other methods of qualitative study such as observation and interview. Beside quoted from Bogdan said that in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief.⁹¹

Hence, in this study the documents that needed is about the history of MAN 3 Malang, vision and missions, background study of teacher, student data, teacher data and permanent employees and the organizational structure of MAN 3 Malang. Furthermore, the data that already got is expected could answer the questions about the role of principal in ensuring the quality assurance of student's character values at MAN 3 Malang.

F. Data Analysis

After the variety of data are collected and to analyze it use the descriptive analysis technique, its mean that researcher attempt to describe the data collected about the role of principal in ensuring the quality assurance of student's character values at MAN 3 Malang.

In data analysis of qualitative research, according to Sugiyono that quoted from Bodgan said that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that we accumulate to increase our own understanding of them and to enable we to present what we have discovered to others. Data analysis done by organizing the data, translate it into units, synthesized into a set pattern,

⁹¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012), p. 329.

choosing what is important and that will be studied, and make conclusions that could be narrated to others.⁹²

Analysis data in qualitative research usually did since in the beginning of research, before entering to the site, during in the site, and after data collection process.

The one way that suggested in this study to follow the following steps which in general nature, that are:

1. Data reduction

Data reduction means summarizing the data, choosing the subject matters, focusing on the things that are important, look for themes and patterns and discard unnecessary. Thus the data have been reduced will give a clearer picture, and easier for researchers to conduct further data collection, and look for it when needed.

In the data reduction, every researcher will be guided by objectives to be obtained. The ultimate goal of qualitative research is findings. Therefore, when researcher in the research activities found something weird which unknown before, has no certain pattern, that's exactly what should be the concern of researcher in conducting the data reduction. Beside, data reduction is sensitive think process that needs the intelligent, broad-mindedness and the depth of insight highly. For the beginner researcher, in performing the data reduction can be discussed with friends or others who are considered experts. Through discussion, the researchers will develop his

⁹² *Ibid.*, p. 334.

or her insight, so that it can reduce the data that has a value of findings and theory development significant.⁹³

And then in this study, the data that will obtained from the key informants that are principal, curriculum section, quality assurance section, teacher of Islamic religious education at MAN 3 Malang, in order to achieve the picture systematically that appropriate with the objectives of this research, as well as data that got from complement informant.

2. Display of data

In this case, in qualitative research, display of data could be done in the form of brief description, charts, relationship between categories, flowchart and as kinds. To Miles and Huberman that noted by Sugiyono mentioned that the most frequent form of display data for qualitative research data in the past has been narrative text.⁹⁴ After the data is collected and already analyzed, reduced, and classified by groups of problems are studied, so allow inferences the verification about the role of principal in ensuring the quality assurance of student's character values at MAN 3 Malang.

3. Verification

The next steps of data analyzing in qualitative research is verification or inferences. Preliminary conclusions expressed are tentative and will change if not found strong evidence to support the next phase of data collection. But if the conclusions are presented in the early stages,

⁹³ *Ibid.*, p. 338.

⁹⁴ *Ibid.*, p. 344.

supported by valid evidence and consistent when researchers returned to the field to collect data, then the conclusion is put forward a credible conclusion.⁹⁵ In this step, researcher tries to inferences in accordance with the theme to find the meaning behind from the data collected.

However, those three kinds of analysis activity mentioned before are interconnected and continue during the research conducted. So the analysis is a continue activity from the beginning to the end of the study.⁹⁶

G. Checking the Validity of Data

Checking the validity of data is the important aspect that should be done by the researcher in order to get the valid data that already collected before and it also avoid the mistake in the process of data collection process in research, which surely give any effect for the result of study. And also it might define that the researcher determines the accuracy or credibility of the findings through any strategies or techniques.⁹⁷

As for technique to checking the validity of data in this study and the credibility needed to investigate used *Triangulation*. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.⁹⁸ Triangulation that will use in this study is sources triangulation by checking the data that have been obtained through multiple sources such as informant, time and technique of collecting data.

⁹⁵ *Ibid.*, p. 345.

⁹⁶ S. Nasution, *op.cit.*, p. 130.

⁹⁷ John W. Creswell, *op.cit.*, p. 259.

⁹⁸ Sugiyono, *op.cit.*, p. 372.

In this study the authors using triangulation based on the sources which means compare and check back a degree of confidence that information obtained through time and different tools in qualitative research. And this can be achieved through by the ways:

- 1) Comparing the result of data from observations with the data from interviews,
- 2) Comparing what the person publicly associated with what said privately,
- 3) Comparing what people said about the situation of the research with what was said all the times,
- 4) Comparing the situation and someone perspective with a different opinions and views other people such as common people, people who in secondary and high education, and government,
- 5) Comparing the result of interviews with the content of a related document.⁹⁹

H. Stages of Research

The stages of research in this study there are three, namely: pre-court stage, the stage of field work, and finishing stage. The following descriptions in detail and sequences:

- 1) Pre-court stage
 - a. Choose the site of research as consideration.
 - b. Care licensing the research's proposal informally (to the school).
 - c. Conduct the field assessment and assess the situation, in order to adjust with MAN 3 Malang as the research object.

⁹⁹ Lexy J. Moleong, *op.cit.*, p. 331.

2) The stage of field work

Includes the data collection activities related to:

- a. Research on the role of principal in ensuring the quality of Islamic religious teacher in implementing character values, involving several informants to obtaining the data.
- b. Entering the site by observing, record the data or information that related with the performance of principal. All the entire of data collected and then conducted in-depth interview with principal based on the data obtained in the field in the whole activities at MAN 3 Malang.
- c. Take role as well as collecting of data.

3) Finishing stage

Finishing stage is the last stage of the study. In this stage, the researcher arrange the data which already analyzed and concluded in the form of scientific papers, namely the research report which refers to the rules of the writing of scientific papers which applied in the sphere of Tarbiyah Faculty The State Islamic University of Maulana Malik Ibrahim Malang.

CHAPTER IV

RESEARCH FINDING

A. Description of The Research Object

1. Profile of MAN 3 Malang

Name of School	: MAN 3 Malang
Number of School Statistic	: 13113573002
Year Standing	: 1992
School Address	: Jl. Bandung No. 7 Malang
	: Kecamatan Klojen
	: Kota Malang
	: Propinsi Jawa Timur
Phone/ Fax	: (0341) 551357/ (0341) 559779
School Status	: Negeri
Land Area	: 16,810 m ²

2. The History of MAN 3 Malang

State of Islamic Senior High School (MAN) 3 Malang is one of the country's leading Islamic Schools in Indonesia established in accordance with the functions of the State Religious Teacher Education (PGAN) 6 of Malang with the Minister of Religious SK Number 42 Year 1992 on January 7, 1992. Thus, the history of MAN 3 Malang is inseparable with the history of PGAN 6 Malang is one of the oldest and Indonesia's leading.

PGAN 6 of Malang at that time is very proud of the educational institutions as most of the influential alumni to be added in the community.

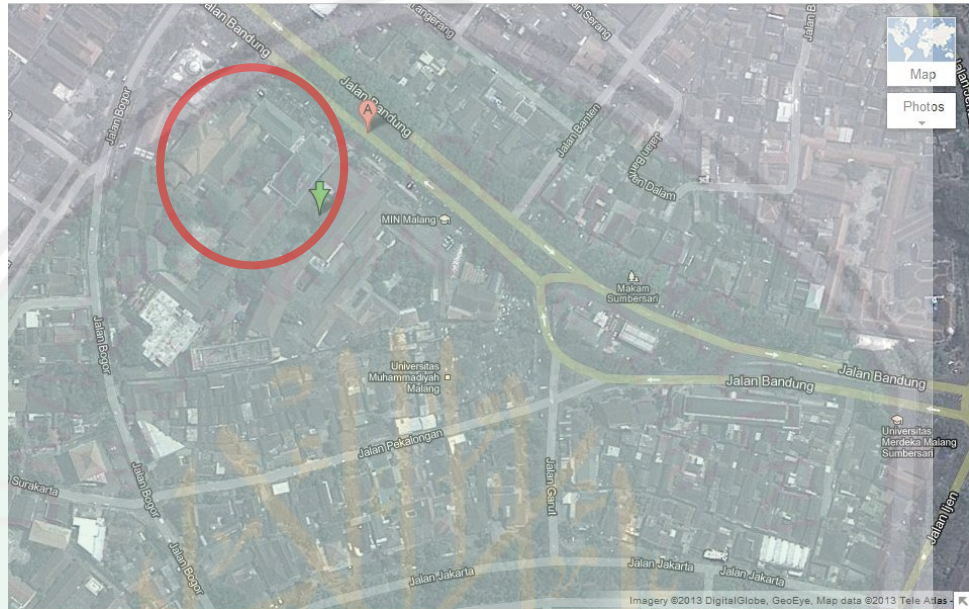
In addition, many of alumni who became added and important office in the department of religious ranged or other departments until PGAN 6 of unfortunate very known by the eastern Java in particular and Indonesia in general. The great name of PGAN 6 years Malang, the institution will continue after switching functions into MAN 3 Malang based on the decision of the Minister of Religion Affairs Number 42 July 1, 1992.

MAN 3 Malang is the board of public education at the secondary level held by the Religious Department which has superiority in understanding Islam. MAN 3 Malang has been selected by the Department of Religion be one of the models in Indonesia based on SK Dirjen Binbaga Islam Number E.Iv / PP.00.6/KEP/17.A/1998 date of February 20, 1998 has tremendous potential to become a center of excellence academic and non-academic. It is congruent with the vision that brought, namely the existence of madrassas as a model of excellence and reference in academic and non-academic qualities and noble character.

In a recent five-year period of time, MAN 3 Malang manifests itself as one of the leading Islamic Schools and performance in Indonesia. It was shown by many academic and non-academic performances at both the local, regional, and national levels. About 75 percent of graduates have also been accepted at State Universities (PTN) in Indonesia among other leading UM, UB, UIN, UNEJ, ITS, UNAIR, UNESA, UNDIP, UGM, ITB, and UI. In fact, many of the graduates are also accepted at some foreign universities

such as the Cairo Egypt, Morocco, Saudi Arabia, Sudan, Australia, Malaysia, Japan, and United States.¹⁰⁰

3. The Geographical Location of MAN 3 Malang



Picture 4.1

MAN 3 Malang is located on Jl. Bandung No. 7 Kelurahan Penanggungan Kecamatan Klojen, Malang. The school has a strategic geographical place, because it is located on the route some public transport routes from various terminals in Malang, making it easier for students to travel to go to school or home.

With the support of very easy transport and publishing of Madrasah widely, and everywhere in the surrounding community, then this college favored by students at the madrasa environment both in rural and urban areas, but also students from outside the district or outside the district east java . The existence of a strategic geographical situation causes fans to rise.

¹⁰⁰ Dokumentasi Rencana Kerja Madrasah Aliyah Negeri 3 Malang Tahun 2010-2013.

Since education 2000/2001, MAN 3 Malang much sought after by the parents of students both in and outside Malang region.

4. The Mandate, Value of Excellence, Vision and Mission of MAN 3 Malang¹⁰¹

a. Mandate MAN 3 Malang

As an educational institution under the Ministry of Religious Islam, MAN 3 Malang mandate:

- 1) Position of trust as a public school distinctively Islamic.
- 2) Position of trust as a madrasah model.
- 3) Position of trust as a madrasah that develops academic ability, non-academic, and noble character.

b. Value of Excellence

In carrying out its activities, MAN 3 Malang must uphold and practice the values as follows:

- 1) Faith and piety
- 2) Truth
- 3) Good
- 4) Intelligence
- 5) Togetherness
- 6) Beauty

¹⁰¹ Pedoman Manajemen MAN 3 Malang Tahun 2012-2013.

c. Vision

“Terwujudnya madrasah model sebagai pusat keunggulan dan rujukan dalam kualitas akademik dan non akademik serta akhlaq karimah”

Based on a vision of school above could be known that MAN 3 Malang is committed to forming a young generation is not only to be smart and excellence students but also to have a good character.

d. Mission

- 1) Build a learning Madrasah culture and spirit to encourage the excellence
- 2) Developing Human Resources madrasah competent
- 3) To coordinate education that produces qualified graduates of academic and non-academic as well as noble character
- 4) Develop a management and system of Madrasah based on quality assurance
- 5) Establish and maintain a healthy environment, conducive, and harmony
- 6) Increase the role of stakeholders in the development of the Madrasah
- 7) Establish Madrasah that meets the educational national standards
- 8) Creating oriented Madrasah in international standards

5. Organizational Structure

Organizational structure of MAN 3 Malang is including school principal who have always worked together with school committees and

any aspects of education in the establishment the quality of education in school.

There are four vice-principals, who each have a field/ job in particular, assist the principal. Four vice-principals is vice principal of curriculum, vice principal of the relations of the public school, vice principal of students, and the vice principal of facilities and infrastructure. Besides, there are also specialized staff to assists the field work of principal, such as specialized staff of religion affairs, specialized staff of Islamic boarding school, specialized staff of venture partners, specialized of quality assurance, and specialized staff of financial control. The chain of lines of command and coordination, can be seen in the appendix, connects all of component above.

Principal	: Dr. H. Ahmad Hidayatullah, M.Pd
Vice principal of curriculum	: Drs. Mochammad Djasa
Vice principal of the relations	: Drs. Sukri, M.Pd
Vice principal of students	: Drs. Merdi Yurianto
Vice principal of facilities	: Drs. Moh. Djazuli
Specialized staff of religion affair	: Gunawan, S.Ag, M.A
Specialized staff of Ma'had	: Gunawan, S.Ag, M.A
Specialized staff of business	: Ahmad Thohir Yoga, M.Pd, M.Ed
Specialized staff of quality assurance	: Drs. Sukri, M.Pd
Specialized staff of financial control	: Drs. Suwito

6. School Policy

a. Policy of Quality

MAN 3 Malang is committed to forming a young generation is not only to be smart and excellence students but also to have a good character. In addition, based on the mandate, value of excellence, and mission owned reflects determinations to continue to develop in order to improve the quality of education. In addition, it for an educational purpose enacted.

b. Policy of Uniform

Monday-Tuesday : White shirt and Gray skirt

Wednesday-Thursday : Batik shirt and White skirt

Friday-Saturday : Scout uniform

Tie : For boys Gray

Belt : Black

Stocking : Monday-Tuesday : White

Friday-Saturday : Black

Shoes : Black

How to dress

For Boys :

Shirt tucked in and uses the tie except Wednesday and Thursday

For Girls :

Issued a shirt and scarf up close ass pointless

c. Policy of Time of Lesson

MAN 3 Malang implements the provisions of the time of lesson as follows:

Every Monday up to Friday the school starts at 06.30 am and ended at 15.30 pm. With duration of one hour of lesson are 45 minutes and the first break at 09.40 am and the second break at 11.30 am. Meanwhile, at Saturday the school starts at 06.30 am and ended at 11.30 am.

7. The Condition of Facilities and Infrastructure of MAN 3 Malang¹⁰²

Currently supporting facilities for learning in MAN 3 Malang, among others:

- a. Three (3) an auditorium with a capacity of 1000.500, and 100 respectively, beside of for student activities center and training are also often hired by other agencies or the public for activities seminars, workshops, wedding receptions, training of pilgrimage, etc.. Surely, the result of rent benefit for school development interests
- b. Language laboratory units full computerized
- c. Library area has been equipped with audio visual room which was used to process a table of learning
- d. CCTV and controlling room
- e. Each one (1) unit of biology lab, physics, chemistry, and computer.

¹⁰² Pedoman Manajemen MAN 3 Malang Tahun 2012-2013.

- f. Internet Center with a capacity of 40 units of computers that allow students to access the daily tests, tasks, and the monthly result of study and learning resources on-line.
- g. Healthy room or UKS to take care of a doctor who always stand by providing health services for students, teachers and school staff.
- h. Family drug crop gardens as learning orientation for student drug cultivation.
- i. Outdoor Learning pleasant place
- j. Multimedia room to do paper presentation, paper etc.
- k. Radio broadcast space to call knowing in the wider community.
- l. LCD and screen in all classes to allow the execute interactive learning with learning media. It is intended to cover the pattern of an increasingly individualized learning (self-contained) according to speed and learning styles of students.
- m. The gardens are designed as beautiful as possible learn until students feel comfortable to learn, especially for daytime classes that most outdoor implemented to eliminate saturation..
- n. Student dormitory that can accommodate about 400 students. The hostel is particularly intended for students to be given enrichment performance-intensive learning enrichment..
- o. Joint Learning Resource Center (PSBB) equipped with accommodation capacity of 120 people. Working with the Department of Religion and some College leading in East Java as UNAIR, UM, UNESA, UB, ITS,

and others have been and are currently running a wide variety of training for good teachers or East Java level National level.

- p. The bathrooms are comfortable and clean
- q. The stations all other support aimed at improving the quality of education in MAN 3 Malang as M3M FM Radio studio, music studio, sporting, green house, café, convenient parking, etc.

8. The Condition of Teachers and Employees of MAN 3 Malang

Teachers as the educator should have the competence and qualification of adequate knowledge, MAN 3 Malang in preparing teacher educators have adequate qualifications, good teaching competency standards or in terms of education.

As for the details of MAN 3 Malang teacher profile as follows:

- a. Always appeared to be a believer, and Muslim, wherever it is
- b. Having extensive knowledge insight and professionalism and dedication
- c. Creative, dynamic and innovative in the development of knowledge
- d. Attitude and behavior trust, honorable and could be another example of academic members.
- e. Highly disciplined and always adhere to the code of ethics for teacher.
- f. The ability to use reasoning and scientific thinking high acuity
- g. Have a greater awareness of the work based on the intention of worshiping, and always striving to improve personal qualities
- h. Knowledgeable and wise in facing and solving problems

- i. Have the ability anticipatory future and be proactive.

The Principal, vice-principal of curriculum, and public relations as well as some teachers have Cooperatives study, the short course and study abroad such as: New Zealand, Australia, Canada, Egypt and Brunei Darussalam. With comparative studying abroad, there is no doubt that in terms of quantity and quality of human resources, especially the head madrasa as policyholders, teachers, and those who sit in the agency.

In sharing the duties of an officer working under job qualifications, means adapted to the economic situation and dedication. Each teacher will get 24 hours of lessons per week, if it appears at the lessons taught for more than 24 hours per week, then the teacher will get additional royalty. This is a discerning and wise policy of the principal in Madrasah Aliyah Negeri 3 Malang for educators.

Along with the rapid of progress to improve the quality, then MAN 3 Malang continue to housekeeping by conducting construction on teachers and officials. Construction is done either through increased professionalism and continuing education to S2, S3, training, courses, seminars, guest lectures, upgrade, upgrade of competencies, etc.

Above implied that the association in peace continues to provide these protections and improvements through construction and development to produce a quality construction service process, so hopefully can produce best quality output.

9. The Condition of Students of MAN 3 Malang

Student is someone who created to be object as well as a subject in education; in this case student is a responsible who take a active role in learning process. Talents, motivation, and supports of the students who make successful educational institutions applied.

a. Planning and student acceptance

Motivate students to get into MAN 3 Malang quite much. While acceptable in MAN 3 Malang go through entrance tests. Test in which through the last result and also tests in reading of Holy Qur'an is useful when there is a corresponding value in last of result. If the values are the same result (lower result) then the acceptances of undergraduates who have taken the highest value of the test results read and write of the holy Qur'an.

b. Procedure groupings of students

Students are grouped according to the ranking / report performance for Class I use ranking and the last result of national examination. This is valid for one semester two randomized procedure again, by ranking or value of report student for one semester. Whereas for class II and III according to the ranking of each major. About these grouping students not informed of the class occupying the highest ranking. It is expected to be able to expand and improve its performance with a maximum, as are other classes that would need

special attention, especially in the position or class lowest ranking. To the convergence program IPA, IPS and English began at class II.

c. Procedures of guiding and disciplinary of students

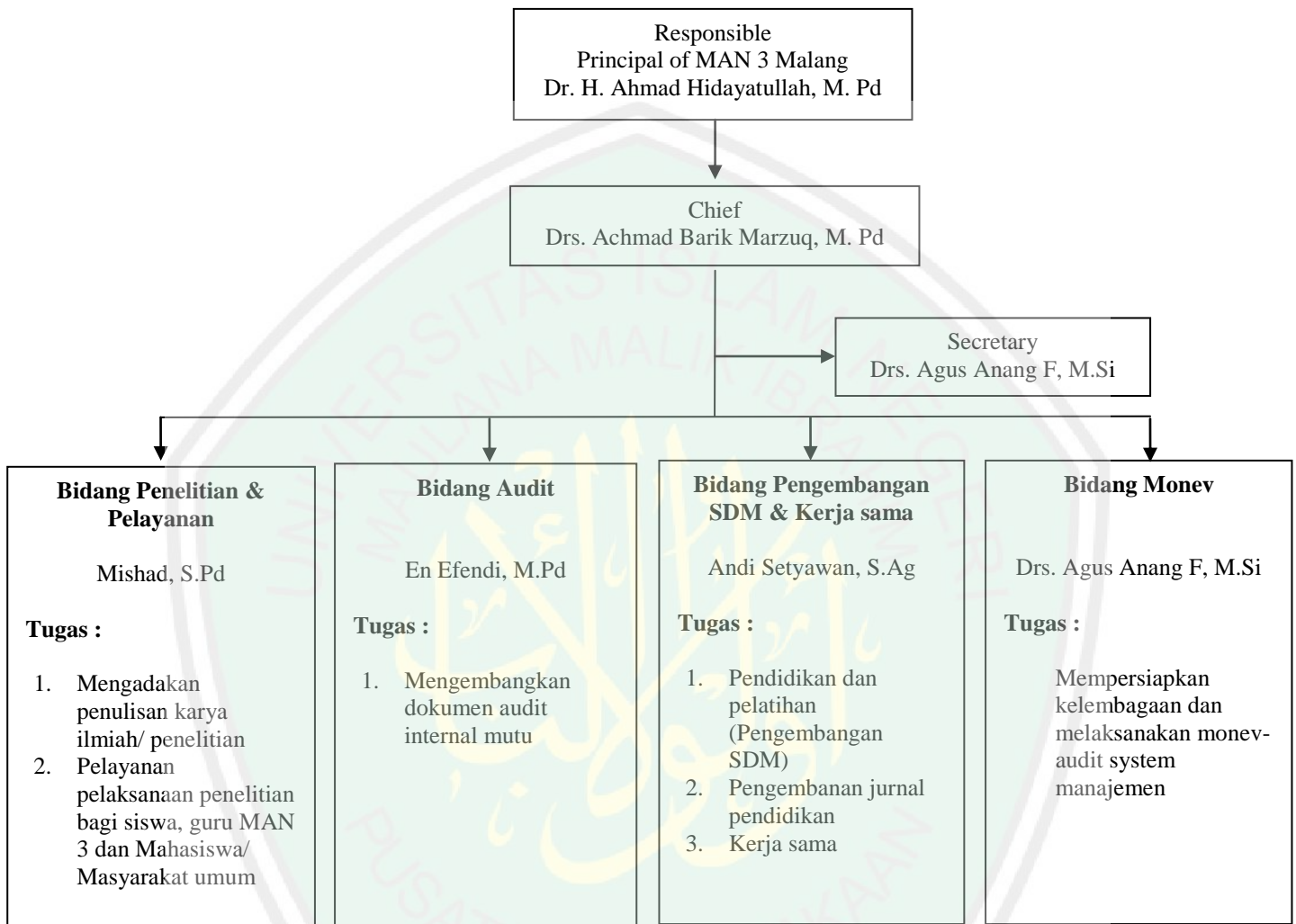
In an effort to improve student discipline and order to be one of the conditions to be considered in this case to build students to be disciplined enough to make a strict disciplinarian, by a publication of "KONASI" of building performance and potential contacts with a view to improving the quality of education.

10. The Quality Assurance at MAN 3 Malang

Quality assurance is the overall support program activities in various parts of the madrasa education's system to ensure that the quality of products or services produced are always consistent with the ideal standard designed / used as a madrasah destination. Contained in the quality assurance are process of setting and meeting quality standards for management education consistently and continuously, until the whole stakeholders gain satisfaction

System of quality assurance in school at MAN 3 Malang is a system developed and implemented to ensure that the quality of madrasah education can be maintained and enhanced in accordance with the planned promised. Madrasah quality assurance process is an activity, independently, so the process is planned, conducted, and operated by MAN 3 Malang.

a. Organizational structure of Quality Assurance at MAN 3 Malang



Picture. 4.2

b. The scope of the quality assurance

With constant reference to the vision and mission of MAN 3 Malang, education quality assurance system includes a number of standard madrasah educations consisting of:

- 1) Competency standard holder
- 2) Fill standard

- 3) Process standard
- 4) Teachers and Education employee standard
- 5) Facilities and infrastructure standard
- 6) Management standard
- 7) Education funding standard
- 8) Standard level customer satisfaction (stakeholders)
- c. Educational quality assurance mechanism on MAN 3 Malang

Education quality assurance MAN 3 Malang implementation cycle approach that supports the education maintenance process environment, which are:

- 1) Planning

Planning related to quality planning, including quality policy setting, goal setting quality indicators with the results, and setting procedures for the achievement of quality goals.

MAN 3 quality policies are effectively and continuously strive to produce graduates with the competencies that are relevant to the needs of stakeholders; supported by the member commitment to quality by all components involved in the educational process, namely:

- a) Academic field

- (1) Students obtaining a satisfactory learning services and achieve the desired competency
- (2) Achieve a passing score 100%

b) Administration and support of education field

- (1) Routine procedures are implemented effectively with stakeholders minimum time
- (2) Administrative staff is friendly and helpful
- (3) Always conducive environment for learning
- (4) Learning facilities that continues to be developed and ready to be used for activities

Planning refers to the process of education quality policy, objectives, targets and quality standards of education quality.

2) Organizing

In the function of organizational, it can connected with the activities to create an effective and harmonious relationship of all components within the scope of formal and informal, together to improve the quality as a common purpose.

Functional activities include: restructuring job descriptions, organizational structure with the principle of the right man on the right place in accordance with the powers and high responsibilities.

3) Acting

To ensure the quality of education, then the whole process of education, including education administrative services carried out in accordance with established quality standards. Head of the program can handle the entire process of education standards, including motivating and building teachers, clerical staff and students to carry

out their role in accordance with standards, monitor their implementation and provide feedback to the relevant parties and ensure the implementation of appropriate reward and punishment with conditions that occur

. Various file supporters, instrument monitoring and check list prepared in accordance with the standards specified and required by the parts involved. It demands commitment of all components of the member of MAN 3 related, including management element in its duties and functions, respectively. Availability of the necessary facilities and infrastructure is also a prerequisite that must be met.

4) Evaluating

Performance evaluation process and guarantee quality education with self-assessment performed by each madrasah education program, an internal audit of the implementation process and results in the madrasa education by the quality assurance, and evaluation by an outside party, in this case may be by the National Accreditation Department (BAN).

Periodically, i.e. the end of each academic year, institutions do self-evaluation (including performance indicators measurement), draw up plans of improvement and compiling reports on the implementation of the education program to the principal. In five years self-evaluation report has tracer outcome study (graduate

study) and or graduate consumer survey. Besides, the board regularly reviews the database for accreditation requirements every five years.

The principal followed by performing internal audit reports and provide feedback/ recommendations for improvement in coordination with quality assurance body to complete the energy audit.

The results of each of the above processes presented and discussed in the workshops of educational quality assurance that implemented gradually and jointly considered follow up for continuous improvement.

d. Education program performance indicators ¹⁰³

Category	Indicator	Calculation way
<i>Input</i>	Persentase siswa dengan NEM tinggi	Siswa baru 5 tahun terakhir
	Rata-rata NEM siswa baru	Siswa baru 5 tahun terakhir
	Tingkat kompetensi siswa baru	Siswa baru tahun terakhir
	Asal sekolah siswa baru	Siswa baru tahun terakhir
	Rasio guru-siswa	5 tahun terakhir
	Persentase guru berpendidikan S2	5 tahun terakhir
	Rasio kecukupan ruang kelas dan laboratorium	5 tahun terakhir
	Rasio kecukupan alat bantu pembelajaran	5 tahun terakhir
	Rasio kecukupan koleksi buku teks < 5 tahun diperpustakaan	5 tahun terakhir
<i>Process</i>	Rata-rata nilai rapor pendidikan semester berjalan	Siswa semester berjalan

¹⁰³ Pedoman Manajemen MAN 3 Malang Tahun 2012-2013.

	Persentase siswa dengan nilai rata-rata tinggi	Siswa semester berjalan
	Rata-rata lama penyelesaian studi	
	Tingkat kehadiran siswa	Absensi satu semester
	Tingkat kehadiran staf pengajar	Absensi satu semester
	Ketepatan jadwal pemeriksaan ujian dan pemasukan nilai	Waktu pemasukan nilai
<i>Output</i>	Jumlah lulusan pertahun	Lulusan 5 tahun terakhir
	Persentase kelulusan dengan nilai tinggi	Lulusan 5 tahun terakhir
	Rata-rata IPK lulusan	Lulusan 5 tahun terakhir
<i>Outcome</i>	Persentase lulusan yang diterima Perguruan Tinggi Negeri	Lulusan 5 tahun terakhir
	Persentase lulusan yang diterima Perguruan Tinggi Swasta	Lulusan 5 tahun terakhir
	Persentase lulusan yang bekerja	Lulusan 5 tahun terakhir

Picture 4.3

B. The Exposure of Data

Data should be presented in this chapter is the presentation and analysis of data thus obtained from observations, interviews, and documentation. As the problem formulation is stated in Chapter I, the researchers present the data according to the following problem formulation as follows:

1. The Principal Takes Steps In Ensuring The Quality Assurance of Student's Character Values At Man 3 Malang

The steps that taken by the principal in ensuring quality of student's character values is given first example to the rest of the components present before moving it to achieve the desired quality. How does a head capable of

moving parts itself if it has not already. Because could be considered that the principal as a central figure for all components.

It was explained by the principal as follows:

Sebelum menggerakkan guru, sebelum menggerakkan pegawai, sebelum menggerakkan murid, itu kepek sudah harus bisa menangkap ruhnya itu dan mencoba untuk menjalankan dalam aktivitas kesehariannya untuk pribadinya, yang nanti dari situlah akan muncul pembiasaan yg positif yang disebarkan pada yang lain kan gitu, *ibda' binafsika* kan, nah terus *biman ta'uul*, baru mengurus orang lain gitu, nah jadi kepek itu memang harus bisa berperan di depan, bisa berperan ditengah, dan berperan dibelakang secara proporsional dan tepat kan gitu, *ing ngarso sung tuladho, ing madya mangun karso, tut wuri handayani*.¹⁰⁴

From the explanation above can be interpreted that in all the movements of the principal should be in accordance with what he was saying. So perfect that as the principal should be able to play in any position in the sense of being able to serve in the future as a central figure, is acting in the middle as a motivator, able to provide smart ideas, be able to determine the appropriate policy with the rules of the place, and serve as an impetus behind, able to give spirit and moral encouragement for all relevant components in the educational process use to create quality of education.

Additionally, as was mentioned earlier, that the quality of a teacher can affect the quality of a student. But with the advent of such a thing, human resources quality improvement a teacher is very be done by all good Madrasah educational institutions or other school generally. But in

¹⁰⁴ Interview with Ahmad Hidayatullah, Principal of MAN 3 Malang, on December 7, 2012 at 19:25 PM.

quality improvement exists in, there was different systematic in performing, but the core of teacher quality improvement relative same, as there are standards and regulations that need to be done by each institution, it also applies to the MAN 3 Malang is as a Model for madrasah in Indonesia. However, in taking steps in the quality assurance is same among other, only variants listed there taken by each school principal. However, the rules and regulations laid down should be implemented.

This concurs with that expressed by the Principal of MAN 3 Malang, he revealed:

Nah..., itu aaa..., tentunya setiap orang punya karakteristik, sehingga strategi pencapaian mutu untuk masing-masing orang atau masing-masing kamad itu relative memang, bukan beda tapi memiliki varian gitu yaa, memiliki varian tapi bukan beda, namun demikian secara umum Quality Assurance itu kan sudah ada rule nya yaa, sudah ada langkah-langkah yang harus diambil mulai dari menetapkan aa... orientasi mutu, tujuan mutu kan gitu yaa, sampai tadi yang saya uraikan, sampai evaluasi atau monitoringnya gitu, nah itu tentunya setiap individu kasek pasti akan memenuhi SOP itu, karena itu adalah model atau teori yang memang aa... patut diambil untuk penciptaan mutu.¹⁰⁵

Based on the explanations above is known that the steps taken to perform quality assurance is to be in accordance with standard operating procedures, like how to create a quality orientation, the purpose of quality, up to the quality of performance evaluation.

¹⁰⁵ Interview with Ahmad Hidayatullah, Principal of MAN 3 Malang, on December 7, 2012 at 19:25 PM.

Further to establish quality assurance, the principal should be able to make a quality culture in every step of the activities to be performed by the education component. It was explained by the Principal, he revealed:

...untuk menciptakan mutu termasuk menghasilkan atau menciptakan budaya mutu di sebuah organisasi, karena Quality Assurance itu membutuhkan budaya mutu, bagaimana semua orang punya paradigma yang benar terhadap mutu, bagaimana semua orang mempunyai mindset yang benar terhadap mutu dan setiap orang punya langkah-langkah, bagaimana mewujudkan mutu itu, itu2 intinya.¹⁰⁶

From the description above it can be concluded that the existence of a quality assurance at the Madrasah should start building a true paradigm by the principal to the education component of good teachers or officers and employees of those qualities. And for its implementation should be in accordance with standard operating procedures by the madrasah internally.

And keep in mind that the implementation of quality assurance in MAN 3 Malang should correspond to what was to become the vision, mission and purpose of school; it was common to do as a way to Madrasah for quality assurance. As revealed by the Chief of Specialized Staff of Quality Assurance Madrasah with researchers. He revealed:

Jadi sesuai dengan visi dan misi kan disitu ada bahwa kita arahnya menjadikan sekolah kita yang memang standardnya internasional, kalau untuk mengarah kesana, berarti yang dipakai adalah satandard-standard internasional yang salah satu komponennya adalah guru, nah sebelum melaksanakan itu kita harus tau peta kekuatan kita maka langkah pertama kemarin kita sudah Uji

¹⁰⁶ Interview with Ahmad Hidayatullah, Principal of MAN 3 Malang, on December 7, 2012 at 19:25 PM.

Kompetensi Guru, kemudian ada tes psikologi karyawan itu dalam rangka pemetaan, ternyata betul hasilnya memang Nampak, kelemahan kita untuk guru ada dua hal yaitu standard akademik dan pedagogic kelemahannya secara umum, tapi ada yang bagus juga, lah ini akhirnya menjadi cakapan, maka akhirnya muncul program BimTech yang mendatangkan pakar2 itu.¹⁰⁷

It was explained by the vice-principal of public relationship as follows:

.....melakukan Evaluasi Diri Madrasah (EDM) sampai merumuskan menjadi Rencana Kerja Madrasah (RKM), menjadi Rencana Kerja Tahunan (RKT), dan menjadi Rencana Kegiatan dan Anggaran (RKA), memiliki peran yang sama, begitu ini sudah jadi, inilah jadi road map, ini jadi rules, jadi rel kita melangkah sedemikian rupa, nah Penjaminan Mutu Madrasah (PMM) mengamankan itu semuanya agar tetap berjalan diatas aturan-aturan yang ada. Panduan secara umum dilahirkan berdasarkan itu, sehingga ini harus bagaimana, dengan demikian akhirnya, kalau rel ini dilalui dengan baik, step by step maka misi itu akan berjalan dg baik, visi itu akan tercapai, nah peran KAMAD disini selain mengorganisasi semuanya, melakukan control, pengawalan dsb, sehingga untuk mengevaluasinya dilaksanakanlah kegiatan rapat-rapat 2 minggu sekali, rapat setiap senin untuk seluruh unsur pimpinan dalam rangka pengawalan itu.¹⁰⁸

Manifestation of quality assurance should be in line with the vision, mission, and goals of the madrasah. In one of vision and mission MAN 3 is creating an international standard-oriented school, then with the mission to move to be done is what was to become an international standard should be implemented in Madrasah.

¹⁰⁷ Interview with Achmad Bariq Marzuq, Chief of specialized staff of Quality Assurance on December 12, 2012 at 10:10 AM.

¹⁰⁸ Interview with Sukri, Vice-Principal of Public Relationship of MAN 3 Malang, on April 30, 2013 at 06.45 AM.

Furthermore, the first step that must be followed is to know the strengths of each component of education. As an initial step in the quality assurance performed MAN 3 Malang is teacher competency test in order to know the weaknesses of each individual teacher, knowingly weaknesses are then held technics coaching program for all components of education with a view to improving educational weaknesses owned by the teacher in terms of pedagogic competence, social, professional, and personable. Then there is improvement in the quality of human resources for teachers and educational staff that is significant within the Madrasah.

Hence, one factor that could be encourages good quality assurance in educational institution done with RKM (Rencana Kerja Madrasah).

Rencana kerja madrasah adalah rencana operasional yang disusun berdasarkan program, sasaran dan kegiatan yang akan dilakukan dalam waktu tertentu (4 tahun atau 1 tahun) guna merealisasikan pencapaian 8 standar nasional pendidikan yang diharapkan. Bertolak dari analisis terhadap rencana strategis yang telah dirumuskan dan ditetapkan dalam upaya peningkatan mutu dan pengembangan rencana program Madrasah jangka menengah (4 tahun) dan rencana kerja jangka pendek (1 tahun) yang berisi: (1). Penetapan program-program untuk jangka menengah ataupun jangka pendek, (2). Penentuan sasaran-sasaran yang direncanakan untuk mencapai program-program tersebut, (3). Penentuan indikator-indikator keberhasilan sasaran, (4). Penyusunan kegiatan-kegiatan yang dilakukan, (5). Penetapan penanggung jawab kegiatan, dan (6). Penyusunan jadwal pengembangan madrasah.¹⁰⁹

In addition, the quality assurance is also through done by the all components of education. According to the observation that observed that the madrasah held the self-evaluation of madrasah in order to know the strengthens and the weaknesses of madrasah, after that will breakdown to

¹⁰⁹ Dokumentasi Rencana Kerja Madrasah Aliyah Negeri 3 Malang Tahun 2010-2013.

be work plans of madrasah which is as the guide of institution in carrying the duties, and expected do not out of that rules.

So therefore, what constitutes the vision and mission will be accomplished madrasah well, so quality assurance for teachers can be created in accordance with standard operating procedures.

And the like asserted by Vice-principal of curriculum of MAN 3 Malang. He stressed:

...semua guru yang ada d MAN 3 malang difasilitasi semua untuk meningkatkan kualitas, yaitu sering diikutkan dalam kegiatan-kegiatan baik itu workshop maupun lokakarya, seminar, nah.., yg tidak kalah penting di dalam keseharian itu juga bapak atau ibu guru khususnya pada hari sabtu 2 pekan sekali itu ada MGMP, ini salah satu bentuk sharing, peningkatan kualitas dari seorang guru dan kita datangkan pakar, nah.., sehingga disitu bapak atau ibu guru tinggal memilih masing-masing rumpun, aaa.., pakar siapa yang diinginkan, untuk bagaimana mereka itu meningkatkan kualitasnya, baik itu dari segi pedagogiknya, maupun penguasaan materi ajar, setiap sabtu 2 pekan sekali, itu salah satu cara peningkatan kualitas dari seorang guru...¹¹⁰

It was beard and described by Vice-principal of facilities and infrastructure of MAN 3 Malang. He stressed:

... dg cara mmberikan bimtech, yaa bimbingan teknis artinya dia didatangkan pakar kesini , bagaiman metode mengajar, kalau toh itu bersifat jurusan yaa mendatangkan pakar u/ jurusannya dia, misal dia jurusan matematik maka mendatangkan pakar matematika dari perguruan tinggi rumpunnya dikumpulkan terus mendatangkan pakar, mungkin ada kesulitan-kesulitan...¹¹¹

¹¹⁰ Interview with Mochammad Djasa, Vice-Principal of Curriculum of MAN 3 Malang, on December 2, 2012 at 10:10 AM.

¹¹¹ Interview with Moh. Djazuli, Vice-Principal of Facilities and Infrastructure of MAN 3 Malang, on April 30, 2013 at 06.45 AM.

Thus, in order to ensure the quality assurance of teachers in order to implement the character in MAN 3 Malang, Madrasah have provided facilities for teachers to improve the quality by some of activities that can be encourage the quality of institution improved continuously not in temporary times.

As with the explanation and the interview with Vice-principal Curriculum can be concluded that besides doing the competency test for teachers, teachers are also involved in workshops, seminars, training exercises with the purpose to ensure and improve the quality of teachers. In addition, the meeting was their range also between teachers MGMP homogeneous subjects, accompanied by experts and the same was also instrumental in sharing for improvement of teacher quality.

And similar matters revealed by Aqidah Akhlak teachers and researcher, he said:

Untuk kualitas mutu guru, ada agar PBM_nya benar-bener diharapkan sesuai dengan pendidikan berkarakter, ada pelatihan khusus, kita mengundang pakar ahli untuk membikin silabus yg berkarakter, sampai RPP yang berkarakter itu disesuaikan dengan objek pesdik disini, jadi ada pelatihan khusus, dan juga lewat rumpun-rumpun untuk masing-masing pelajaran yg bisa dijadikan sebuah implementasi dari pelatihan-pelatihan itu yg itupun dibimbing oleh pakar-pakar, baik dari UIN, UM, atau tenaga ahli yg kita percaya untuk membimbing kita setiap 2 minggu, dan selain pelatihan-pelatihan itu diadakan MGMP kota malang atau wilayah JATIM, itu sangat membantu, termasuk juga ada pelatihan-pelatihan khusus yang diadakan oleh MAPENDA KANWIL KEMENAG yaa..., termasuk kanwil apah?? kantor kemenag kota

yg juga termasuk mendukung, termasuk KEMENAG pusat ada pelatihan-pelatihan khusus yaa...¹¹²

From the description above can be seen that the various activities undertaken by the head of the madrasa to guarantee the quality of teacher quality in the implementation of character values in Madrasah.

Furthermore, quality improvement does not only apply to teachers as educators and teachers who interact directly with students in the learning process in the class. But also applies to all educational components, whether employees or officers, ranged of Madrasah. So the quality assurance applies to all the parts that are in the range of Madrasah. Besides, even as a program to ensure the quality of teachers, schools, provide an opportunity for teachers to further their studies at a higher level. As revealed by the Chief of Specialized Staff of Quality Assurance Madrasah with researchers. He revealed:

...karyawan juga seperti itu, karyawan kita kirim ada pelatihan, ada satpam pelatihan, pelatihan dari kanwil, sehingga istilahnya, intinya sebelum kita melangkah kea rah sesuai visi dan misi kita petakan dulu kemampuan kita, kelemahan kita apa, baru itu, kemudian termasuk memberikan peluang kepada guru-guru untuk sekolah S2, bahkan sudah sudah rancangan subsidi untuk belajar...¹¹³

Besides, it was described in synch with vice-principal's staff of student's affair MAN 3 Malang. He says:

¹¹² Interview with Ahmad Fauzi, Teachers of Aqidah Akhlak subject of MAN 3 Malang, on December 11, 2012 at 15:45 PM.

¹¹³ Interview with Achmad Bariq Marzuq, Chief of specialized staff of Quality Assurance on December 12, 2012 at 10:10 AM.

...madrasah hanya memberikan kesempatan untuk meningkatkan komptensinya untuk sekolah lagi bagi yang tidak yaa tadi mendatangkan pakar untuk memberikan bimtech (bimbingan teknis) kepada kelompok-kelompok rumpun mapel atau juga dalam arti memberikan apa semianar-seminar, workshop untuk guru-guru yang sifatnya umum kayak metode kan sifatnya umum kalau yang sifatnya jurusan yaa pakar tadi untuk datang kesini memberi tahu guru-guru untuk sharing dengan pakar itu dari perguruan tinggi diundang terus ngomong atau sharing bersama...¹¹⁴

According to the description above can be seen that in addition to the training provided to teachers, also conducted training for employees and officers. Furthermore, gave a chance for the teacher to continue the their next study, it just for who has enough finance, if not fixed madrasah provides facilities that brought experts from universities to jointly sharing the lessons that suit clumps. This would be useful to ensure the quality of madrasah, because as an institution of education, schools should provide the best services and meet the demands from stakeholders.

2. The Role of Principal In Ensuring The Quality Assurance of Student's Character Values At Man 3 Malang

The quality assurance in Madrasah is to be done continuously by and cooperation of all components of education related in the Madrasah in order to enhance the quality of life especially in the implementation of the values character to the students. And for the achievement of good quality, then principal is a front of guard to do the movements and changes to the

¹¹⁴ Interview with Puguh Cahyanto, Vice-Principal's staff of Students affair of MAN 3 Malang, on May 4, 2013 at 10:10 AM.

achievement of the required quality, although the quality of the result and formed, jointly by all components.

The Principal in an interview with the researcher also revealed the same thing as follows:

Jadi pada dasarnya, mutu sekolah itu tercapai karena kerjasama semua komponen di madrasah, pada dasarnya begitu. Sehingga mulai dari peran kepala sekolah, guru, pegawai, siswa, kemudian juga ortu, itu penting mencapai suatu kualitas yg diharapkan... dan karena pada dasarnya kualitas itu, yaa itu tadi dibentuk oleh semua komponen secara bersama-sama, hanya kepala madrasah hanya sebagai, sebagai penggerak awal.¹¹⁵

Based on the statement above can be interpreted whereas the quality assurance Madrasah should be based on cooperation of all components of education. Quality assurance is not be able to walk properly as expected if any one of the components do not run consistently.

In order to increase the quality of these activities not only just highlight only teacher in the learning process even though the quality of teachers is the executor of this perform, especially in the implementation of character values to learners. In this case the teacher becomes exemplary illustration homemakers because it interacts directly with the students as well as the process of learning or learning outside. But in this case a spotlight not only to teachers but the highlight of all the components in the Madrasah even up to the elements of the leadership in the Madrasah, as all

¹¹⁵ Interview with Ahmad Hidayatullah, Principal of MAN 3 Malang, on December 7, 2012 at 19:25 PM.

activities involved in the process of education in the madrasa, whether employees or officers

It is expressed in synch with vice-principal of curriculum MAN 3

Malang in the interview with the researcher. He says:

Aaa....., yg disorot pertama sebenarnya semua komponen yaa..., bukan hanya guru tapi juga dalam unsur pimpinan, guru itu intinya kan yg perlu di *gugu* dan di *tiru* jangan hanya kita menyampaikan kepada anak tapi kita memberikan contoh terlebih dahulu, sehingga ini yg sering disampaikan bapak kepala, pada saat rapat-rapat, baik dalam rapat unsur pimpinan maupun rapat-rapat dinas beserta keseluruhan – guru dan karyawan – yang mana yang pertama itu adalah kita, harus introspeksi diri, kita ini sebagai sosok guru itu yaa harus ditiru karena kita memberikan contoh, suri teladan yang baik, sehingga apa yang akan kita sampaikan kepada anak, apa yang kita inginkan dari anak, kalau kita bisa memberikan sesuatu yang baik, insyaallah akan mendapatkan yang baik juga, jangan hanya kita menyuruh, tetapi kita sendiri tidak melakukan, itu kan tidak perhatian.¹¹⁶

Besides, it was described in synch with vice-principal's staff of student's affair MAN 3 Malang. He says:

Sebenarnya dalam upaya penjaminan mutu ini dilakukan secara keseluruhan tidak hanya satu aspek saja, misalnya hanya untuk murid saja atau untuk guru saja, akan tetapi hal ini diberlakukan untuk seluruh komponen pendidikan yang ada di MAN 3 Malang ini, baik untuk guru, murid, dan tenaga kependidikan. Karena komponen itulah yang bisa membentuk mutu yang baik untuk madrasah ini. Terutama dalam menerapkan nilai-nilai karakter tersebut, tidak hanya kepada murid-murid saja tetapi juga dituntut kepada guru untuk melakukan hal yang sama, jangan hanya bisa menyuruh tetapi juga mampu melaksanakannya.¹¹⁷

¹¹⁶ Interview with Mochammad Djasa, Vice-Principal of Curriculum of MAN 3 Malang, on December 2, 2012 at 10:10 AM.

¹¹⁷ Interview with Puguh Cahyanto, Vice-Principal's staff of Students affair of MAN 3 Malang, on May 4, 2013 at 10:10 AM.

Based on the information above we can see that the teacher as the driving motor, especially to students in the application of the desired character. So with such a teacher should have the sensitivity to what is done by the students, the activities directly related to the student. Besides, the quality assurance is done comprehensively to the all components of education in Madrasah to the implemented the character values and also it was enforced for the components of education in this institution. Furthermore, that should not be overlooked that a teacher is a teacher who should be an example for all students, because without the exemplary from a teacher, the program that proclaimed difficult to achieve. Like what was said by Vice-principal of curriculum of MAN 3 Malang whereas when a teacher asked to do a good deed for the students, then the teacher should even mandatory to do what he has commanded his disciples. Not just ordered but did not commit. If this sort of case, then the wrath of God is great, as described in the Quran Surah As-Saff verse 3 saying:

كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ ﴿٣﴾

Translation: “Great is hatred in the sight of Allah that you say what you do not do”¹¹⁸

And as statement above case reinforced and strengthened by teacher of Aqidah Akhlak subject of MAN 3 Malang, he reveals:

¹¹⁸ <http://quran.com/28/>, Al-Quran Surah As Shaff ayat 73, accessed on Thursday, March 229, 2013, at 07:13 am.

Jadi bisa dipastikan, guru itu harus menjadi icon akhlak karimah dulu, jadi sebelum membangun orang, guru dipastikan harus mampu menjadi teladan yang baik bagi siswa semua, insyaallah kalau menjadi icon uswah hasanah menjadi guru terbaik, ini ngikut sendiri siswanya, lalu tanpa ada keteladanan dari inner, dari hati guru sendiri, ini sulit ini..., ini memastikan loh yaa, agar sukses. Jadi gurunya sendiri dulu, jadi keberhasilan anak bukan hanya pada anaknya sendiri, justru dari gurunya sendiri yang perlu dibangun. Jadi kenakalan, kalau pada saat ini banyak orang mengkaji kenakalan siswa, kenakalan remaja, jadi saya terbalik jangan hanya kenakalan siswa tapi karena kenakalan guru, jadi guru yang tidak on time berjama'ah, guru yang tidak mau disiplin, maka sekolah akan mengadakan semacam dewan kehormatan madrasah, itu untuk membikin dan memastikan sebelum guru itu dijadikan guru, jadikanlah guru itu guru terbaik maupun karyawan terbaik, insyaallah energy yang positif atau hal yang positif itu ngikut sendiri dan segala peraturan yang ada itu juga mendukung terhadap dijaminnya karakter ini.¹¹⁹

From this statement could be interpreted that the teachers are not just teachers that work come to class, delivering materials and evaluate students' test results, but beyond that all that is the task of a teacher is how to create a character of the students in order to prepare the participant's life students in the future, complete everything they need when they graduate from Madrasah. So no doubt that the quality of a student's quality sometimes depends on the quality of the quality of a teacher's own self.

In this regard and in order to achieve the quality standard of the madrasah expectation, so it should have the role of principal to build a quality culture within colleges. With it was their expected availability of the standards that must be met by all educational components that are directly involved in the educational process in the Madrasah, its meaning

¹¹⁹ Interview with Ahmad Fauzi, Teachers of Aqidah Akhlak subject of MAN 3 Malang, on December 11, 2012 at 15:45

that what is the hope of a good quality of education quality can exist. Thus, the role of principal as the spearhead of leadership in educational institutions should be able to motivate, mobilize all available components to create quality expected by stakeholders.

This is in accordance with what is stated by Principal of MAN 3 Malang with researchers. He stated:

Nah.., terkait dengan peran kepala sekolah aa..,kepala madrasah untuk mewujudkan quality assurance tadi. *Pertama* adalah dapat mendorong semua komponen untuk bergerak di dalam rangka mewujudkan mutu yang diharapkan, jadi sebagai *trigger* sebagai penggerak. yang *kedua* sebagai penentu kebijakan, untuk menentukan kebijakan, untuk menentukan political will aa.., dari sebuah institusi itu kan kepala madrasah nya, nah...kemudian Kamad memimpin semua komponennya untuk menentukan standar kerja, standar mutu yg diharapkan, kemudian menentukan kriteria² mutu kan gitu yaa.¹²⁰

And as statement above case reinforced and strengthened by Vice-principal of public relationship MAN 3 Malang, he reveals:

Bicara tentang KAMAD (Kepala Madrasah), KAMAD itu peran dan fungsinya kan cukup banyak, jadi peran dan fungsi KAMAD itu menyeluruh, berkenaan khusus dg PMM (Penjaminan Mutu Madrasah) beliau selain memang atasan lnsung dri PMM yang juga bertanggung jawab tentang perjalanan PMM dengan segala program dijalankan tapi KAMAD pada akhirnya juga harus mengikuti system yang telah dibangun yang setelah dipercayakan oleh KAMAD kepada PMM sehingga seperti buku panduan manajemen madrasah, ini harus dipatuhi oleh semuanya kan, trmasuk dipatuhi oleh KAMAD itu sendiri dg kata lain beliau juga sebagai pelaksana dari program-program yang sudah ada di PMM, sebagai contoh dalam memutuskan suatu hal panduan manajemen madrasah kan sudah ada, disitu yang harus dicermati, tidak boleh keluar dari itu kecuali memang nanti ada kaitannya dengan

¹²⁰ Interview with Ahmad Hidayatullah, Principal of MAN 3 Malang, on December 7, 2012 at 19:25 PM.

kebijakan-kebijakan khusus krena adanya sebuah regulasi itu wewenang KAMAD.¹²¹

It is expressed also by Vice-principal of facilities and infrastructure of MAN 3 Malang, he reveals:

Untuk anak didik intinya dia ini, berusaha untuk meningkatkan ya bagaimana anak didik itu semakin mempunyai kompetensi yang tinggi khususnya dibidang pembelajaran, kalau dalam arti kepada gurunya, ya bagaimana guru itu mengajar dengan baik kepada anak didik sehingga anak2 ini bisa terlayani scara optimal kemampuan yg dimilikinya sesuai dengan perkembangannya termasuk mulai dari alat-alat dalam arti sarpras dikelas termasuk dalam artian alat peraga dsb, itu disediakan semuanya, kemudian termasuk media pembelajaran, misalnya LCD itu juga perlu disediakan disetiap kelas sehingga antara pertemuan guru dan murid dalam kelas interaksi pembelajaran itu bisa berjalan dengan optimal.¹²²

From the explanation above it can be concluded that the role of principal in ensuring that quality is a thing to do and reasonably necessary to the achievement of a good education services, as set out in the by-laws. In addition to being instrumental in the process of creating quality, the principal can be decisive for determining the quality of policy madrasah expected. From here it will be rise standard operating procedures that must be obeyed by all components in order to achieve quality education. And to perform it need to the support of all components, and can work together.

Apart from in which it should be noted in this quality assurance, especially in terms as a good service of better learning in the classroom and outside the classroom that is about facilities or media used by the

¹²¹ Interview with Sukri, Vice-Principal of Public Relationship of MAN 3 Malang, on April 30, 2013 at 06.45 AM.

¹²² Interview with Moh. Djazuli, Vice-Principal of Facilities and Infrastructure of MAN 3 Malang, on April 30, 2013 at 06.45 AM.

teacher in the learning process, it is also able to support existing quality assurance of madrasah, with a view to optimal learning process running as expressed above by the vice-principal of facilities and infrastructure.

3. The Evaluation In Ensuring The Quality Assurance of Student's Character Values At Man 3 Malang

Evaluating is an activity that should be performed to measure the success of a program that executed and implemented, with the purpose to achieve the common set can be achieved as well and as expected, evaluating could through by whether external or internal part. It associated with expressed by Vice-principal of public relationship of MAN 3 Malang with researchers. He said:

Bicara tentang control, mutlak harus ada, baik secara internal maupun eksternal, kalau dari internal dari semua komponen pendidikan yang ada di MAN 3 Malang ini, baik dari Waka, Komite dsb. Kalau dari eksternal yakni dari masyarakat sekitar, baik wali murid maupun dari alumni-alumninya.¹²³

Associated with the quality assurance process of student's character values at MAN 3 Malang, in evaluation and monitoring has so far remained in the internal audit done and then only to the extent and restraint from the principal, it call for all components of the madrasah education is, good teachers and officers and staff . The call and reminder that as an initial step taken by the principal because without continuous reminder call for and then the vision and mission of the school is difficult

¹²³ Interview with Drs.Sukri, M.Pd, Vice-Principal of Public Relationship of MAN 3 Malang, on April 30, 2013 at 06.45 AM.

to achieve. It associated with expressed by Vice-principal of curriculum of MAN 3 Malang with researchers. He said:

Tapi dari segi evaluasinya memang., menurut kami itu dari sisi secara data itu tidak ada akan tetapi dari segi pengamatan, karena by data mungkin, guru ini sudah seperti ini kan belum nyampai kearah sana, tetapi dari segi pengamatan, himbauan yang banyak disampaikan bapak kepala, mengingatkan kepada kita semua bahwa untuk sesuatu yang baik maka kita bukan hanya menyuruh tapi kita memberikan suri tauladan, dan kita ajak anak2 untuk bersama melakukan, dari sisi itu yg sering disampaikan oleh bapak kepala sekolah dalam rapat-rapat dinas. Jadi langkah yang diambil untuk evaluasi itu masih himbauan tidak henti-hentinya mengingatkan guru.¹²⁴

Besides, it was strengthen by vice-principal of facilities and infrastructure Drs. Moh. Djazuli, he said that:

...nah evaluasinya dalam bentuk setiap hari senin itu mengadakan koordinasi-koordinasi bagaimana baik itu pembelajaran, baik sarpras, baik hubungan kemasyarakatan, baik kesiswaannya, nah itu dengan para wakamadnya dan beberapa unsur pimpinan yang lain, mungkin dari unsur ma'had, psbb, ini dikoordinasikan setiap minggunya, dan ini kan termsuk dari evaluasi juga dalam waktu satu minggu... kalau hubungannya evaluasi-evaluasi dalam waktu satu tahun itu bersama-sama mengadakan workshop namanya EDM, itu keseluruhan itu dengan team itu dilaksanakan setiap tahun...¹²⁵

Besides, the call and warning done for evaluation, there are some other things done to assess this quality assurance. In the case of learning activities such as process control there since the beginning in terms of

¹²⁴ Interview with Mochammad Djasa, Vice-Principal of Curriculum of MAN 3 Malang, on December 2, 2012 at 10:10 AM.

¹²⁵ Interview with Moh. Djazuli, Vice-Principal of Facilities and Infrastructure of MAN 3 Malang, on April 30, 2013 at 06.45 AM.

learning tools, so all related to learning devices should be collected since the start of the new academic year.

Besides, Apart from that, based on the observation of researchers it was found that for controlling the quality assurance, the principal and all the staffs held the meeting in the mini hall in MAN 3 Malang for discussing the self-evaluation of madrasah (EDM), in that meeting, it was discuss about the many things that related with the development of Madrasah itself.¹²⁶

In addition, as a follow up of the call for and warning above, that carried out by the principal to assess which with a few teachers on a rotational call for mutual sharing, in order to equalize the perception of madrasah and principal to what purpose will be able to understand the programs implemented and well understood by the implementers of education in the madrasah.

As revealed by the Vice-principal of curriculum of MAN 3 Malang with researchers. He revealed:

Lalu selain itu, kontrol sebenarnya ada yaitu dari segi perangkat pembelajaran diawal tahun ajaran baru, bapak kepala meminta kepada guru semuanya untuk menyerahkan yang namanya perangkat pembelajaran. Itu melihat apa yang harus disiapkan dan apa yang harus dilakukan. Tapi kalau tadi, evaluasi dari keseharian yaa dari sisi pengamatan bukan dari sisi data. Banyak dari segi pengamatan, sehingga mereka kalau ada sesuatu itu sharing dipanggil oleh bapak kepala sekolah secara bergilir, tidak harus si

¹²⁶ Observation, at April 21st, 2013.

A terus, tapi secara bergilir semuanya itu karena tidak dibedakan, itu dipanggil oleh bapak kepala.¹²⁷

Based on statement above, it can be concluded that the assessment done still in the internal sphere alone, and then do just as call for a reminder. Additionally, the day-to-day observations that made by the principal on the sidelines of the learning process in the class, as pointed out by the teacher of Akidah Akhlak. He says:

Iya itu ada, kita gak bisa menentukan, itu bisa terjadi sewaktu-waktu, keliling kelas, lewat CCTV untuk mengontrol PBM maupun apa yang dilakukan guru itu terhadap siswa ketika dikelas¹²⁸

Based on the statements above it can be concluded from the fact that the process of evaluating and controlling by principal in quality assurance in teaching learning major urban functions are very detailed so that the learning process in the class by the CCTV control is directly controlled by the principal in specific control room.

Apart from that, based on the observation of researchers at the date December 21st, 2012 it was found that for controlling the students present in the class be known directly by the principal, and later was handed over to the guardian class to search for more. So during the early hours of lesson that all students read by teacher trainers absent during the first hour and the results submitted to the official data input, and consequently

¹²⁷ Interview with Mochammad Djasa, Vice-Principal of Curriculum of MAN 3 Malang, on December 2, 2012 at 10:10 AM.

¹²⁸ Interview with Ahmad Fauzi, Teachers of Akidah Akhlak subject of MAN 3 Malang, on December 11, 2012 at 15:45 AM.

emailed to the principal, and to all the tutors of the class. This is being one of the forms of controlling for students MAN 3 Malang.

Moreover, as the favorite Madrasah in this city especially, further MAN 3 Malang try to always keep forward to be qualified madrasah in Indonesia by inviting any institution to evaluate this educational institution such as BAN-MA (Badan Akreditasi Nasional Madrasah Aliyah). Based on that, around the month of September 2012, Madrasah prepared himself to do evaluating from BAN-MA to any aspect in this Madrasah, such as facilities and infrastructure, learning process and environment, educational administrative, etc. Those are just for one purpose namely to be qualified madrasah.¹²⁹

¹²⁹ Observation, at September 2nd, 2012.

CHAPTER V

DISCUSSION

A. The Principal Takes Steps in Ensuring the Quality Assurance of Student's Character Values at Man 3 Malang.

Associated with the steps that taken by the principal to ensure the quality of MAN 3 Malang, i.e. by capturing the spirit of the quality and carried out in daily activities, so the quality is in private of principal should be done every day before moving the entire element in the *madrasah* to carry out the quality culture and can be applied well. This related with the function of principal as Innovator, mentioned as the innovator the principal should be able to search, find, and implement many reforms of school.¹³⁰

So in this case as what is expressed by Ki Hajar Dewantoro an Indonesian Education Father figure who made a very significant statement and said to be still relevant to the present that is "*Ing Ngarso Sung Tuladha, Ing Madya Mangun Karsa, Tut wuri Handayani*" which means that when a leader in front of can become a good example for the people in the neighborhood, when in the middle of scrambling a leader able to build and raise morale because the leader should also be able to give innovations surrounding environment in order to create a more conducive for safety and comfort, and when the rear a leader must give moral encouragement and morale among

¹³⁰ E, Mulyasa, (Menjadi Kepala Sekolah Profesional), *op.cit.*, p. 119.

teachers and staffed from behind. This moral encouragement much needed by people around to grow motivation and enthusiasm.¹³¹

Up implied that the figure of good leader is as well as the new mistress or exemplary role model, but also to be able to arouse the spirit and moral encouragement from the back so that the people around can feel good and friendly situation, therefore a leader is as central figures for its members. However, it became the main highlights.

Related with the quality assurance measures in the implementation of character values at MAN 3 Malang not dissimilar to other schools or *madrasah* as the quality assurance process at the school already have standards to be met and implemented. But that makes quality assurance in MAN 3 Malang was different from others is the way of implementation and organization, so anything like this to be a culture of quality that must be developed with care.

In the establishing of this quality culture will not be easy but requires additional morale. In an effort to build a culture of quality, at the beginning of all the components necessary to own and build the same paradigm and true to quality, all people have the right mindset to it, so as to determine the steps in order to ensure the quality of these is not false, as previously existing standards that must be met by each of the educational component.

Furthermore, the implementation of quality assurance is to be carried out in accordance with the vision, mission, and goals of the *madrasah*, as it becomes the direction of the *madrasah*. In one of the vision and mission of

¹³¹ *Ibid.*, p. 120.

MAN 3 Malang is to create an international-oriented *madrasah*, they will redirect to it, meaning that the standards used are of international standard, although international standards in fact does not exist, but that was the MAN 3 Malang change to make a superior *madrasah*, better than ever. Up, to lead the international standard initial steps taken by the leadership of the *madrasah* is evaluating all potential *madrasah*, as well Human Resource (teachers and educational staff), systems, and facilities and environmental *madrasah* using scientific indicators. Next, make a map of potential Human Resources in order to know its strengths and weaknesses of it.

Furthermore, to make a map of potential Human Resources in *madrasah* by bringing Education Research Centre (PUSPENDIK) to test the potential of teachers from all competencies: pedagogic, social, personality, or professional. While the officers tested performance potential, intellectual, morale, and his potential of managerial. So with this human resource evaluation produces official map used for compiling policy priority scale. As for the potential of the system and environment related with *madrasah*, *madrasah* do self-evaluation. From this point formulated Maintenance Manual MAN 3 Malang for the next 5 years. These guidelines then in cone right back into the medium term work plan, annual work plan, and budget work plan.

Human resource development assessment activity does not just stop at the place, but still there is a follow up to that, *madrasah* does continue to facilitate the development of Human Resources especially for teachers. For teachers provided a place to establish a partnership with the teachers of

homogeneous subjects or MGMP (Subjects Teacher Colloquy) with invited experts from universities or colleges that are in Malang and outside with the aim to improve the quality of teachers is the MAN 3 Malang, in terms of mastery of material pedagogic or teaching, these activities are held fortnightly. In addition, to enhance the quality of teachers, *madrasah* is given an opportunity for any teachers to pursue a variety of activities to improve their qualities such as any workshop, seminar, or a special workshop which held by MAPENDA KEMENAG KANWIL good in the district or center. And besides, there are quality improvement program to other quality assurance which gave the opportunity for teachers to pursue advanced studies to study S2 or S3, but by prerequisite is the condition does not interfere with the main task of the teacher that is teaching and learning activities in the classroom and other tasks in *madrasah*.

And so, to habituate the students to have those three character values, the principal facilitated the media as the control of it, such as controlling book of *ibadah 'amaliyah* (congregation prayer), which is that book should be put the signature of class tutor and provide many of medias to create and implement those three character values at MAN 3 Malang.

So therefore, required quality assurance can be created jointly by all the components present in MAN 3 Malang. And desired of *madrasah* ambition that is as store front of *madrasah* in Indonesia became apparent not just jargon with the basic values of honesty, achievement, and simplicity applied.

B. The Role of Principal in Ensuring the Quality Assurance of Student's Character Values at Man 3 Malang.

When talking about quality assurance in the implementation of character values in an educational institution or other *madrasah* cannot be missed from all the parts directly involved in the process. So if it in metamorphosis in moment, it looks like a tree standing strong with strong roots in the fertile soil creep, many branches and twigs, lush and verdant of foliage, and fruit that ready to be quoted.

In this metamorphosis can be interpreted that the roots can be described as a system that is running and has been rooted in the *madrasah* according to the standards that must be met, the trunk of the tree symbolized the teacher or educator and implementing components of a sound education and have high quality human resources. Branches, twigs, and foliage can be described as learners that have all kinds of different backgrounds. While the fruit is described as the result or output of a process that runs in the mechanism in the tree, if in the *madrasah* is the result of the process of learning mechanisms in the educational institutions.

And those who preserve the tree can we say as like a principal with strong power to change or that makes his leadership to be better. Until wants more actions rests with the owner of the tree, as well as educational institutions, would the point where he led the school depends on the principal leading and managing the institution.

So from this metamorphosis can be extracted the wise, whereas a principal at least should be able to be a leader, educator, and guardian. A leader is not only can lead others, only institutions, but it should be able to at least be able to lead himself. How does he will fix someone else if he has not it set, how it will fix the private institution if it's not it fix himself. A good leader is who provide the policies as smart-wisely, as to be received by its members. Therefore, according to the writer of a good leader is a leader who is able to lead his own life and others.¹³²

Besides that, other than as a leader, principal is demand to be an educator. An educator is who excel both in academic and non-academic side. Educators are able to be a good role model for all components of the education in *madrasah*.

As guardian, the principal in this case should be able to provide the best service to all relevant parties, both inside and outside the *madrasah*. For example in the range of *madrasah*, as a Principal it should have a high sensitivity to what is going on within the *madrasah*, for example on the development of high quality teachers. In this case, in order to develop of high quality of teachers which provide such training, invite an expert, provides an opportunity to continue the study and so forth.¹³³ While the external environment of *madrasah*, how it is able to establish a relationship with the related parties are solid so it can become a *madrasah* really fit with the hope of mutual expectations. If MAN 3 Malang currently expects to be a storefront

¹³² *Ibid.*, p. 115.

¹³³ *Ibid.*, p. 118.

madrasah of *madrasah* in Indonesia, which means to be a precursor to others, it is known by the term of GEMMA SEMI (Gerakan Menjadikan MAN 3 Malang Sebagai Etalase Madrasah Indonesia).

Related with the quality assurance in *madrasah*, which qualities that could be exist if there is good cooperation between all the components of *madrasah*, until the desired of quality expect can be achieved well. And awareness of the quality of an educational institution depends on many interrelated factors, especially the attitude of principal as a leader toward quality. Because the achievement of the quality level is not a result of short-term application of instant ways to improve competitiveness, but through the application of total quality management that require continued leadership.

Thus, the Principal is driving ahead of the existence of good grades in colleges. In addition, the culture of quality in *madrasah* should be developed well, because quality can be achieved because it has become a culture. Further, in the context of quality assurance, the Principal should have personal characteristics quality which is not only in terms of cognitive but also overall integrated competencies because of the quality of the principal can give inspiration to all our management that demonstrate the same leadership qualities required to develop the culture of quality. So therefore, the direct involvement of the principal was very important.¹³⁴

As the result of interview with the Principal of MAN 3 Malang whereas the principal in order to achieve the desired quality is a driving, motivating to

¹³⁴ *Ibid.*, p. 100.

all components of the education available, as well as a driver as well as decision makers, and then make a standard operational procedure, which was later used as a standard or benchmark that occurs in MAN 3 Malang, and in the end the quality assurance can exist as expected.

Further in ensuring the quality assurance of the successful implementation of this character is the duty of all the elements and components of education in the *madrasah*. It is in terms of first-mover is the attitude of a school principal is to be an attitude that shows the value of this character, but as the motor of the learner is the teacher. Teachers as educators who are directly involved in the learning process in the class so that teachers as dominant determinants of micro components shall first educational quality is of good quality and well performance in the era of globalization, while at the national education system teachers occupy a strategic position in the learning process specifically and in general.

And further, the teacher in his daily duties in the classroom is a single player; with limited wall no other adult who monitors the work of teachers so it was probably some teachers do "malpractice" in educating and in learning students or learners in the class. Only with the high commitment and professionalism of soul can guide and lead teachers to work professionally in accordance with the regulations. But it is so hard to give teachers freely in the process of learning to learners in the classroom. So therefore there has to be a good supervision of the principal towards teachers to enhance their

professionalism and performance in the learning process of learners in the classroom.

So with that in MAN 3 Malang, a teacher is not just a teacher who just come to class to present only to be taught, but how a teacher with the rest of competencies possessed in terms of pedagogic competence, social, personality, and professional, because according to the writer that teacher professional able to change the learning environment to be stimulating, dynamic, changing teacher-student interactions are optimized and able to form a good student character appropriate to the character that proclaimed to MAN 3 Malang that is honest, performance, and medium enterprises.

C. The Evaluation in Ensuring the Quality Assurance of Student's Character Values at Man 3 Malang.

Control and evaluation activities performed *madrasah* as well by teachers and the principal toward quality assurance for all activities good or other learning activity is a form of manifestation of the integrated quality management determined by all the existing elements in *madrasah*.¹³⁵

Based on the findings of the researchers found that in doing of control and quality assurance assessments at MAN 3 Malang by doing various activities of one of them by the teacher competency test as an initial step to evaluate the design quality of human resources available teachers in MAN 3 Malang, in order to know the extent to which potential possessed by the

¹³⁵ Minnah El Widdah, dkk, *op.cit.*, p. 102.

teacher, so no offense or happening "malpractice" when in the learning process with learners later in the classroom.

However, based on the other research findings, one kind of the control design and evaluation of the principal toward quality assurance is by giving good calls for toward quality assurance and reminders for those who violate or out of the set determined together as arising from guarantees this quality. In addition, as a form of quality control institution's autonomy is the evaluation of the learning process is done by the teacher and assessment of students' achievement is the quality assurance of education.¹³⁶

In the implementation of quality assurance in *madrasah* are inseparable with one role and function of the principal as a supervisor, with good educational supervision by the head of the *madrasah* application quality assurance and quality control can be run well its right to national standards of Indonesia education.

Madrasah self-evaluation is the general form of the desired quality assurance of *madrasah*, *madrasah* self-evaluation activities in MAN 3 Malang is done once every year before the new school year begins in order to find out the deficiencies that exist in one school year that has passed, then the activities are carried out with the intention that there is self-improvements continuing for *madrasah* because it is kind of form of quality assurance system itself. Furthermore, this self-assessment is not only in the learning process but also covering all activities that occur in *madrasah*.

¹³⁶ *Ibid.*, p. 111.

In the implementation of evaluation toward quality assurance is basically not to be released from monitoring major functions. Because of this the monitoring activity is emphasis on monitoring management implementation quality improvement at *madrasah* in the implementation of character values that has been set.

So forth, as a form of control and evaluation of principal toward the quality in the learning process such as by way asking all teachers to submit all early learning tool in the new lesson year in order to find teachers willing to use later in delivering materials to students, up from a form control It is expected that an increase in the quality of learning which is expected by stakeholders, the public, government, and the world of work requires learners potentials of quality and have good character soul.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion and data analysis was done by researcher in accordance with the problem of study, and then it can be concluded:

1. The Principal Takes Steps in Ensuring the Quality Assurance of Student's Character Values at Man 3 Malang.

In the process of quality assurance in the implementation of these character values, the principal of MAN 3 Malang takes several steps by inviting PUSPENDIK to test the potential of all teachers from four competencies: personality, social, professional, or pedagogical competence. And while for officers, tested performance potential, intellectual, spirit, and his managerial potential. Besides, *madrasah* do self-evaluation, so, it formulated Maintenance Manual MAN 3 Malang for the next 5 years. These guidelines then in conical right back into the medium term work plan, annual work plan and budget work plan.

Moreover, to ensure it, the principal of MAN 3 Malang provide an opportunity for teachers to further their studies at a higher level. Besides, every teacher should make the planning lesson which has the character values that has been set by *madrasah* to transfer to the student's brain and to habituate them in daily life.

2. The Role of Principal in Ensuring the Quality Assurance of Student's Character Values at Man 3 Malang.

Role of principal in ensuring the quality assurance in the implementation of character values has a very important position to create a good quality assurance as stakeholders expected. However, the principal of MAN 3 Malang in ensuring the quality of students of character values has played its role as possible-that is between them as educators, managers, administrators, supervisors, leaders, innovators, and motivators, apart from the role that has an equally important role of as a mediator and figure. In ensuring the quality assurance, the principal of MAN 3 Malang integrate all roles into a work program daily, weekly, monthly, and yearly. Additionally, to ensure a quality assurance, the principal program is competencies mapping of teachers and employees by performing competency test for all the teachers and education. So, the principal should be the model in daily life activities in accordance with the honesty, achievement, and simplicity.

3. The Evaluation in Ensuring the Quality Assurance of Student's Character Values at Man 3 Malang.

In this case, the principal of MAN 3 Malang do well educational supervision at each execution of the program has been promised, in order to ensure the quality itself. And perform a wide range of good evaluation done internally or externally of *madrasah*. The internal evaluation is through done by good monitoring and evaluation side toward overall activities in *madrasah*. Till the evaluation is in getting some information

about the lack of belonging to the *madrasah*, then with the expected availability of the assessment there are significant improvements and ultimately the quality assurance expected can be realized well.

B. Suggestion

1. For the entire educational component at MAN 3 Malang (The principal, teachers and educational staff) continuously strive to improve the quality assurance is built very well, so can be produce the desired output results and anticipated by Indonesian race in general.
2. For the next researchers who interested in the same topic, it is advisable to use other variables associated with the quality assurance of Student's character values or this result of research could be additional reference.

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Thesis Title : The Role of Principal in Ensuring the Quality Assurance
of Student's Character Values at MAN 3 Malang

No	Date	Consultation	Signature
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3.	15 Maret 2013	Revision Chapter II	3.
4.	01 April 2013	Chapter III	4.
5.	22 April 2013	Revision Chapter IV	5.
6.	01 Mei 2013	Revision Chapter V	6.
7.	13 Mei 2013	Chapter VI	7.
8.	29 Mei 2013	Revision all chapters	8.
9.	05 Juni 2013	ACC All over contents	9.

Malang, May 5th, 2013

The Dean of Faculty of Tarbiyah and
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PEDOMAN WAWANCARA

Kepala Sekolah

1. Bagaimana peran kepala sekolah dalam penjaminan mutu sekolah? Terutama dalam penjaminan mutu guru?
2. Apa kebijakan kepala sekolah dalam menjamin mutu untuk implementasi nilai-nilai karakter?
3. Mengapa hanya tiga nilai karakter yang dicanangkan? Apa yang menjadi tujuan dan harapan?
4. Bagaimana langkah-langkah kepala sekolah dalam penjaminan mutu dalam implementasi nilai-nilai karakter tersebut?
5. Bagaimana kepala sekolah mengadakan pengawasan mutu terhadap guru PAI (Aqidah_Akhlaq)?
6. Apa indikator yang akan dicapai dalam implementasi nilai-nilai karakter?
7. Apa yang menjadi faktor pendukung dan penghambat dalam penjaminan mutu untuk implementasi nilai-nilai karakter tersebut?

Waka Kurikulum

1. Metode apa yang digunakan guru PAI (Aqidah_Akhlaq) dalam mengajar? Apakah ada metode tersendiri, terutama dalam mengimplementasikan nilai-nilai karakter?
2. Bagaimana dengan guru sebelum melaksanakan proses pembelajaran?
3. Apakah ada modifikasi kurikulum?
4. Bagaimana peran kepala sekolah dalam menjamin mutu dalam implementasi nilai-nilai karakter yang telah dicanangkan tersebut?
5. Bagaimana langkah-langkah yang diambil kepala sekolah dalam implementasi nilai-nilai karakter?

Guru PAI (Aqidah_Akhlaq)

1. Bagaimana persiapan sebelum mengajar? Apakah ada RPP khusus terutama dalam implementasi nilai-nilai karakter?
2. Apakah ada pelatihan-pelatihan khusus?
3. Bagaimana fasilitas yang diberikan sekolah kepada guru PAI (Aqidah_Akhlaq)? Apakah sudah menunjang dalam pembelajaran?
4. Apa yang menjadi faktor pendukung dan penghambat dalam implementasi nilai-nilai karakter pada peserta didik?
5. Bagaimana peran kepala sekolah dalam menjamin mutu dalam implementasi nilai-nilai karakter yang telah dicanangkan?

Penjaminan Mutu Madrasah (PMM)

1. Bagaimana langkah yang diambil untuk menjamin mutu tenaga pendidik?
2. Bagaimana pengawasan terhadap mutu tenaga pendidik?

TENAGA KEPENDIDIKAN MAN 3 MALANG

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2	Moch. Nanang F.R	
3	Sri Wahyuni	
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6	Mustakim	
7	Khamada Abdillah	
8	Zulkifli	
9	Yulaikha	
10	Haris Perdana	
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12	Siti Maimunah, S.Pd	
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16	Anik Ismawati	
17	Tatik Rejeki, S.Pd	
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21	Mochamad Arief Rachman	
22	Jemikan	

23	Saiful Lukman	
24	Jumawan	
25	Sugeng Winarto	
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11	Ali Maskur	
12	Mohamad Yazid	
13	Ali Muhazin	
14	Adin Priawan	
15	Akhmad Sholeh	
16	Sabar Sianto	
17	Samsuri	

18	M. Sholeh	
19	Novi Dwi Chandra	
20	Moch. Mas Rochim	
21	Sunardi	
22	Sumarno	
23	Riyani	
24	Setia Ratna	
25	Minar Wati Angga Sari	
26	Yunaedi	
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10	PURNOMO, S.Pd	
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14	Dra. Hj. ROBI'AH, M.A	
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17	Drs. MOCH. JAZULI	
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19	ANIK LATIFA, S.Pd.	
20	Dra. REVTRI PRIHATIN	
21	Hj. NINIK SUDARWATI, S.Pd	
22	DWI SUPRAPTO, S.Pd	
23	MIA KURNIATI AMINULLAH, S.Pd	

24	Dra. WAHYUNI EKOWATI	
25	Drs. SUDARTO, M.Pd.	
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41	BUDI WIDODO, S.Pd	
42	ALI MUKTI, M.Pd	
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44	NUR AMTSAL, S.Ag	
45	ANDI SETYAWAN, S.Ag	
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