

# turnitin-Implementation of the Quality

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# Implementation of the Quality Performance of PAI High School Teachers In the Sukabumicity

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## Abstract

Teachers as the spearhead in the education system need attention. The purpose of this research is to know (a). Teacher quality performance improvement program (b). Implementation of improving the quality of teacher performance (c). Problems faced in improving the quality of teacher performance (d). Completion of improving the quality of teacher performance for the three PAI teachers of Public Senior High Schools in Sukabumi City. The research method used is descriptive analytic method, with a research focus, namely describing the implementation of improving the quality of performance of Islamic education teachers. (a). Data collection techniques observe the behavior and activities of school principals and teachers. (b). Interviews that will be used are closed interviews and open interviews in the research process (c). Document review is carried out by investigating data from documents, notes, files, photos, films and others. (d). Triangulation is a data collection technique by combining observation, interview and documentation techniques, with the aim of obtaining valid and credible data. (e). Data analysis was carried out continuously and continuously. The conclusion is the implementation of the program to improve the performance quality of Islamic Education teachers at Public Senior High Schools in Sukabumi City. (a). Implementation according to plan (b). Implement the principal's program of activities according to the SWOT analysis. (c). Identifying problems in improving the quality of teachers (d). Providing settlement steps through evaluation, follow-up studies, giving reward and punishment

**Keyword:** Implementation of Quality, Performance, PAI High School Teachers

## A. Introduction

The teacher is the spearhead who is very decisive in the education system as a whole, which must get the main attention. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. In other words, that improving the quality of education will get good results if it starts from improving the quality of teachers. The issuance of Law Number 14 of 2005 concerning Teachers and Lecturers is one proof of the government's seriousness in creating quality education.

### 1. Teacher and Lecturer Law

Based on this law, a professional teacher must have: adequate academic qualifications, master teacher competency standards, pass certification, be physically and mentally healthy, and the ability to achieve the achievement of educational goals. The academic qualification standards and teacher competencies are outlined in Permendiknas Number 16 of 2007. A teacher who meets teacher quality standards is expected to be able to realize effective learning and also become a career learner in order to realize the quality of education. (Susanto., 2018: 70)). The behavior of a teacher in carrying out their duties as an educator and teacher when teaching in the classroom, according to certain criteria ". Thus, according to the explanation of Government Regulation No. 19 of 2005 that teacher performance is closely related to teacher competence,

namely pedagogical competence, professional competence, personality competence, and social competence

## 2. Government Policy

Until now, the policies that have been issued by the government have not been able to raise the dignity of the quality of national education. (Mujib, Abdul., Et al., 2013). Teachers and the teaching feasibility of secondary school teachers from the level of education and also their field of specialization or competence still do not meet teacher quality standards. This condition is exacerbated by the occurrence of wrong rooms in the assignment of teachers. In addition, based on the Human Development Index (HDI) statistical data records, other facts show that there are 60% of elementary school teachers, 40% junior high school, 43% high school, 34% vocational high school teachers who are deemed unfit to teach at their respective levels. In addition, 17.2% of teachers or the equivalent of 69,477 teachers teach not their fields of study ([http://www.geocities.ws/guruvalah/mutu\\_gur\\_u.html](http://www.geocities.ws/guruvalah/mutu_gur_u.html). Accessed on October 5, 2020).

## 3. Teacher certification <sup>12</sup>

Teacher certification is the process of giving educator certificates to teachers who have met professional standards. Professional standards are an absolute prerequisite for creating quality education systems and practices. Professional teachers are teachers who are able to plan and implement the learning process, assess learning outcomes, conduct guidance and training, and conduct research and community service, especially for educators in higher education. In fact, the certification program has not been able to boost the quality of teacher performance. (Ridwan, El Hariri., 2011). That certification has a low effect on teacher performance. Likewise, research conducted by Cindy Sir Annajiyyah (2011) entitled "Comparative Study of Teacher Performance who has not been Certified with Teachers who are Certified in Public Junior High Schools in the Commissariat of Karawang Kota". The results showed that statistically there was no significant difference between the performance of teachers who had not been certified and teachers who had been certified at the State Junior High Schools in the commissariat of Karawang Kota.

The data shows that the average UKG score for public high school teachers in Sukabumi is 57.5, while the average PKG score is 57.64. This value if converted into credit figures based on the Implementation Guidelines for Teacher Performance Assessments (Kemendiknas, 2012: 24), is included in medium designations (51-60) with a percentage of 50% credit. Based on the background description of the problem above, the root of the problem in this study is the low motivation of Islamic Education teachers to improve their abilities, competencies and potential so that they can contribute to the low quality of the resulting performance.

## 4. The problem

The emergence of these problems is due to the lack of guidance programs for Islamic Education teachers, both in terms of planning, implementation, and evaluation so that they can contribute to improving teacher quality. Therefore, this problem needs further research so that concrete and reliable data can be found and alternative solutions can be determined.

On the basis of the above problems, researchers are interested in carrying out further research related to improving the quality of performance of Islamic education teachers in Sukabumi City. The reasons for the choice of Sukabumi City as the research location are:

- a. Based on West Java BPS data, the HDI value of Sukabumi City is ranked 6th out of 27 cities and regencies in West Java, while Sukabumi Regency is ranked 23 out of 27 cities and regencies in West Java.
- b. Based on data from the West Java Region IV Sukabumi Education Office, nearly 60% of students in SMA Kota Sukabumi come from the Sukabumi Regency area.
- c. The majority of high school students in Sukabumi City come from Sukabumi Regency, but this does not affect the increase in HDI scores.
- d. The following is the HDI table for the City and District of Sukabumi based on West Java BPS data from 2016 – 2019

## B. Method

This research uses descriptive analytic method. With a research focus to describe and analyze the implementation of improving the quality of performance of PAI public high school teachers in Sukabumi City. (Sugiyono., 2018). The process and steps taken in extracting information related to the research to be studied are expected to be complete, in-depth, and meaningful.

### 1. Research instrument

- a. Researchers as a tool and from the environment that must be meaningful for research,
- b. Researchers as a tool for aspects of the situation and can collect data
- c. Researchers as an instrument to analyze data, interpret, and hypotheses

### 2. Data Collection Techniques

- a. Observation, Observation. Done by observing the behavior, events or activities of the principal and Islamic Education teachers, either individually or in groups.
- b. Deep interview. In collecting data through in-depth interviews, which is an activity to get information directly by asking questions in obtaining data
- c. Documentation studies which are the source of data such as: written records, pictures, films, which are stored. As facts and data stored in various materials in the form of documentation
- d. Triangulation is a data collection technique by combining observation, interview and documentation techniques.

## C. Results and Discussion

The results and findings in this study aim to analyze and describe the implementation of improving the quality performance of Islamic Education teachers at SMA Negeri 1, 3, and 4 in Sukabumi City, which includes aspects of planning and implementation, problems faced and solutions and future efforts in implementing improvement programs. the quality of performance of PAI SMA teachers.

### 1. Implementation

#### a. PAI Teacher Performance Quality Improvement Program

Determine the need that improving the quality of teacher performance is part of education activities. So it is necessary to do careful planning so that results can be obtained according to what has been determined. The planning process carried out by the principal and his staff in order to improve the quality of the performance of PAI teachers in SMA Negeri 1, 3, and 4 in

Sukabumi City includes: (1). Determine needs (2). Setting goals (3). Determining the place and time, (4) determining the program, (5) implementing the program and (6) determining the program evaluation.

Conformity between theory and findings in the field. This suitability exists because the principal and his staff have a good understanding of the procedures and steps in the strategic planning process in the institution he leads. One of the strategic plans in an effort to improve the quality of Islamic education teacher performance is to determine needs. Before determining program needs, first the principal and his staff conduct an analysis of the school situation so that they can find out the current problems and challenges that will be faced. The size of the challenge is indicated by the size of the mismatch between the facts or the current situation and the situation that is the hope.

The situation analysis was carried out by the principal and his staff after identifying the functions needed to achieve the goal of improving the quality of performance. Based on the results of the analysis, programs that refer to the vision and mission of the school are then compiled, because the school's vision and mission are targets to be achieved in one academic period, which in its implementation is described in the form of future programs. After a situation analysis was carried out, the principal and his staff carried out a "SWOT" analysis to find out how much strengths and weaknesses, opportunities and challenges there are to the existing functions in SMA Negeri 1, 3 and 4 Sukabumi City. SWOT analysis is needed to find out what is needed to be able to achieve predetermined goals which is associated with the level of readiness of each function that has been determined to the level of readiness of each factor involved in each function. SWOT analysis is carried out on all factors involved in each function, both internal and external factors.

Based on the results of this analysis, it was agreed that determining the need for training and development in order to improve the quality of the performance of PAI teachers in SMA Negeri 1, 3 and 4 in Sukabumi City involves two things, namely:

- 1) Programs are arranged on the basis of the interests of the Organization or Institution in order to achieve predetermined goals.
- 2) Programs are arranged on the basis of individual teacher interests, in order to achieve learning objectives that have become their duties and responsibilities

The results of the two analyzes are then discussed with the teachers and the school committee in the form of a "workshop". This is done if there are programs that are not suitable or have not been accommodated, it can be added or subtracted according to budget conditions as a factor of consideration. However, in principle, efforts are made to ensure that the program does not consume too large a budget. Certain training and development is only held if the need for it exists and is adjusted to the existing budget. It is absolutely necessary to determine needs based on proper analysis.

A needs analysis must be able to diagnose at least two things, namely: the problems faced now and the new challenges that are expected to arise in the future. In terms of theory, this process is in accordance with the PDCA cycle theory. (Creswell, John., 2015). The planning stage is the stage for setting targets or targets to be achieved in improving the process or problems to be solved, then determining the methods to be used to achieve the predetermined targets or targets. This shows that there is an agreement between the theory and the findings in the field. This suitability means that the principal and his staff really understand the technique in formulating the level of needs that must be done in order to improve the quality of the performance of PAI teachers in SMA Negeri 1, 3, and 4 in Sukabumi City.

### b. Goal Setting

Determination of program objectives carried out at SMA Negeri 1, 3 and 4 is based on the results of the situation analysis and SWOT analysis that has been carried out. The goal to be achieved can be technical in nature, or it can be behavioral or it can be both. Therefore, the goal setting is compiled and stated as clearly and concretely as possible so that it can be properly understood by both the instructor and the participants. Determination of the targets to be achieved can be both technical and behavioral. This should be stated as clearly and concretely as possible, both for the trainers and for the participants. For training and development providers, in order to know the objectives are: 1) as a benchmark in the future to determine the success or failure of the training and development program, 2) as material in an effort to determine the next steps such as program content and training methods to be used.

Improving the quality of performance of PAI teachers in SMA Negeri 1, 3 and 4 in Sukabumi City is part of the process of fostering and developing educational human resources that have predetermined goals and benefits. (Nur, Azman., 2013). The purpose of this coaching and development is to improve the abilities, skills, attitudes and responsibilities of teachers so that they can achieve learning goals and objectives effectively and efficiently. In addition, the aim of coaching and developing teachers is to improve the effectiveness of their work in achieving predetermined work results. Improvement of work effectiveness can be done by improving knowledge, skills and attitudes towards tasks.

The main objective in human resource development is to improve the capabilities, skills, attitudes and responsibilities of employees so that they are more effective and efficient in achieving program goals and organizational goals. In addition, the goal of employee development is to improve the effectiveness of employees' work in achieving predetermined work results. Improvement of work effectiveness can be done by improving employee knowledge, employee skills and employee attitudes towards their duties. The expected benefits with the implementation of the PAI teacher performance quality improvement program in SMA Negeri 1, 3 and 4 in Sukabumi City are: (1) there is a sense of satisfaction from Islamic Education teachers, (2) save the existing budget, (3). Increase the participation of teachers in every school activity (4). Improve communication and cooperation in school organizations. This is in line with the opinion of John H. Proctor and William in their book *Training a Handbook for Line Managers*. Mentioning there are 13 benefits of human resource development, namely as follows:

(1) Increase employee satisfaction (2). Reducing waste (3). Reducing employee absences (4). Improve work methods and systems (5). Increase the level of income (6). Reducing overtime costs (7). Reducing maintenance costs of machines (8). Reducing employee complaints (9). Reducing occupational accidents (10). Improve communication (11). Increase employee knowledge (12). Improve employee morale (13) Create good cooperation. The description above shows the conformity of the findings between the concept and the field findings and this means that the principal and his staff understand well in formulating program objectives and benefits that are tailored to the internal needs of the institution, both SMA Negeri 1, 3, and 4 in Sukabumi City.

Furthermore, it was explained that the achievement of goals and benefits in the program to improve the performance quality of PAI teachers in SMA Negeri 1, 3 and 4 Sukabumi City is a tough task and requires cooperation and support from all parties, especially educators and education personnel in the school environment. The different working periods among teachers

provide additional work so that policy makers need to think deeply so that each teacher gets appropriate coaching. Therefore, each teacher is grouped and received guidance according to the length of service. The grouping and coaching process is divided into 3 groups, namely:

- 1) Pre-assignment coaching, namely teachers who have a duty period of 0-5 years. This guidance is given to teachers who are about to start working and are provisioning, so that they can carry out their duties properly.
- 2) Coaching in duties, namely teachers who have entered the work period of 6-20 years. This guidance is given to teachers who already have permanent duties at school with the aim of improving the quality of their performance.
- 3) Post-assignment guidance, namely teachers who have entered the work period of 20 years - retirement. This guidance is given to teachers to assist or prepare for retirement.

HR development in terms of its implementation period, training as part of development tasks, which can be divided into three, namely:

- 1) Pre service training (pre-assignment training), is training provided to prospective employees / educators who are about to start working, or new employees who are debriefing, so that they can carry out tasks that will later be assigned to them.
- 2) In service training (training on duty), is training in tasks carried out for employees / educators who are on duty in the organization with the aim of increasing their ability to carry out work.
- 3) Post service training (post-assignment training), is training carried out by organizations / institutions to assist or prepare employees / educators in facing retirement.

This shows a conformity between the concept and field findings, which means that the principal and his staff have a good understanding of the scope of the PAI teacher performance quality improvement program in SMA Negeri 1, 3 and 4 Sukabumi City. (Kadharisman., 2013: 31). The process of coaching and development in order to improve the performance quality of Islamic Education teachers at SMA Negeri 1, 3 and 4 Kota Sukabumi is very important for school organizations as an effort to achieve optimal educational goals, both micro and macro. So in its implementation the principal and his staff consider it important to pay attention to factors that can affect the achievement of predetermined goals, both factors that come from the organizational side consisting of resources, leadership, compensation (financial and non-financial), structure and design. work, factors that come from psychological aspects consist of perceptions, attitudes, personality, learning and motivation, as well as factors that come from the individual itself, which consists of abilities and expertise, individual background and demographics.

### c. Program Determination

In accordance with the joint agreement through workshops, every activity that has become a decision must be carried out as well as possible in accordance with the predetermined plan. And the most important thing is that coaching and development is directed towards changes in teachers, both in terms of technique, practice and behavior. The programs that have been agreed upon are as follows:

- 1) Distance Learning Training Program,

- 2) Scientific Paper Writing Program,
- 3) Teaching Material Writing Training Program,
- 4) Learning Media Making Program,
- 5) Research Grant Program, and
- 6) Research Program .

This shows that the determination of the training program is based on the needs that are adjusted to the available budget conditions.

#### **d. Determination of Place and Time**

Determining the right place and time, the principal and his staff classify the coaching material. The material that can be done in school and material that cannot be done in school is separated, so that it can be easier to find the best solution for each teacher. Therefore, the principal instructed the Deputy Head of the Curriculum field to set the schedule for teacher learning in the classroom according to coaching activities. Training can be done with on-site or off-site training. The advantages of on-site are (1). Reducing training costs, (2). Eliminate transportation costs, 3) flexible training schedule, 4) reduce disruption of daily operations. While the advantages of off-site are 1) giving the impression to employees that quality is very important so that the company conducts training outside the company, 2) less distraction, 3) less interruptions, 4) educational setting is more in accordance with class composition. Determining the place and time of an activity has a very strong potential for the success and smooth running of the program. It is often heard the saying that "no matter how good an activity program is, if it is carried out at the wrong place and time, it will not be carried out well".

#### **e. Determination of Program Evaluation**

Based on data from interviews, observations and documentation studies, the authors found that evaluation activities are needed to determine the extent to which the program to be implemented goes according to plan. Therefore, the principal and his staff have formulated strategic steps so that the program that has been determined runs effectively and efficiently. (Faturrohman, Muhammad., Et al., 2012). Performance evaluation is carried out by observing in the classroom and assessing the performance of the teacher and making teaching plans. The preparation of program evaluations focuses on improving the ability of Islamic Education teachers to carry out their duties as educators, and changes in behavior that are reflected in attitudes, discipline, and work ethic in educational institutions. The description above shows that there is an agreement between the concept and the findings in the field. This suitability exists because the principal and his staff really understand the evaluation that will be carried out in order to minimize the failures that will occur.

Based on the research findings, it can be stated that in theory the program to improve the performance quality of Islamic Education teachers at SMA Negeri Sukabumi is in accordance with the needs and developments in their respective schools, but the success of the program has not been evenly distributed. This is due to several influencing factors, especially internal factors that exist in Islamic Education teachers.

## **2. Implementation of PAI Teacher Performance**

Program implementation is the realization of all predetermined programs. Whether a program is successful or not, it will return to the teacher himself.

### **a. Distance Learning Training Program**



Based on the findings of research at SMA Negeri 1 Kota Sukabumi, it shows that initially this activity did not get a good response from every PAI teacher, this can be seen from the very lack of attendance records. But at the 6th meeting onwards the attendance attendance was 100%, meaning that all 7 PAI teachers (people) were involved in participating in distance learning training activities. While the findings in SMA Negeri 4 Sukabumi City show that this activity initially received a good response from every PAI teacher, this can be seen from the attendance record that reached 100%. But at the 4th meeting onwards the attendance attendance was 40-60%, of all the 6 PAI teachers (people) only 3-4 teachers participated in distance learning training activities. (Rusman., 2011). The description above shows that there is a mismatch between the concept and field findings, it can be concluded that Islamic Education teachers do not understand their responsibilities as Islamic Education teachers who should be used as examples and role models not only for their students, but role models for all. In addition, if viewed from the philosophy of the value system, the above reality is contrary to the ethical-law values, which are manifested, among others, in respect, kindness / humility, loyalty, trustworthiness, honesty, responsibility, good faith, faith-fairness, peaceful, patient, forgiving, helpful, tolerant, and harmonious.

Training activities at SMA Negeri 1 are carried out in schools according to a predetermined schedule, which is carried out 1 week 2 times with different materials for each meeting. At the first meeting the material was filled with theory and practice, while at the second meeting the material focused more on practice. The instructor is carried out by existing IT teachers, so as to get rid of the awkwardness. While the training activities at SMA Negeri 4 are carried out in schools according to a predetermined schedule, which is carried out 1 week once, namely on Wednesdays, starting at 13.00 - 14.30 WIB. with theoretical and practical material. The existing IT teacher (instructor) is carried out by the existing IT teacher, so that they are more familiar with the training process.

The suitability between concept and reality in the above statement is reflected in the efforts to move people to be directly involved in the program that has been planned. This training is carried out in the form of In House Training, because this education is carried out internally at the school. The atmosphere of the training activities, both at SMAN 1 and SMAN 4 looked very pleasant, harmonious, so that the impression of conduciveness was very visible. Between the instructor and the trainees it looks very familiar, and an awkward impression is not visible. In addition, PAI teachers directly practice distance learning activities using the Zoom application on a laptop so that they can interact directly with students.

One of the characteristics that someone has learned is the change in the learner, both cognitive, affective and psychomotor. In addition, changes are one of the criteria for evaluating. (Solihin, Ismail., 2010: 4). This distance training program can be said to be successful. This can be seen from the number of participants, the schedule, the conducive atmosphere, the teacher's reaction, the learning process, changes in behavior and very good performance.

#### **b. Teaching Material Writing Training Program**

Based on the findings of research at SMA Negeri 1 Kota Sukabumi, it shows that the training program for writing teaching materials is held once a week, and is held every Saturday from 10.00-12.00 WIB. The lecturer was conducted by an instructor who was recommended by the Education and Culture Office of West Java Province. This program activity seems so important, that the PAI teachers are eager to participate in it. This is in accordance with attendance, that the implementation of program activities was attended by all 7 PAI teachers.

(Sadili, Syamsudin., 2010: 123). The learning atmosphere looks fun, and occasional questions and answers occur between the participants and the speakers. Meanwhile, findings in SMA Negeri 3 Kota Sukabumi show that the training program for writing teaching materials is held once a week, and is held every Saturday from 08.00 - 10.00 WIB. The speaker was carried out by a teacher at SMA Negeri 3 Sukabumi City who had received several awards as an exemplary teacher at the national level in making teaching materials.

This program activity seems so important, that the PAI teachers are eager to participate in it. This is in accordance with the presence of attendance, that the implementation of program activities was attended by all 4 PAI teachers. The learning atmosphere looks fun, and occasional questions and answers occur between the participants and the speakers. The research findings at SMA Negeri 4 Kota Sukabumi show that the training program for writing teaching materials is held once a week, and is held every Saturday from 10.00-12.00 WIB. The lecturer was conducted by an instructor from the Education and Culture Office of the City of Sukabumi. This program activity seems so important, that the PAI teachers are eager to participate in it. This is in accordance with attendance, that the implementation of program activities was attended by all 6 PAI teachers. The learning atmosphere looks fun, and occasional questions and answers occur between the participants and the speakers.

The suitability between the concept and the findings shows that this program has a strong appeal so that it can be attended by all Islamic Education teachers who work in their respective schools. This attraction may occur because of the high level of curiosity of Islamic Education teachers, or because they do not understand so that they are moved to want to understand. Regardless of these assumptions, in general the implementation of this program can be said to be successful when viewed from the implementation aspect. (Siagian., 2018: 202) emphasizes that: The implementation of a training and development program by educational institutions for educators can be said to be successful if in the training and development participants there is a process of transformation. The transformation process is stated to be going well if 1) there is an increase in the ability to carry out duties as educators, 2) changes in behavior are reflected in attitudes, discipline, and work ethic in educational institutions. One of the characteristics that someone has learned is the change in the learner, both cognitive, affective and psychomotor.

### **c. Learning Media Making Program**

Based on the findings of research at SMA Negeri 1, 3 and 4, Sukabumi City, it shows that training in making computer-based learning media runs according to the agreed schedule, which is carried out once a week, every Tuesday from 13.00 - 14.30 WIB. This can be seen in the list of PAI teachers attendance in participating in the program. The presenters or instructors are carried out by IT teachers at SMA Negeri 1 Sukabumi City with the hope that the training activities will run well, because PAI instructors and teachers have known each other beforehand. In addition, it will make it easier for school principals to evaluate activities. The atmosphere of the training activities looked very pleasant, harmonious, so that the impression of conduciveness was very visible. Between the instructor and the trainees it looks very familiar, and does not look awkward. Besides that, Islamic Education teachers practiced directly on their respective laptops how to make learning media using the Microsoft Power Point application.

The results of the training are then directly practiced in the Islamic Education learning process in their respective classes. This of course provides new knowledge for Islamic Education teachers who originally used more PAI learning handbooks in the learning process, and will indirectly have an impact on changes in performance. (PP RI No. 101 Year 2000). The suitability

between the concept and the findings shows that this program has a strong appeal so that it can be attended by all Islamic Education teachers who work in their respective schools. This attraction may occur because of the high level of curiosity of Islamic Education teachers, or because they do not understand so that they are moved to want to understand. Regardless of these assumptions, in general the implementation of this program can be said to be successful when viewed from the implementation aspect. <sup>14</sup>

Based on the research findings, it can be stated that the implementation of the program to improve the quality of performance of Islamic Education teachers at SMA Negeri Sukabumi in general goes according to the predetermined plan. The success of this program can be seen from the learning process carried out online by every Islamic Education teacher using a laptop and being able to operate it properly. This is very different from before the holding of training activities for PAI teachers.

#### **d. Program Problems**

Based on the findings of research at SMA Negeri 1 Sukabumi City, it shows that the problems that occur in the implementation of improving the quality of performance of Islamic education teachers, namely

- 1) Organizational factors are related to unclear job descriptions in the planning program.
- 2) Psychological factors, related to the lack of motivation of Islamic Education teachers.

Meanwhile, research findings at SMA Negeri 3 Kota Sukabumi show that the problems that occur in the implementation of improving the quality of performance of Islamic Education teachers lie in the individual teacher factors, namely the weak abilities and skills of Islamic Education teachers, both in the implementation of the learning process and in the adjustment and use of technology media. The research findings at SMA Negeri 4 Sukabumi City show that the problems that occur in the implementation of improving the quality of performance of Islamic Education teachers lie in the motivation factor of teachers in developing potential and competence.

Motivation has an important role for every individual in developing their potential. For those who have great motivation, they will get satisfying results, but for those who have weak motivation, the results will not be satisfactory. (Kadarisman, M., 2013). Based on this assumption, it is very important for the government and education managers to continue to strive to foster motivation for teachers to be willing and able to develop in order to improve their performance which is directly beneficial for the institution concerned in achieving institutional goals, and indirectly improves quality. National Education.

#### **e. Solution to Program Problems**

Based on the findings of research at SMA Negeri 1 Sukabumi City regarding the solution to the problem, it shows that: the principal and his staff make job descriptions according to the organizational structure, and as a result the activities can go according to plan and it is proven that the presence of PAI teachers in participating in training activities is 100%. The findings of research at SMA Negeri 3 Sukabumi City related to solutions to problems show that the principal and his staff recommended PAI teachers to continue their studies to the Masters level, and the results were very satisfying, namely 3 out of 4 PAI teachers have now graduated. The research findings at SMA Negeri 4 Sukabumi City related to the solution to the problem show that the

principal provides rewards and punishments for Islamic Education teachers who participate in training activities, and the result is that all PAI teachers actively participate in the training program well.

## D. Conclusions and Implications

### 1. Conclusion

Based on the discussion of research on the implementation of the program to improve the quality of performance of Islamic Education teachers at SMA Negeri Sukabumi, it can be concluded as follows:

- a. The implementation of the PAI teacher performance quality improvement program for Public Senior High Schools in Sukabumi City has been going according to the plan through training, the teacher's performance has shown a significant increase. Can make lesson plans, the learning process, make assessments, can use a laptop, for learning media and others.
- b. Program to improve the quality of performance of Islamic Education Teachers in Public High Schools in Sukabumi City. Conduct and determine the principal's program of activities, identify problems, carry out a SWOT analysis, determine inhibiting factors and supporting factors.
- c. The problems of the PAI teacher performance quality coaching program for Public Senior High Schools in Sukabumi during the implementation of the training program include: (a). Lack of clear job descriptions for teachers and education personnel (b). The low motivation of Islamic Education teachers in developing potential as teacher competence.
- d. The solution to the problems of the PAI teacher performance quality improvement program for Public Senior High Schools in Sukabumi City. So the principal restructured all the elements involved by determining the job descriptions for each, namely: (a). Evaluating training programs and learning activities carried out by Islamic Education teachers in their respective classes. (b). Doing further studies to a higher level. (c). Provide reward and punishment.

### 2. Implications

Based on the results of the conclusions on the implementation of the PAI teacher performance quality improvement program in the State Senior High School in Sukabumi, it has implications for, among others:

- a. The coaching program for the quality performance of PAI high school teachers has an impact on the duties of the principal in compiling a strategic plan for all program activities
- b. Problems arising from teachers, organizations, the environment in the implementation of the high school Islamic education teacher performance quality improvement program. Has an impact on the method and ability of school principals in growing and motivating teachers in every program implementation.
- c. Solutions to problems in the implementation of the PAI teacher performance quality improvement program. Impact on every program activity to be implemented immediately as the best solution so that activities can run without any problems. And make alternative solutions according to expectations

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