



**DEVELOPMENT OF SUBJECT TEACHER
CONSULTATION MANAGEMENT (MGMP) IN
IMPROVING THE COMPETENCE OF THE QUR'AN
HADITS' TEACHERS IN MADRASAH ALIYAH IN
DEMAK DISTRICT (Benchmarking towards MGMP D.I.
Yogyakarta Province)**

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Abstract

This research is a case study which takes a research in Islamic Senior high school at religion ministry in Demak district and D.I. Yogyakarta Province. While the data collection is done by documentary, observation, and deep interview with the head of Islamic education school section at religion ministry district office of D.I. Yogyakarta province and Demak District, the chief of management of teacher's subject forum, Al-Qur'an Hadits' teacher and the chief workgroup of madrasah. Data analysis is processed when the researcher were in field, collecting the data, and when all of data is collected as finishing of field section. The result of this research shows that : 1) teacher's subject forum management in Islamic senior high school Demak District has some problems in main programe agenda, human resource, infrastructure and facilities, a management, a financial, controlling and evaluation. 2) Management development of teacher's subject forum in D.I Yogyakarta province is covering the development of programs and agenda, human resource, infrastructure and facilities, a management, a financial, controlling and evaluation. 3) the lesson that can be learnt from both of research subject is do the system development correctly, program and structure to improving and developing the teacher's subject forum management in Demak district to become professional organization that can improve the teacher's competence.

Keyword: *Development, teacher 's subject forum management, Al-Qur'an Hadits teacher's competence.*

A. Introduction

The subject teacher conference has the opportunity to become a forum for improving teacher competence and developing the teaching profession, but it will be less useful when its organizers uses inappropriate management. The management of *MGMP*, which seems to have not met the managerial rules, is still becoming a serious problem that ought to be solved by the organizers and members.

One of the needed knowledge in guiding future changes in the nation life is management of science. Management becomes a tool to achieve goals through the use of existing resources within the organization. The advantages of management lies on the fact that professional human resources are expected to be able to use management in making changes effectively for the benefit of life in the future as well as being able to respond to environmental challenges and changes.¹

The Ministry of Religion, in Bahasa it called *Kemenag*, stated that *MGMP* is greatly effectively used as a means of improving teachers competences which is then the end result expected to become a professional and adaptive-innovative teacher. One of the policies made is in collaboration with the World Bank to provide financial assistance to *KKG/ MGMP/ MGBK/ KKM/ POKJAWAS* in accordance with PMA No. 38 of 2018, namely Continuous Professional Development (*PKB*) with the aim of improving teacher's competences as needed, gradually and continuously with self-development activities, scientific publications, and innovations works.²

In Demak Regency, several *MGMP* in National Examination subjects on senior high school in the Regency level already have a license from Demak's Religion Ministry and in 2021 have received Block Grand funding assistance to carry out *PKB* activities, but for *MGMP* in the category of PAI subjects (Qur'an Hadith, Fiqh, SKI, and Aqidah Akhlaq) Ministry of Religion in Demak has not made a license because one of the reasons is that there is no *PKB* activities for PAI.³

In line to that, the researchers conducted preliminary research in several madrasah, Islamic school, in Central Java, namely Kendal, Temanggung, and Demak Districts. In Kendal and Temanggung districts, the *MGMP* of Al-Qur'an Hadith in *Madrasah Aliyah*, Islamic school in senior high school level, has been going well.⁴ In Demak Regency, there are 70 privates *Madrasah Aliyah* and one public *Madrasah Aliyah* which are divided into three Groups of Madrasah Working (*KKM*) in which each of it has its own Al-Qur'an Hadith *MGMP* group, however

¹ Fred Luthans, *Organization Behavior*, (Singapore: International Edition (6), 2006), H.9.

² <https://kemenag.go.id/read/mgmp-dan-peningkatan-kompetensi-guru-madrasah> diakses pada 12 Desember 2021 pukul 07.52 WIB.

³ Berdasarkan wawancara dengan Bapak H. Abdul Rokhim, S.Ag., M.Pd. selaku Kasie. Pendidikan Madrasah Kemenag. Demak pada tanggal 18 Desember 2021.

⁴ Berdasarkan wawancara dengan Ibu Siti Rpfiah, S.Pd.I. guru MANU 06 Kendal, dan Ibu Nur Jannah, S.Pd.I., guru MA Darul Muttaqien Temanggung pada tanggal 18 November 2021.

it is vacuum and has not run optimally. Even, the *KKM* and *MGMP* of the Al-Qur'an Hadith have not yet received an official license from the Ministry of Religion in Demak Regency. Likewise with the condition of the Al-Qur'an Hadith *MGMP* at MAN 2 Kudus experienced passivity and according to temporary assumptions due to inappropriate management.⁵

Meanwhile, the Islamic Religious Education *MGMP* (*PAI*) in Demak Regency to be passive after the policy that the management of administration and teacher salaries in the State Senior High Schools and State Vocational Schools in Demak Regency was no the responsibility of the Regency anymore, but it was transferred to the Central Java Provincial government.⁶

Province of D.I. Yogyakarta has *MGMP* of Al-Qur'an Hadith *Madrasah Aliyah* which consists of 49 teachers and for the last four years has made innovations, activities and programs that always run well and have become the mainstay of the Regional Office, Religion Ministry of D.I. Yogyakarta Province. Moreover, the Al-Qur'an Hadith *MGMP* in Yogyakarta Province includes the most active *MGMP* from other *MGMP* groups in the *PAI* category in this province.⁷ With the benchmarking between the Al-Qur'an Hadith *MGMP* in Demak Regency and in D.I. Yogyakarta Province, it is expected to be a solution for the development of its managements.

Based on the academic anxiety above, this study is essential to be conducted so that it becomes a solution for developing the management of the Al-Qur'an Hadith *MGMP* in Demak Regency or in other areas which are facing similar problems by providing references from management development of *MGMP* Al-Qur'an Hadith located in D.I. Yogyakarta Province.

B. Literature Review

From the results of the study that have been conducted, it was found that there were some studies which have relation to teacher organizations, teacher resource developments, and subject teacher deliberations (*MGMP*). The previous studies are in a thesis form as follows.

The study written by Abdullah Muchib entitled *Peran manajemen musyawarah guru mata pelajaran (MGMP) dalam meningkatkan profesionalitas guru Madrasah Aliyah mata pelajaran Al-Qur'an Hadits di lembaga pendidikan Ma'arif Demak* (The role of subject teachers deliberation management (*MGMP*) in improving the professionalism of Madrasah Aliyah teachers for Al-Qur'an Hadith at Ma'arif educational institutions in Demak), this study revealed that: 1) Managing *MGMP* so as to develop the professionalism of Al-Qur'an Hadith teachers in LP. Ma'arif

⁵ Berdasarkan Wawancara dengan Bapak Masrukhin, S.Ag selaku Ketua *MGMP* Al-Qur'an Hadits MAN Demak, dan Bapak Suprpto, selaku Kepala MAN Demak, serta Guru Al-Qur'an Hadits di MAN 2 Kudus pada tanggal 31 Oktober 2021 sampai dengan 3 November 2021.

⁶ Berdasarkan Wawancara dengan Bapak Ahmad Taufik, M.Pd.I selaku Sekretaris *MGMP* *PAI* Kabupaten Demak-Guru *PAI* SMA N 1 Karangtengah Demak pada tanggal 3 Desember 2020.

⁷ Berdasarkan Wawancara dengan Bapak Munji Jakfar, M.Pd.I selaku Ketua *MGMP* Al-Qur'an Hadits Prov. D.I. Yogyakarta pada tanggal 3 Januari 2020.

involves a) planning the gathering for all Al-Qur'an Hadith teachers in LP. Ma'arif and creating programs designed in *MGMP* activities. b) organizing is designing the formation of *MGMP* management in the Al-Qur'an Hadith subject. c) Implementation means making programs that have been planned. d) Supervision, it is the task of the chairman of Ma'arif in superintending and building *MGMP* activities. 2) Carrying out of *MGMP* in the subject of Al-Qur'an Hadith *Madrasah Aliyah* in LP. Ma'arif Demak comprise; the arrangement and development of syllabus, semester programs, lesson planning, and the arrangement of learning evaluation system as well as workshops and training. 3) Inhibiting and supporting factors in *MGMP* of Al-Qur'an Hadith *Madrasah Aliyah* in LP. Ma'arif Demak namely, a) the inhibitor factors such as, limited funds, teacher readiness, lack of teacher human resources and coordination, and time adjustment, b) the supporting factors such as, work ethic, assertion for teacher professionalism, teacher developing and training, and teacher discipline. The suggestions of this study were the Ma'arif Institute expected to be able to improve education quality under the auspices of institution, Qur'an Hadith *MGMP*, *MGMP* activities management which requires to be carried out in a planned, systematic, tiered, and sustainable manner. The principle of the Madrasah was expected to be able to provide supervision for teachers, while teachers were expected to intensify their abilities and had competence as teachers and educators.⁸

From this study, there were managements, programs, supporters, and inhibitors to Al-Qur'an Hadith *MGMP* in LP. Ma'arif Demak which is can be used as an additional reference to accomplish this current study. Khoirul Anwar's study on *Peran musyawarah guru mata pelajaran (MGMP) pendidikan agama islam (PAI) dalam pengembangan kompetensi pedagogik dan profesional guru SMK di Kabupaten Demak* (The role of the subject teacher deliberations (*MGMP*) of Islamic education (*PAI*) in pedagogic competence development and professional teachers at vocational school in Demak Regency). This study showed that 1) the pedagogic competences of Islamic education teachers at vocational school in Demak Regency were the ability associated with student' understanding and learning organization that educates deeply which enable to guide students to require competence standards so as to increase learning effectiveness which focuses on effective and efficient Islamic education methods choice at vocational schools throughout Demak District. 2) The efforts of Islamic education *MGMP* at vocational school in Demak Regency to improve teacher professionalism were by means of supervising and controlling, developing and training which are arranged in routine and development programs. 3) Supporting factors in conducting Islamic education *MGMP* at vocational school in Demak Regency include, providing guidance and direction on the importance of participating in *MGMP*, applying a link system or external network like other teacher

⁸ Muchib, Abdullah. "Peran Manajemen Musyawarah Guru Mata Pelajaran (MGMP) dalam Meningkatkan Profesionalitas Guru Madrasah Aliyah Mata Pelajaran Al-Qur'an Hadits di Lembaga Pendidikan Ma'arif Demak." PhD diss., STAIN Kudus, 2017.

organizations for every activity organized by *MGMP*. The obstacles were the lack of enthusiasm for Islamic education member teachers at Islamic education *MGMP*, lack of finance because of limited sources of funds, stagnation of management resulted in regeneration and new work programs.⁹

From those studies, it is known that the studies investigating the subject teacher deliberation are still concerned on the efforts, roles, and implications of *MGMP* performance on teacher professionalism in improving learning quality, however they have not discussed on the polarization of management development to make it more effective toward the improvement of Al-Qur'an Hadith teachers at district to national levels. Hence, this current study is expected to provide significance and contribution to knowledge.

C. Method

The type of this study is a case study, using case study approach, which is a qualitative-interactive study conducted on a system unit. This unit can be a program, activity, event, or group of individuals related to a certain place, time, and bond. A case study is a study that is focus on collecting data, taking meaning and gaining understanding from the case.¹⁰

The subject of this study is the head of Madrasah Education at Religion Ministry office in D.I. Yogyakarta, the head of educators and educational staffs division at Religion Ministry office in D.I. Yogyakarta, the head of *Madrasah Aliyah Al-Qur'an Hadith MGMP* in D.I. Yogyakarta Province, the members of *Madrasah Aliyah Al-Qur'an Hadith MGMP* in D.I. Yogyakarta Province, the head of Madrasah Education at Religion Ministry office in Central Java, the head of educators and educational staffs division at Religion Ministry office in Central Java, the head of Madrasah Education at Religion Ministry office in Demak Regency, the chairman of *Madrasah Aliyah* three *KKM* in Demak Regency, the chairman of *Madrasah Aliyah Al-Qur'an Hadith MGMP* in the Province of Demak Regency, the members of *Madrasah Aliyah Al-Qur'an Hadith MGMP* in Demak Regency, and the headmaster of *Madrasah Aliyah Al-Qur'an Hadith MGMP* management in Demak Regency.

Theoretical Framework

1. Benchmarking

a. The definition of Benchmarking

Benchmarking is an activity in which an organization conducts self-evaluation continuously and compares itself with the best organizations in the same field so that the organization can identify, adapt, and apply better practices significantly. In other words, the things that have been done by

⁹ Anwar, Khoiril. "Peran Musyawarah Guru Mata Pelajaran (*MGMP*) Pendidikan Agama Islam (*PAI*) dalam pengembangan kompetensi pedagogik dan profesional Guru SMK di Kabupaten Demak." Master Thesis., IAIN Kudus, 2017.

¹⁰ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Rosdakarya, 2009), H. 64.

the best organizations are used as benchmarks or normative work standards by organizations that want to improve their performance.

Saltrick and Schiller state that “benchmarking involves first examining and understanding your own internal work procedures, then searching for best practice in other organizations that match those you identified and finally, adapting those practices within your organization to improve performance. It is a systematic way of learning from others and changing what you do.”¹¹

b. Benchmarking steps

The establishment of benchmarks requires a manager’s accuracy and foresight in managing the organization of educational institutions. The concrete steps in establishing benchmark educational institutions, as follows:¹²

- 1) Self-evaluation
- 2) Comparison
- 3) Analysis and adaptation
- 4) Implementation
- 5) Feed back

2. Human Resource Management

a. The Definition of Human Resource Management

In an organization, there are various activities to manage available resources. These resources include capitals, materials, and technologies as well as human resources.¹³ Human resources are defined as the use or utilization of human resources in the organization to achieve the goals that have been set.¹⁴

The HRM function is addressed to the contribution improvements that can be given by workers in the organization towards achieving the goals. It is not an organizational goal to be achieved. The establishment of an organizational unit that manages HR is intended not as a goal, but as a tool to improve the efficiency, effectiveness, and work productivity of the organization as a whole.¹⁵

b. Human Resources Management Models

In its development, experts from various countries developed then formulated different HRM models with Legge, Tyson, and Storey. The latest HRM models have been developed by experts from Michigan

¹¹ Simanuhuruk, Mudin, Benchmarking Pendidikan, Universitas Bengkulu, Jurnal Serunai, 2005, H. 112.

¹² *Ibid.*

¹³ Sjahrazad Masdar, dkk, Manajemen Sumber Daya Manusia Berbasis Kompetensi untuk Pelayanan Publik, (Surabaya: Airlangga University Press, 2009), H. 142.

¹⁴ Mondy RW dan Noe RM, *Human Resource Management*, (New Jersey: Pearson Education International, 2005), H. 4.

¹⁵ Sondang P. Siagian, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 1993), H. 27.

University and Harvard University in the America, David E. Guest from the Europe, and the HR model developed by Warwick.¹⁶

The comparison of the HRM models offered by the four experts in terms of aspect, focus, basis, concentration, classification, contribution, approach, content, and component, they can be illustrated in the table below:

Table 1. The Comparison of four Contemporary HRM Models¹⁷

No	Aspects	Michigan	Harvard	Guest	Warwick
1.	Focus	Individual and organizational performance	HR	HR and outcomes	Organization strategic changes and HR development
2.	Basis	Strategic control, organizational structure system for managing HR	Individual influence, job system, reward, HR line	4 HR outcomes: strategy integration, commitment, flexibility, and quality	Strategic processes and HR changes
3.	Concentration	HR asset management to reach strategic goals	Outcome for HR	Desired organizational outcomes	Interactive relationship between strategy and HRM
4.	Classification	Normative	Analytical	Normative	Analytical
5.	Contribution	HR performance	Individual and community prosperity, organizational	HR and organizational effectiveness	Organizational and HR strategies

¹⁶ *Ibid.*, H. 146.

¹⁷ *Ibid.*, H. 153.

			effectiveness		
6.	Approach	Hard HRM	Soft HRM	Soft HRM	Hard HRM
7.	Content	HR and strategic management cycles as well as environmental pressure	The map of HR's system and area	Policies to identify HR and organizational outcomes	Strategic and HRM changes
8.	Component	Organizational structure, mission and strategy, HRM, selection, performance, evaluation, rewards, development	Work system, HR plot, rewards, stakeholder interests, situational factors, HR outcomes, long-term consequences	HRM policies, HR outcomes, organizational outcomes	Outer context, inner context, HRM context, HRM content, strategic content

Based on the explanation of the definition, function, and model of the human resource management above, so in this study, HRM means the management of teacher resources whose activities are focused on increasing competence, productivity, quality, and service to Al-Qur'an Hadith teachers who is bound in a professional institution called the *Madrasah Aliyah* Al-Qur'an Hadith teacher deliberation in Demak Regency.

3. Human Resource Development

a. The definition of Human Resource Development

Development defines as the process, method, act of developing.¹⁸ Meanwhile, human resources or HR are human potential that can be developed in the production process.¹⁹ Thus, human resource development can be called as a process, method, developing and increasing human productivity. Therefore, HR is the most essential resource possessed by an organization, one of the implications is that the

¹⁸ Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2005), H. 538.

¹⁹ *Ibid.*, H. 1102.

most important investment that possible made by an organization is in the HR field. This is done so as to answer the demand of current task as well as the challenges in the future, HR development is absolutely necessary.²⁰

b. Human Resource Development Steps

According to Sondang P. Siagian the steps for developing HR include determining necessities, determining targets, establishing program contents, identifying learning principles, program implementation, identification of benefits, and the evaluation of program implementation. Meanwhile, according to Mamduh M. Hanafi the steps in development include analyzing training necessities, determining training objectives, planning and developing training objectives, planning and developing training programs, implementing training or development, training evaluation, and training modification.²¹

From the understanding, benefits, and steps of human resource development above, in this study, human resource development means human resource development which conducted by an organization called as *Madrasah Aliyah Al-Qur'an Hadith MGMP* in Demak Regency with having purposes on improving learning development in madrasah, improving teachers' competence, increasing the quality of education, even career improvement and development as well as teacher welfare.²²

4. Organizational Development

a. The Definition of Organizational Development

Organizational development is an arrangement of improvements series carried out in a planned and continuous manner to solve any arisen problems as changes and adjust to changes by applying the behavior carried out by officials within the organization itself or with the aid from outside organization.²³ Another opinion reveals that organizational development is a series of social science techniques designed to plan changes in work arrangements with the aim of improving individual personal development and fixing the effectiveness or organizational functions up.²⁴

b. Organizational Development Strategies

Some techniques that can be used to make changes in organizational development, namely:

- 1) Survey feedback. An organizational development which is questionnaires and interviews are used to collect information regarding problems associated with the organization. This

²⁰ Lihat dan bandingkan dengan Sondang P. Siagian, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 1993), H. 181-182.

²¹ *Ibid.*, H. 186.

²² Mamduh M. Hanafi, *Manajemen*, Yogyakarta: AMP YKPN, 2003 dan Ricky W. Griffin, *Management*, terj. Gina Gania, Jakarta: Erlangga, 2004, H. 272.

²³ *Ibid.*, H. 23.

²⁴ Wibowo, *Manajemen Perubahan*, (Jakarta: Raja Grafindo Persada, 2006), H. 310.

information is shared to workers and then it is used as a basis for making organizational changes.²⁵

- 2) Sensitivity training. Training is carried out to upgrade personal insights. Sensitivity training is an organizational development technique that increases worker's understanding of the behavior carried out by themselves and their impact on others.²⁶
- 3) Team building. Team building is a technique which workers discuss issues related to the performance of their work groups. In this discussion process, specific problems are identified, found, and planned to be solved and implemented.²⁷
- 4) Management of objectives. This type is a technique which the manager and subordinates work together to establish and then achieve organizational goals. The steps taken are; first, develop an action plan, in this case, managers and subordinates work together to set specific and regulated goals. They developed plans to be achieved. Second, implement the plan, in this stage, the process of achieving goals carefully is monitored and make the needed correction. Third, evaluate the results which are observed whether the goal has been achieved or not.²⁸

c. MGMP Organizational Development

In line with the government policy, through law No. 14 in 2005 clause 7 mandates that the empowerment of the teacher profession is held through self-development carried out democratically, fairly, not discriminatory, and continuously by upholding human rights, religious values, cultural values, national pluralism, and professional code of ethics. In addition, according to clause 20, in carrying out professional duties, the teacher is obliged to improve and develop academic qualifications and sustainable competencies in accordance with the science, technology, and art developments.²⁹

d. Organizational Development Obstacles

Observing from the factual aspect, in the institutional development strategy, there are several types of obstacles, according to John M. Bryson it can be classified into four things, including:

- 1) Human problems are the management of attention and commitment. The key of people's attention must be focused on issues, decisions, conflicts, and policy preferences in the places of it within the process and organizational hierarchy.

²⁵ *Ibid.*, H. 311.

²⁶ Wibowo, *Manajemen ...*, H. 311.

²⁷ Wibowo, *Manajemen ...*, H. 312.

²⁸ Wibowo, *Manajemen ...*, H. 315.

²⁹ *Ibid.*, H. 880.

- 2) Process problem is the strategic ideas management becoming good currency. Unconventional wisdom must be changed into conventional wisdom.
- 3) Structural problems are the management of the partial and overall relationship. The internal and external environments have to be a profitable connection.
- 4) Institutional issues are the implementation of transformative leadership. The most difficult problems that must be faced by strategic planning can only be solved through institutional transformation. This kind of transformation cannot occur without strong leadership.³⁰

5. Problem Solving Theory

Solving the problem, deciding the decision, is a manager's function or duty which is always related to him because the function is always and continuously implemented as long as he becomes as a manager.³¹ The statement shows that every origination does not always go smoothly, without obstacles, but there are always obstacles or problems that become part of the process of maturation of the organization. In this case, the first person in charge of problem solving is the manager. Managers are required to be able to overcome the various problems that must be faced by the led organization.

In Richard C. Yang and P. Keith Kelly book entitled "Steps for solving problems; the rational, practical, and tested approach to solve the problem" as follows:

- a) Define the problem,
- b) Analyze potential causes,
- c) Identify possible solutions,
- d) Choose the best solution
- e) Prepare an action plan, and
- f) Implement the solutions and evaluate the development.³²

The explanation of problem solving from the steps above, as follows:

Table 2. Problem Solving Steps (Richard C. Yang and P. Keith Kelly)³³

No	Steps	Methods	Descriptions
1.	Define the problem	The definition of the desired issues' condition statement	Write a statement briefly regarding the existing problem, then make a brief summary where you

³⁰ John M. Brison, *Perencanaan Strategis Bagi Organisasi*, (Yogyakarta: Pustaka Pelajar, 2000, Cet. Ke-2), H. 227.

³¹ N. Sivi Ultami Kadarmo, *Pemecahan Masalah dan Pengambilan Keputusan*, (Jakarta: Lembaga Administrasi Negara, 2000), H. 1.

³² Richard C. Yang dan P. Keith Kelly, *Langkah-langkah Pemecahan Masalah; Pendekatan Rasional, Praktis, dan Sudah Teruji Untuk Memecahkan Masalah*, terj. Abdul Rosyid, (Jakarta: PPM, 2003), H. 6.

³³ *Ibid.*, H. 9.

			want after the problem solved
2.	Analyze the causes of potential	Causal diagram	Identify potential causes and determine the most possible cause roots of the problem
3.	Identify possible solutions	Suggestion contribution	Without evaluating effectiveness, make a long list of solutions that allow the problem, then narrow, reducing, the list until a small number of potential solutions are achieved
4.	Choose the best solution	Criteria ranking form	Evaluate possible solutions by ranking three to six criteria. Choose the best one from that group
5.	Prepare an action plan	Plan the actions related to what types of actions to be taken, who will take the action, and when the action begins	Write the planned lists containing the stages of action, the responsible people, the start or ending date, the estimated time needed, and the cost
6.	Implement solutions and evaluate developments	Plan actions on what types of actions to be taken, who will take the action, and when the action begins	Continue the use of action plans to ensure that the stages are achieved

6. MGMP Development Standards

The development of *KKG* and *MGMP* discussed below includes: organizations, programs and activities, human resources, facilities and infrastructure, management, financing, and monitoring as well as evaluation.³⁴

³⁴ Direktorat Profesi Pendidik (PMPTK), *Standar Pengembangan Kelompok Kerja Guru (KKG) Musyawarah Guru Mata Pelajaran (MGMP)*, (Jakarta: PMPTK, 2008), H.6.

7. The Competence of Madrasah Aliyah Al-Qur'an Hadith Teachers

According to Kusnandar, competence is a set of mastery abilities that must exist within the teacher to realize his performance appropriately and effectively.³⁵ Therefore, teachers need to master teaching sources and methods, as the basic competence. If the teachers does not master them, they will deem to have failed in doing their duties as an educators.

Teacher competencies that must be possessed by teachers according to the constitution No. 14 in 2005 concerning on teachers and lecturers and regulation of the Religion Ministry No. 16 in 2010 are pedagogic competencies, personal competencies, social competencies, professional competencies, and leadership competencies.³⁶

8. The Subject of Al-Qur'an Hadith in Madrasah Aliyah

The subject of Al-Qur'an Hadith is one of the *PAI* subjects which are expected to have a contribution in motivating students to learn and practice the teachings and values contained in the Qur'an and hadith as the main source of Islamic teachings and at the same time become a reference and guide in daily life.³⁷

The function of Al-Qur'an Hadith subjects is to direct understanding and appreciation of the contents contained in the Qur'an and Hadith which are expected to be realized in daily life, namely attitude that reflects faith and piety to Allah SWT, in accordance with the guidance of the Qur'an and hadith. While the purpose of the Al-Qur'an Hadith subject is students can understand, believe and practice the contents of the Qur'an and Hadith and are able to and eager to read and memorize the Qur'an fluently and correctly. Besides that, the learning objective of Al-Qur'an Hadith is becoming Qur'an and Hadith as guidelines to live.

The scope of Al-Qur'an Hadith subjects at Madrasah Aliyah is listed in the regulation of Indonesian Religion Minister No. 183 in 2019 concerning on 2013 Madrasah Curriculum for Islamic religious education and Arabic language.³⁸

³⁵ Kusnandar. *Guru Profesional Implementasi KTSP dan Sukses Dalam Sertifikasi Guru*. (Jakarta :Rajawali Pers. 2007). H.55.

³⁶ <https://simpuk.kemendiknas.go.id/pdf/pma16tahun2010>. Diakses tanggal 28 Desember 2018 pukul 22.30 WIB.

³⁷ Hidayat, dalam <http://:nibidayat62.wordpress.com/2017/01/08/permenagtabun2016> . Diakses tanggal 28 Desember 2018 pukul 21.00 WIB.

³⁸ Peraturan Menteri Agama Republik Indonesia Nomor 183 Tahun 2019.

D. Findings and Discussion

1. The Problems of Management Development of Madrasah Aliyah *MGMP* in Demak Regency and Lesson Learned from Al-Qur'an Hadith *MGMP* in DI Yogyakarta Province

a. Problems of *MGMP* Management Development in Improving Al-Qur'an Hadith Teachers Competence at Madrasah Aliyah in Demak Regency.

Minister of Religion Regulation (PMA) No. 60 in 2015 concerning on the Implementation of Madrasahs, clause 47 B second paragraph states that *MGMP* can be formed at the level of Madrasah, District, and Regency or City education units. Meanwhile in Demak Regency, there are 1 State Madrasah Aliyah and 73 private Madrasah Aliyah, but the Madrasah Aliyah Al-Qur'an Hadith *MGMP* has not been formed in Demak Regency level. The Subject Teacher Deliberation (*MGMP*) should be maximized to improve the teachers competence, but it accompanied by a record that the management is done properly and correctly, in Demak district itself, there are three Madrasah Working Groups (*KKM*) in which each of which has an Madrasa Aliyah Al-Qur'an Hadith *MGMP*. They are *MGMP* Al-Qur'an Hadith *KKM* MA Futuhiyyah 1 Mranggen Demak,

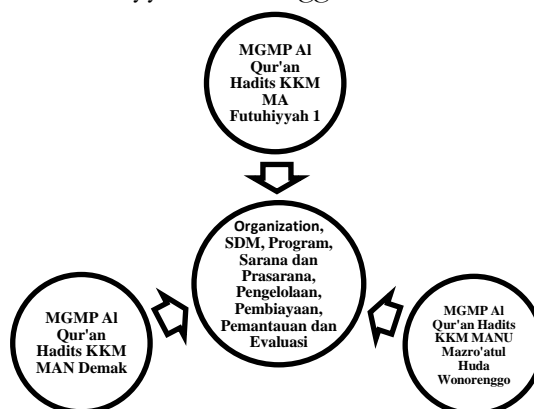


Figure 1. The Problems of Three *KKM* Al-Qur'an Hadith *MGMP* in Demak Regency

The Al-Qur'an Hadith *MGMP* in the three *KKM* has their respective problems which are described, as follows;

1) The Problems of Developing *MGMP* *KKM* MA Futuhiyyah 1 Mranggen, Demak Regency in Improving of Al-Qur'an Hadith Teachers' Competence at Madrasah Aliyah.

a) Organization

The organizational structure in the *MGMP* Al-Qur'an Hadith *KKM* MA Futuhiyyah Mranggen Demak has a management structure consisting of a chairman, deputy chairman, secretary, treasurer, and

coordinator who are divided according to the class, namely class X coordinator, class XI coordinator and class XII coordinator.

b) Programs and Activities

Observed from the organization's perspective, the preparation of MGMP KKM's programs and activities at MA Futuhiyyah 1 Mranggen Demak Regency is not quite enough and has not fully accommodated the needs and interests, especially for increasing the competence of Al-Qur'an Hadith Madrasah Aliyah teachers' competence.

Programs and activities in MGMP development should include general programs, core programs, development programs and supporting programs. Although there is a scheduled of activity plan, the activities of KKM Al-Qur'an Hadith MGMP at MA Futuhiyyah Mranggen Demak keep focusing on making teaching materials for students in grades X, XI and XII, besides that, the next activity to be carried out is making mid-test questions. semester and year-end assessment questions.

c) Human Resources

Human resources contained in the MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen Demak Regency Year 2019 is the MGMP with the least number of members compared to the MGMP Al-Qur'an Hadith KKM MANU Mazro'atul Huda Wonorengo and MGMP Al-Qur'an Hadith KKM MAN Demak. from the data collected shows that the number of teachers of Al-Qur'an Hadith Madrasah Aliyah in the KKM MA Futuhiyyah Mranggen Demak Regency numbered 18 people with an age interval between 29 to 55 years and with a working period of 2 to 27 years. Meanwhile, in terms of employment status, most of them are honorary staff (Non-PNS), 80% of teachers who have been certified and 95% have educational backgrounds or academic qualifications in accordance with Al-Qur'an Hadith (Islamic Education) subjects. .

d) Facilities and infrastructure

The facilities and infrastructure that have been used in the activities of MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen Demak Regency, among others; Computers (laptops), LCD projectors, classrooms, and computer laboratories. The use of some of these facilities must first ask for permission and the readiness of the head of the madrasa that is occupied. However, it is possible for MGMP activities to also use other Madrasah Aliyah facilities that are members, for example on Wednesday, April 10, 2019 the activity of making final semester assessment questions for Al-Qur'an Hadith subjects at the Madrasah aliyah level KKM MA Futuhiyyah 1 Mranggen carried out in the Madrasah Aliyah Al Ghozali environment

which is located in the village of Kebonbatur, Kec. Mranggen Demak Regency, the madrasa is approximately 30 km from the center of the Demak district.³⁹

e) Management

MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen Demak Regency does not yet have a systematic work plan, because it does not yet have the guidelines and organizational structure that should be in the MGMP development standard, so that it also has an impact on program planning, implementation and evaluation.

This indicates that there are still several things that must be addressed immediately in the management of the MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen, these improvements include management, planning, and programs that must determine clear work plans, written and easy-to-understand guidelines and implemented by all parties, and a structure that includes a system that regulates the duties, authorities, and responsibilities of each member and management.

f) Financing

Since the beginning of the formation of the MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen Demak the source of funding has always relied on contributions from each member for the purposes of its regular meetings, but since these three semesters there has been income from profits from the production and distribution of teaching materials made jointly by the MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen Demak.⁴⁰

g) Monitoring and Evaluation

MGMP Al-Qur'an Hadith KKM MA Futuhiyyah 1 Mranggen Demak is still limited in terms of monitoring and evaluation. So far, the monitoring carried out has not involved other parties, it's just that sometimes the evaluation is carried out independently but has not led to the monitoring and evaluation of the inputs, processes and outputs in each program and activity implemented.

2) The Problems of Developing MGMP KKM MANU Mazro'atul Huda Wonorenggo Karanganyar Demak in Improving Competence of Al-Qur'an Hadith Teachers at Madrasah Aliyah.

a) Organization

The organizational structure of the Al-Qur'an Hadith MGMP of MANU Mazro'atul Huda Wonorenggo Demak is not much different from the organizational structure of the Al-Qur'an Hadith MGMP of

³⁹Berdasarkan Wawancara dengan Pengurus MGMP Al Qur'an Hadits KKM MA Futuhiyyah 1 Mranggen Regency Demak, tanggal 10 April 2019.

⁴⁰ Berdasarkan Wawancara dengan Ibu Siti Umi Hanik, MSI, anggota MGMP Al-Qur'an Hadits KKM MA Futuhiyyah 1 Mranggen Regency Demak, tanggal 20 April 2020.

MA Futuhiyyah 1 Mranggen Demak, which consists of the Chair, Secretary, Treasurer and also the coordinator of each class, namely the coordinator of class X, coordinator of class XI and coordinator of class XII.

b) Programs and Activities

In practice, the programs and activities at the MGMP Al-Qur'an Hadith KKM MA Mazro'atul Huda are making Mid-Semester Assessment (PTS) questions, Final Semester Assessment (PAS), Year-End Assessment (PAT) and making teaching materials that printed once a semester. The programs and activities in the Al-Qur'an Hadith MGMP at KKM MA Mazro'atul Huda Wonorengo are also not much different from the programs and activities in the Al-Qur'an Hadith MGMP KKM Futuhiyyah 1 Mranggen Demak. However, the difference is that the programs and activities at the MGMP Al-Qur'an Hadith KKM MA NU Mazro'atul Huda Wonorengo have not been written and administered.

c) Human Resources

The human resources at KKM MANU Mazro'atul Huda Wonorengo can be said to be abundant, from the data compiled through Sympathy there are 32 Al-Qur'an Hadith teachers at KKM MANU Mazro'atul Huda Wonorengo. There are 14 teachers who have been certified as Al-Qur'an Hadith teachers, in terms of their ages ranging from 27 years to 62 years. Meanwhile, in terms of the latest education, there is still one teacher whose background is high school, one teacher with a master's education background and 30 teachers with an undergraduate education background, all of whom come from majors in the Islamic religious group (comparison of madhhabs, Islamic counseling guidance, interpretation of hadith, muamalah jinayah, religious courts, and dominated by Islamic religious education).

d) Facilities and infrastructure

The madrasa appointed as the secretariat of the Al-Qur'an Hadith MGMP is MA Mazro'atul Huda Wonorengo, Demak Regency. In terms of the availability of facilities and infrastructure, this madrasa can be categorized as a madrasa that has sufficient facilities and infrastructure. This is in accordance with the MGMP development guidebook which states that madrasahs/schools designated as core madrasah holding MGMP meetings must have facilities and infrastructure at least a computer or laptop, LCD projector, and telephone. In addition to these requirements, MA Mazro'atul Huda

also has a computer laboratory, physics laboratory, biology laboratory, chemistry laboratory, library, handycam, digital camera,⁴¹

e) Management

The management of MGMP as a forum for increasing competence and developing teacher professionalism should include planning, implementing, and evaluating the MGMP program. The planning includes the preparation of the vision, mission, goals and work plans. However, what happened at the MGMP Al-Qur'an Hadith KKM MA Mazro'atul Huda Wonorenggo has not yet formed the vision, mission, goals and work plans, either annually or for one semester, even though administrative order is one of the important elements in order to achieve success in managing an organization. The activities that take place at the MGMP Al-Qur'an Hadith KKM MA Mazro'atul Huda Wonorenggo are more often incidental in nature, occurring every three months or even every four months.⁴²

f) Financing

The source of funds in the MGMP Al-Qur'an Hadith KKM MA Mazro'atul Huda is only obtained from the honorarium for making questions for either the Mid-Semester Assessment (PTS), the Final Semester Assessment (PAS), and the making of Student Worksheets (LKS) or teaching materials are managed and used by the madrasas who are members of the MA Mazro'atul Huda Wonorenggo KKM itself. MGMP Al-Qur'an Hadith KKM MA Mazro'atul Huda Wonorenggo has never received any additional funds from the central, provincial or regional governments. The limited cost is also the cause of the limited program that can be implemented in the MGMP.⁴³

g) Monitoring and Evaluation

MGMP Al-Qur'an Hadith KKM MA Mazro'atul Huda Wonorenggo is also still limited in terms of monitoring and evaluation. So far, the monitoring carried out has not involved other parties such as officials from the Ministry of Religion or Madrasah Education or Madrasah supervisors directly, it's just that sometimes evaluations are carried out independently but have not led to monitoring and evaluation of inputs, processes and outputs in each program and activity implemented.⁴⁴ Currently, the attention given by madrasa supervisors is only limited to asking the participation and activity of teachers in the MGMP when visiting their fostered

⁴¹Berdasarkan Wawancara dengan Bapak Abdul Halim, S.Ag, selaku Ketua MGMP Al Qur'an Hadith KKM MA Mazro'atul Huda Wonorenggo, tanggal 3 Maret 2020.

⁴² Berdasarkan observasi di MGMP KKM MANU Mazro'atul Huda Wonorenggo tanggal 7 Maret 2019.

⁴³Berdasarkan wawancara dengan Bendahara MGMP Al Qur'an Hadits KKM MA Mazro'atul Huda Wonorenggo, 13 Februari 2019.

⁴⁴Berdasarkan wawancara dengan Ketua MGMP Al Qur'an Hadits KKM MA Mazro'atul Huda Wonorenggo, 13 Februari 2019.

madrasas in the context of monitoring and evaluating teachers who have received professional allowances or certification.

3) **Problems of Development of MGMP KKM MAN Demak in Improving Competence of Al-Qur'an Hadith Teachers at Madrasah Aliyah.**

KKM MAN Demak is the third KKM after KKM MA Futuhiyyah 1 Mranggen and KKM MANU Mazro'atul Huda Wonorengo. The condition of the Al-Qur'an Hadith MGMP at KKM MAN Demak can be said to be vacuum, while the detailed description of the MGMP includes:

a) **Organization**

Currently MGMP Al-Qur'an Hadith KKM MAN Demak does not yet have an organizational structure like MGMP, even though currently there are 25 madrasas that are members of KKM MAN Demak. MAN Demak is the only State Aliyah Madrasah in Demak Regency.⁴⁵The Working Group for Madrasah and Madrasah Aliyah Negeri Demak itself has provided support in the form of time and space provided for the implementation of MGMP activities, but one of the things that causes the vacuum of MGMP Al-Qur'an Hadith KKM MAN Demak is the difficulty of communication and coordination with other madrasas who is a member of KKM MAN Demak.

b) **Program**

The absence of an organizational structure for the MGMP KKM MAN Demak also has an impact on other components, including in terms of programs. The program that has been running at KKM MAN Demak is the preparation of Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS) questions which are used by the madrasah members of KKM MAN Demak themselves.

c) **Human Resources**

In terms of human resources, data collected from EMIS and SIMPATIKA show that the number of Al-Qur'an Hadith Madrasah Aliyah teachers in the KKM MAN Demak environment is 23 people with an age interval between 23 to 60 years and with a working period of 1 s. /d 33 years. Meanwhile, in terms of employment status, most of them are honorary staff (Non-PNS), 13 teachers have been certified. In terms of educational qualifications, there is one teacher with S-2 qualifications, one teacher with high school qualifications and a total of 21 teachers with S-1 qualifications and the majority have educational backgrounds or academic qualifications in accordance

⁴⁵ Berdasarkan wawancara dengan Bapak Masrukhin, S.Ag selaku guru Al Qur'an Hadits MAN Demak, 11 April 2019.

with Al-Qur'an Hadith subjects, namely Islamic Religious Education.

d) Facilities and infrastructure

As the only public madrasa aliyah in Demak Regency, MAN Demak is classified as a madrasa with the most complete facilities and infrastructure when compared to other madrasas in Demak Regency. However, in reality this cannot be used to support MGMP activities, especially MGMP Al-Qur'an Hadith Madrasah Aliyah in the KKM MAN Demak environment.

e) Management

The preparation of the Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS) questions on Al-Qur'an Hadith subjects is usually carried out by the KKM MAN Demak management by appointing three or four Al-Qur'an Hadith teachers at madrasah aliyah became a member of the KKM MAN Demak and then gathered at MAN Demak to compile it together.

f) Financing

In addition to the difficulty of coordinating and communicating with madrasas that are members of KKM MAN Demak, the lack of funds is also a factor causing the vacuum of MGMP Al-Qur'an Hadith KKM MAN Demak.

g) Monitoring and Evaluation

The problems that exist in the Al-Qur'an Hadith MGMP at KKM MAN Demak are considered the most complex when compared to the conditions in the Al-Qur'an Hadith MGMP at KKM MA Futuhiyyah 1 Mranggen and KKM MA Mazro'atul Huda Wonorenggo.⁴⁶ Madrasah supervisors usually ask about the involvement and activity of teachers in the MGMP when monitoring and evaluation occurs in the madrasas that are their target areas.

b. Management Development of Subject Teacher Consultations (MGMP) in Improving Competence of Al-Qur'an Hadith Teachers at Madrasah Aliyah in the Special Region of Yogyakarta Province.

Apart from being an effort to increase teacher competence and professionalism, the results of the implementation of the MGMP program are expected to be used, among others, to improve academic qualifications for teachers who do not yet have an S1 or D-IV diploma, and the continuous development of teacher professionalism for teachers who already have an educator certificate.

⁴⁶ Berdasarkan wawancara dengan Bapak Drs.H. Pribadi, M.Ag selaku pengawas madrasah, tanggal 13 Mei 2019.

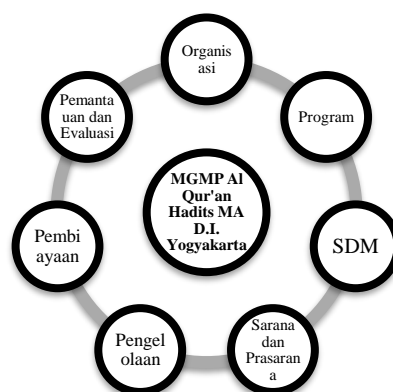


Figure 2. Development of Al-Qur'an Hadith MGMP Management Madrasah Aliyah in DI Yogyakarta Province

The development of MGMP management carried out by the Al-Qur'an Hadith Madrasah Aliyah MGMP of the Special Region of Yogyakarta includes organization, programs, human resources, facilities and infrastructure, management, financing, as well as monitoring and evaluation. The details are as follows:

1) Organization

The formation of the organizational structure of the MGMP Al-Qur'an Hadith Madrasah Aliyah DI Yogyakarta refers to the MGMP Management Development Standard Book and the KKG and MGMP Activity Development Signs compiled by the Ministry of National Education and Culture (Kemendikbud), this is because within the Ministry of Religion itself, there is no technical guideline that specifically regulates MGMP in institutions within the madrasah environment. The organizational structure of the MGMP Al-Qur'an Hadith Madrasah Aliyah DI Yogyakarta Province is in accordance with the guidelines and the Ministry of Education and Culture, which includes: Chairperson, Secretary, Treasurer, Head of Planning and Program Implementation, Head of Organizational Development, Administration, Facilities and Infrastructure, Head of Public Relations and Cooperation, and Members.⁴⁷

2) Program

The arrangement of the MGMP Al-Qur'an Hadith MA DI Yogyakarta is quite rational because it is in accordance with the needs of stakeholders. This means that the need is close and urgent for Al-Qur'an Hadith teachers at Madrasah Aliyah in DI Yogyakarta Province which has direct implications for classroom learning. Teachers tend to choose activities that are practical and on target according to current needs. Both periodic and temporal activities. This is done to guard the academic calendar which is the benchmark in the implementation of learning.

⁴⁷ Dokumentasi MGMP Al Qur'an Hadits Madrasah Aliyah D.I. Yogyakarta Tahun 2019.

3) Human Resources

In an organization, Human Resources (HR) is a central role. Because when an organization does not have sufficient and qualified human resources, then the organization will not run well. HR has a subject that has a dual role, apart from being a former as well as an executor of the system itself.

Of the 30 Madrasah Aliyah in DI Yogyakarta Province, there are 49 teachers of Al-Qur'an Hadith subjects who join the MGMP Al-Qur'an Hadith at Madrasah Aliyah DI Yogyakarta. The number of teachers with the status of civil servants is 20 teachers. Meanwhile, of the 49 teachers, 28 of them are included in teachers who are already certified educators (certified). In terms of educational qualifications there are 13 teachers who have a bachelor's degree (S-2), one teacher with a high school education and 45 Al-Qur'an Hadith teachers with a bachelor's degree (S-1).

4) Facilities and infrastructure

It is not enough just to have a clear organizational structure, systematic programs and activities, and qualified human resources (HR), an MGMP organization must also be supported by various supporting facilities in the form of facilities and infrastructure such as laptops, LCD projectors, and living rooms. comfortable meeting to achieve the goals that an organization aspires to together. Because these facilities and infrastructure are also external factors that are quite supportive in every implementation of MGMP programs and activities. MGMP Al-Qur'an Hadith Madrasah Aliyah DI Yogyakarta understands this as a need that cannot be underestimated. So that at the beginning of the formation of the MGMP, MAN 3 Sleman or commonly called Mayoga (MAN 3 Yogyakarta).

5) Management

When compared qualitatively between MGMP management standards and the objective reality of MGMP Al-Qur'an Hadith Madrasah Aliyah DI Yogyakarta, the comparison is mapped as follows:

Table 3. Qualitative Comparison Between MGMP Management Standards in the Education and Culture Office Handbook and Objective Reality

No.	Management Category	MGMP Management Standard	Conditions of the Al-Qur'an Hadith MGMP in Yogyakarta
1	Program Planning	MGMP Vision, Mission, Objectives and Work Plan	MGMP Al-Qur'an Hadith DI Yogyakarta has the Vision, Mission, Objectives and Work Plan of the MGMP

2	Program Implementation	MGMP guidelines, structure and activities	MGMP Al-Qur'an Hadith DI Yogyakarta follows the guidelines and structure in accordance with the manual prepared by the Education and Culture Office, and has activities that are in accordance with the guidebook and the Education and Culture Office
3	MGMP Program Evaluation	Internal Evaluation and External Evaluation	The MGMP Al-Qur'an Hadith DI Yogyakarta has carried out evaluation steps that are administrative in nature, also culturally always carry out good coordination between fellow MGMP member teachers as well as with the Regional Office. Ministry of Religion. In Yogyakarta

In the field of management, the MGMP Al-Qur'an Hadith MA DI Yogyakarta initially invited all Al-Qur'an Hadith teachers in DI Yogyakarta Province to take part in a study visit to Banat Kudus and UNSIQ Wonosobo, besides that MGMP also held an RPP auction with a bonus of Rp. 20.000,- per RPP, plus after completing the MGMP activities usually followed by recreation at tourist attractions close to the MGMP location, and during the MGMP implementation usually also invite madrasa supervisors who are close to the MGMP implementation site to fill in the material, MGMP Al-Qur'an Hadith MA DI Yogyakarta has also twice collaborated with the Semarang Religious Education and Training Center (BDK) to carry out training, in addition the MGMP Al-Qur'an Hadith MA DI Yogyakarta has also invited UIN Sunan Kalijaga lecturers as seminar presenters.⁴⁸

6) Financing

The source of funds at the Al-Qur'an Hadith Madrasah Aliyah MGMP in Yogyakarta so far has been more from the profit from the sale of Teaching Materials or Student Worksheets (LKS) which are distributed in all madrasas that are members and administrators of the

⁴⁸Berdasarkan hasil wawancara dengan Bapak Haris Mu'inuddin, S.Ag., selaku Guru Al Qur'an Hadits di MAN 1 Gunung Kidul. Tanggal 14 April 2019.

DI Province Al-Qur'an Hadith Madrasah Aliyah MGMP. Yogyakarta. In addition, the source of funding comes from the preparation of Final Semester Assessment (PAS) and Year-End Assessment (PAT) questions which will also be used by Madrasah Aliyah within the Regional Office. Ministry of Religion, DI Yogyakarta.

In terms of routine MGMP meeting activities which are held once a month, each madrasa which is the organizer of the Al-Qur'an Hadith MGMP provides funds to its teachers to be used in the implementation of the MGMP.⁴⁹

7) Monitoring and Evaluation

In the implementation of monitoring and evaluation, the mechanism should include self-evaluation, internal monitoring and external monitoring. In practice, the MGMP Al-Qur'an Hadith Madrasah Aliyah DI Yogyakarta has implemented the three mechanisms using the instruments prepared by the Education and Culture Office in the book Signs for the Development of KKG and MGMP Activities. The results of the monitoring and evaluation are then used as a follow-up to the MGMP activities, so that the Al-Qur'an Hadith Madrasah Aliyah MGMP of the Special Region of Yogyakarta can play a role as expected in efforts to continuously improve and develop teacher competencies in accordance with the demands of the development of science, technology and technology. art (science and technology).

2. *Lessons Learned* from the Development of Subject Teachers' Consultation Management (MGMP) DI Yogyakarta Province for Improving Competence of Al-Qur'an Hadith Teachers at Madrasah Aliyah in Demak Regency.

In an effort to solve the problems faced by MGMP in the three KKM in Demak Regency, they can use the problem solving proposed by Richard C. Yang and P. Keith Kelly which focuses on finding solutions and strategic plans or actions that can be taken. With this problem-solving effort, it is hoped that the Al-Qur'an Hadith Madrasah Aliyah MGMP can be created which can develop into a professional organization that can protect various matters relating to Al-Qur'an Hadith teachers, improve the quality of learning, and increase teacher competence. The problem solving according to Richard C. Yang and P. Keith Kelly is described as follows:

⁴⁹ Wawancara dengan Bapak Haris Mu'inuddin, S.Ag., selaku Sekretaris MGMP Al Qur'an Hadits MA D.I. Yogyakarta. Tanggal 14 April 2019.

Table 4. Qualitative comparison of Problem Solving according to Richard C. Yang and P. Keith Kelly with Problem Solving MGMP Al-Qur'an Hadith Madrasah Aliyah in three KKM Demak Regency.

No.	Between Problem Solving According to Richard C. Yang and P. Keith Kelly	<i>Problem Solving</i> MGMP Al-Qur'an Hadith Madrasah Aliyah three KKM in Demak Regency
1	Defining the Problem	From the MGMP Al-Qur'an Hadith Madrasah Aliyah, three KKM in Demak Regency, the problems or problems that have been felt so far have been described starting from organizational problems, programs, human resources, facilities and infrastructure, management, financing, as well as monitoring and evaluation.
2	Analyze potential causes	From the MGMP Al-Qur'an Hadith Madrasah Aliyah, three KKM in Demak Regency identified problems or problems and then they were broken down or analyzed for potential causes of these problems. In this context, the problems of the MGMP system, structure and program are problems.
3	Identify possible solutions	Collecting references and data in order to develop plans regarding various things that can be used as alternatives as solutions in developing MGMP management. This was done by mapping several things related to the improvement of the MGMP system, structure and program.
4	Choose the best solution	After identifying the various solutions to be taken, then mapped out which solution is the most appropriate to be used in developing the management of the Al-Qur'an Hadith Madrasah Aliyah MGMP in the three KKM Demak Regency.
5	Develop an action plan	After selecting the best solution, the next step is to develop a strategic plan in developing the management of the Al-Qur'an Hadith Madrasah Aliyah MGMP at the Demak Regency more comprehensively. The strategic plan includes, among others, the appropriate system, structure and programs and activities

		to improve the competence of Al-Qur'an Hadith Madrasah Aliyah teachers.
6	Implementing solutions and evaluating progress	Supervise the development of the formation of MGMP Al-Qur'an Hadith Madrasah Aliyah District Level. Demak and various activities related to systems, structures, and programs/activities both temporal and periodic.

With these aspects, human resource development in an organization will be easy to map to what extent the increase in the quantity and quality of the organization is either individual or communal, short term or long term. Including mapping the progress and setbacks of the organization. These similarities can be seen from the table below:

Table 5. Qualitative comparison between HRM according to David E. Guest and Management of MGMP Al-Qur'an Hadith Madrasah Aliyah in Demak Regency.

No.	Aspect	HRM According to David E. Guest	Management MGMP Al-Qur'an Hadith Madrasah Aliyah Demak Regency
1	Focus	HR and organizational outcomes	The focus of the Al-Qur'an Hadith MGMP Madrasah Aliyah in Demak Regency is still trying to develop human resources for Al-Qur'an Hadith teachers so that they have competence and improve the quality of Al-Qur'an Hadith learning in each madrasa. However, in reality, the results have not been in line with expectations.
2	Base	4 HR outcomes: strategy integration, commitment, flexibility and quality	Activities and programs implemented by MGMP Al-Qur'an Hadith in three KKM in Demak Regency has not been fully grounded in the interests and needs of teachers. Lack of teacher commitment, especially in making changes or revolutions to improve the quality of learning Al-Qur'an Hadith, this is evidenced by the lack of teachers who are willing to participate in MGMP activities.
3	Concentration	Outcomes desired organization	MGMP Al-Qur'an Hadith Madrasah Aliyah in three KKM Demak Regency

			has not fully concentrated on the interests and needs of teachers because of the lack of programs that should have real implications in solving various problems of learning the Al-Qur'an Hadith, nor have they concentrated on organizational development to become a managerially solid organization, and the existence of an organizational structure is considered inadequate. important.
4	Classification	Normative	The division of duties and responsibilities of each member of the MGMP is not stated in detail or there is no detailed socialization of their respective duties, as a result the organizational goals cannot be achieved optimally, each member does not understand the working mechanism.
5	Contribution	HR and organizational effectiveness	The presence of Al-Qur'an Hadith MGMP in three KKM in Demak Regency has system, structure and program problems. This is the cause of the ineffectiveness of the existing human resources and MGMP organizations.
6	Approach	<i>Soft</i> HR	HRM approach to MGMP Al-Qur'an Hadith in three KKM Demak Regency still tends to be non-formal because it is far from formal because as a professional organization (teachers) it should have a set of systems that are planned and have structural regulations.
7	Contents	Policies to identify HR and organizational outcomes	The program that has been implemented so far in the MGMP Al-Qur'an Hadith Madrasah Aliyah in three KKM Demak Regency has not been maximized because it is still limited to focusing on making questions and student worksheets and has not touched on other teacher

			competency improvement programs such as the development of learning tools, methods, strategies and learning media.
8	Component	HRM policies, HR outcomes, organizational outcomes	The system, structure and program problems experienced by MGMP Al-Qur'an Hadith Madrasah Aliyah in three KKM This Demak Regency has an impact on the development of human resources, HR outcomes, and organizational outcomes, namely increasing teacher competence and improving the quality of learning Al-Qur'an Hadith.

From the qualitative comparison between HRM according to David E. Guest and the management of MGMP Al-Qur'an Hadith Madrasah Aliyah in three KKM Regency It is known that the Demak Regency above can then be constructed in making systems, structures and programs of qualified professional organizations and can be a forum for Al-Qur'an Hadith Madrasah Aliyah teachers in the Ministry of Religion Demak Regency to become an MGMP that contributes to improving the quality of learning and developing the competence of Al-Qur'an Hadith teachers in the Ministry of Religion, Demak Regency.

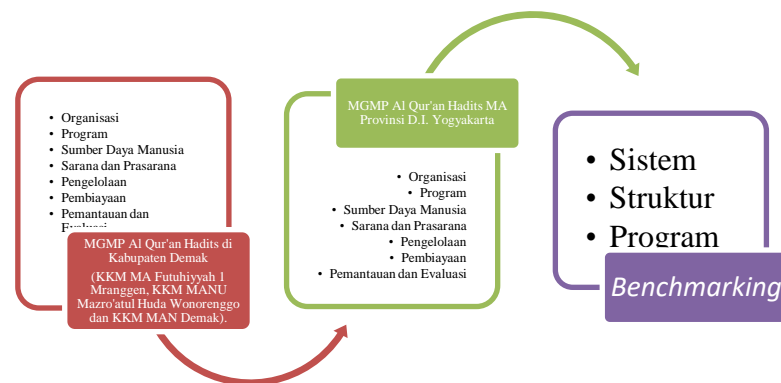


Figure 3. Benchmarking of Madrasah Aliyah MGMP Management in Demak Regency with MGMP Al-Qur'an Hadith in DI Yogyakarta Province

Based on the data and facts from the polarization of the management of the development of MGMP Al-Qur'an Hadith Madrasah Aliyah DI

Yogyakarta Province, if analyzed using a SWOT approach⁵⁰ and POAC⁵¹ in organizational development management, lessons learned from MGMP Al-Qur'an Hadith Madrasah Aliyah DI Yogyakarta that can be taken in order to solve the problems of developing MGMP Al-Qur'an Hadith Madrasah Aliyah in Demak Regency is classified as follows:

a. System Development

Richard C. Yang and P. Keith Kelly in their Problem Solving theory argue that one of the stages in Problem Solving is to identify problems and solve problems. identify possible solutions. One of the serious problems in the Al-Qur'an Hadith Madrasah Aliyah MGMP in these three KKMs in Demak Regency is a system problem, and when identified a possible solution is to develop the system. The system includes policies and technical guidelines for the establishment of district level MGMPs, MGMP's Articles of Association/Budgets (AD/ART), MGMP membership regulations, and Standard Operating Procedures (SOP) for MGMP activities.

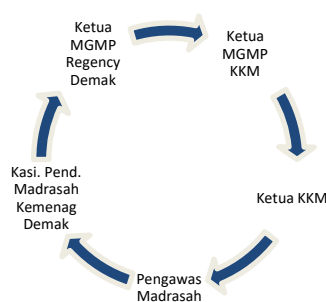


Figure 4. Flow of the Formation of MGMP Al-Qur'an Hadith Madrasah Aliyah Demak Regency

When the district level Al-Qur'an Hadith Madrasah Aliyah MGMP system is established, it is possible to motivate other subject teachers to develop the Demak District MGMP in each subject and even up to the provincial and national levels. there is no MGMP Al-Qur'an Hadith MA at the national level⁵². The Al-Qur'an Hadith Madrasah Aliyah MGMP of Demak Regency will then become a model and pioneer for other MGMPs in creating a functional, useful, productive and contributive MGMP development system.

⁵⁰SWOT is an acronym for Strength, Weakness, Opportunity, and Threat. Strength (S), is a situation or condition that is the strength of the organization or program at this time. Weakness (W), is a situation or condition that is a weakness of the organization or program at this time. Opportunity (O) is a situation or condition that is an opportunity outside the organization and provides development opportunities for the organization in the future. Threat (T), is a situation that is an obstacle, a threat to the organization that comes from outside the organization and can threaten the existence of the organization in the future.

⁵¹POAC is an acronym for Planning, Organizing, Actuating, and Controlling.

⁵²Berdasarkan wawancara dengan Bapak Dr. Suyanto, M.Si., M.Pd. selaku Pembina MGMP Al-Qur'an Hadits MA Provinsi D.I. Yogyakarta pada tanggal 28 Desember 2021.

b. Structural Development

Steps in Human Resource Management (HRM) according to David E. Guest Among them are the effectiveness of human resources and organization, effectiveness of human resources can be interpreted by making the existing human resources effective in the organizational structure of the MGMP Al-Qur'an Hadith three KKM in Demak Regency which previously was only a class coordinator, made effective as head of planning and implementation, head of organizational development, administration and infrastructure, as well as the head of public relations and cooperation so that later it will also have an impact on increasing the effectiveness of the MGMP Al-Qur'an Hadith Madrasah Aliyah organization in Demak Regency. In the view of a rational system (logic) organization is a formal instrument made to achieve organizational goals and structure is the most important/main aspect.⁵³



Figure 5. Development of the Al-Qur'an Hadith MGMP Structure Madrasah Aliyah Demak Regency

The next challenge is how the Al-Qur'an Hadith Madrasah Aliyah teachers in the Ministry of Religion of Demak Regency work together and continue to improve communication and collaboration with various parties so that they gather as soon as possible to re-establish the MGMP Al-Qur'an Hadith Madrasa Aliyah District Level Demak. In this way, the problem of establishing an organizational structure at the district level can be immediately realized so that the problems of learning Al-Qur'an Hadith at Madrasah Aliyah in Demak Regency can be resolved appropriately, accurately and quickly.⁵⁴

c. Program Development

According to David E. Guest, one of the steps in Human Resource Management (HRM) is HR outcome and organizational outcome. So far

⁵³Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia, Manajemen Pendidikan, (Bandung: Penerbit Alfabeta, 2013), H. 69.

⁵⁴ Wawancara dengan Bapak H. Juair, S.Ag, M.M, M.S.i., selaku Kasi. Pendidikan Madrasah Kementerian Agama Regency Demak. tanggal 20 Februari 2019..

Madrasah Aliyah Al-Qur'an Hadith *MGMP* at three *KKM* in Demak Regency are still focused on making student worksheets (*LKS*) and there are no other programs or activities aimed to improve teacher competence such as making learning media, learning strategies, making teaching materials, making learning tools, classroom action research, and others.

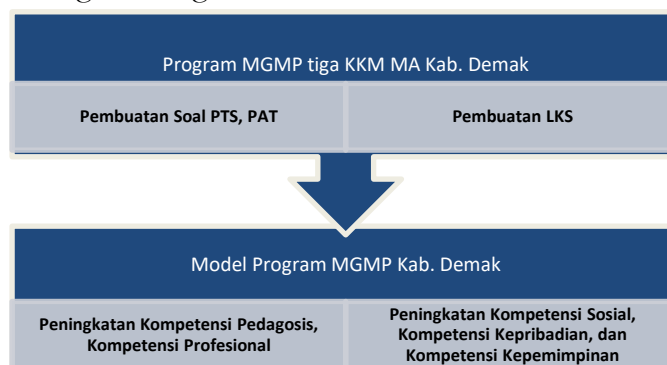


Figure 6. Al-Qur'an Hadith MGMP Program Development Model Madrasah Aliyah in Demak Regency

Through MGMP activities, teachers can share experiences and learn together regarding how to create and manage planning, implementation and evaluation of learning quality effectively and efficiently.⁵⁵ During the Covid-19 virus outbreak that occurred in the era of globalization and advances in technology like this, various digital platforms could be used as a solution to the problem of the distance between each teacher when the MGMP in district level was formed.⁵⁶ However, so far the programs in the Al-Qur'an Hadith Madrasah Aliyah MGMP in Demak Regency have not designed many activities that require participants to discuss in order to identify students' learning difficulties and teacher difficulties in finding appropriate teaching strategies in order to find the right solution collaboratively. .⁵⁷

With a neat system, structure and program in the future, it will change the teacher's paradigm of thinking, and will have an effect on the balance between the costs and benefits of ideas, ideas and] finance that is intended to the development of management of the Al-Qur'an Hadith Madrasah Aliyah MGMP in Demak Regency itself.

With this benchmarking, it is expected the problems of developing management of the Al-Qur'an Hadith Madrasah Aliyah MGMP in Demak

⁵⁵ Rasikh, A. R. A. (2019). Pembelajaran Al-Qur'an Hadits di Madrasah Ibtidaiyah: Studi Multisitus pada Madrasah Ibtidaiyah Negeri Model Sesela dan Madrasah Ibtidaiyah At Tahzib Kekait Lombok Barat. *Jurnal Penelitian Keislaman*, 15(1), 14-28.

⁵⁶ Zarmis, Z., Lahmi, A., & Rasyid, A. (2020). Peran Musyawarah Guru Mata Pelajaran PAI dalam Meningkatkan Kompetensi Pendidik Sekolah Menengah Pertama di Kabupaten Padang Pariaman, Sumatera Barat, Indonesia. *Arfannur*, 1(1), 27-40.

⁵⁷ Wawancara dengan Bapak Muhammad Ulin Nuha, M.S.I, selaku anggota MGMP Al Qur'an Hadits KKM MA Futuhiyyah 1 Mranggen Demak tanggal 20 April 2020.

Regency, which have been happening so far, will not also occur in other subjects. Hopefully, it will have an impact on improving the quality of Al-Qur'an Hadith teachers at Madrasah Aliyah, improving the quality of teachers will have an impact on improving the quality of Al-Qur'an Hadith learning in the classroom, improving the quality of learning in class means increasing teacher competence, it means increasing education quality.

E. Conclusion

Based on the findings that have been explained in the previous chapter, it can be concluded that:

Madrasah Aliyah Al-Qur'an Hadith *MGMP* in Demak Regency has problems on the programs and activities, human resources, facilities and infrastructure, management, financing, and monitoring and evaluation.

Management development of *Madrasah Aliyah* Al-Qur'an Hadith *MGMP* in D.I. Yogyakarta Province is carried out in various ways including in terms of organization, programs, human resources, facilities and infrastructure, management, financing, as well as monitoring and evaluation.

The lessons learned can be taken from *Madrasah Aliyah* Al-Qur'an Hadith *MGMP* in D.I. Yogyakarta Province for the Al-Qur'an Hadith *MGMP* in three *MGMP* Al-Qur'an Hadith *KKM* Madrasah Aliyah in Demak Regency are three things namely, the development system, structure, and program.

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