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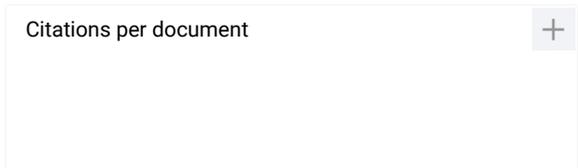
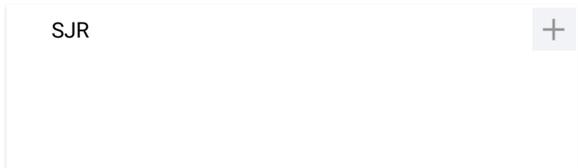
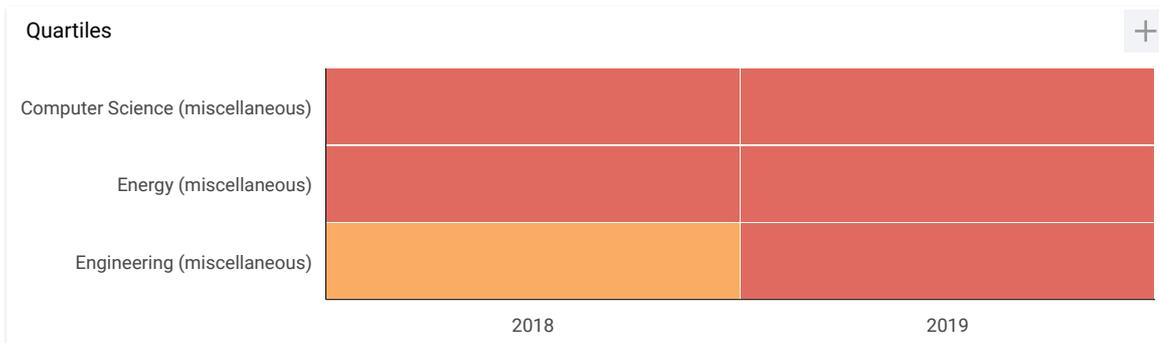
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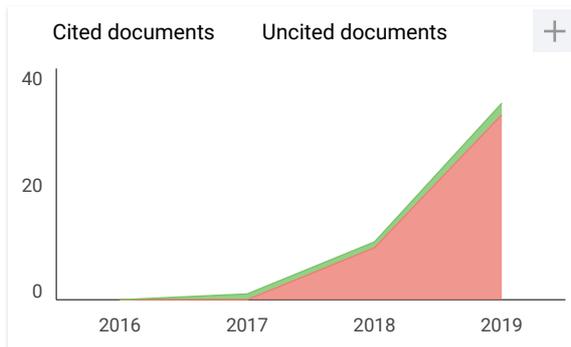
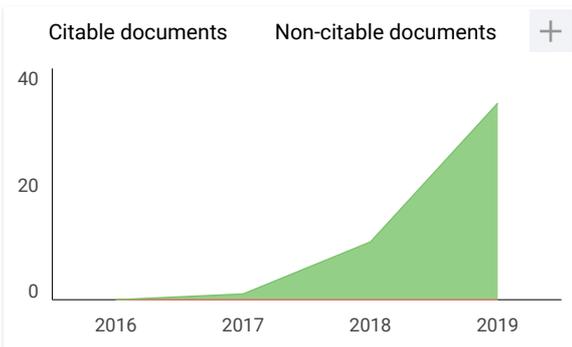
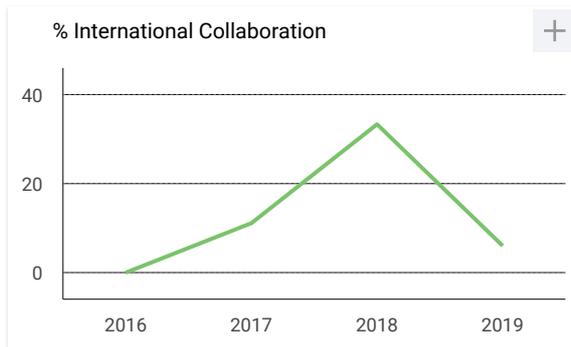
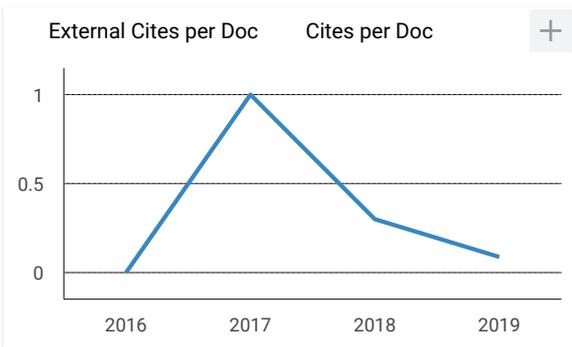
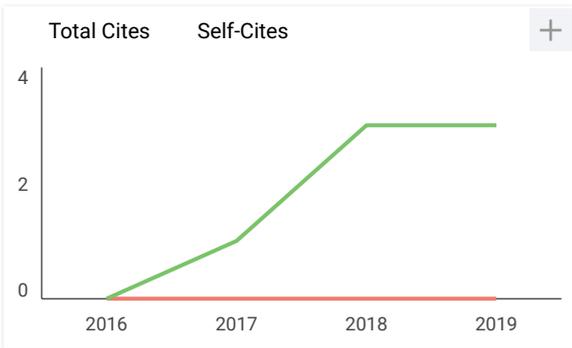
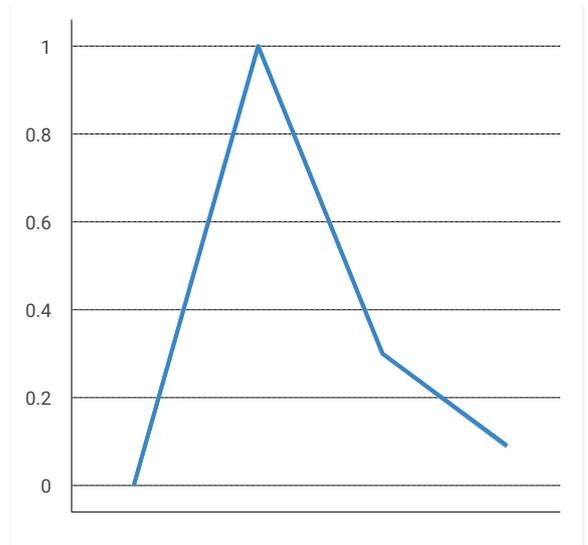
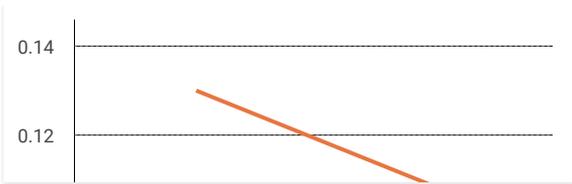
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## General Information of IJAST

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- The publication will not be an Open Access repository (Effective January 2017).
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**Vol. 29 No. 12s (2020)**

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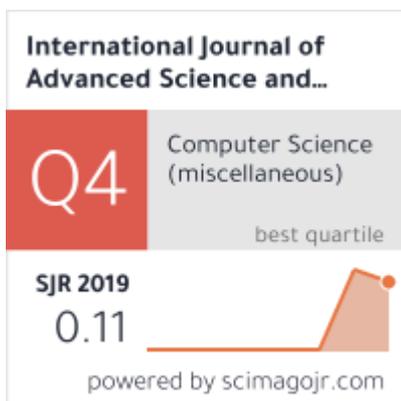
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## Teachers' Commitment in Managing the Learning to Create Excellent Boarding School Students

**Sitti Roskina Mas and Hasanuddin**

### Abstract

*The research objectives are to describe (1) teachers' commitment of learning planning to achieve competitive students, (2) teachers' commitment of learning implementation to achieve competitive students, and (3) teachers' commitment learning assessment to achieve competitive students. The research used a qualitative approach with case study design. Data were collected by using interview, observation, and documentation. Data were analyzed qualitative descriptively by using collection, reduction, display, and conclusion. Data validation used credibility and confirmability. The research findings indicated that (1) planning of learning process according to syllabus development in 2013 curriculum based on vision and mission of MAN Cendekia Gorontalo, and then were developed in lesson plan in accordance with students' condition, standard operational procedure of lesson plan based national education standard, (2) implementation of learning process is done according to lesson plan, material development referred to Cambridge International Standard in MAFIKIBI plus Economy and Geography, current information, and expanded additional tasks, used media, and learning strategies are according to teaching materials to be taught, and (3) assessed learning achievement according to minimal standard of achievement based on cognitive, affective, and psychomotor aspects.*

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[PDF](#)

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## Teachers' Commitment in Managing the Learning to Create Excellent Boarding School Students

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### Abstract

*The research objectives are to describe (1) teachers' commitment of learning planning to achieve competitive students, (2) teachers' commitment of learning implementation to achieve competitive students, and (3) teachers' commitment learning assessment to achieve competitive students. The research used a qualitative approach with case study design. Data were collected by using interview, observation, and documentation. Data were analyzed qualitative descriptively by using collection, reduction, display, and conclusion. Data validation used credibility and confirmability. The research findings indicated that (1) planning of learning process according to syllabus development in 2013 curriculum based on vision and mission of MAN Cendekia Gorontalo, and then were developed in lesson plan in accordance with students' condition, standard operational procedure of lesson plan based national education standard, (2) implementation of learning process is done according to lesson plan, material development referred to Cambridge International Standard in MAFIKIBI plus Economy and Geography, current information, and expanded additional tasks, used media, and learning strategies are according to teaching materials to be taught, and (3) assessed learning achievement according to minimal standard of achievement based on cognitive, affective, and psychomotor aspects.*

**Keywords:** *teachers' commitment, learning management, competitive students, senior Islamic high school, boarding school*

### 1. Introduction

The quality of learning process and its outcome are an essential aspect to be created in an educational institution. It is the quality assurance for schools to achieve an excellent learning process. This is in order to create positive impression to the external parties, such as students' parents about the service quality assurance for the students; this includes qualified teachers, adequate facilities, and infrastructures or an excellent service and supervision for them to get an excellent learning outcome of intellectual, emotional and spiritual capacity.

Teachers are the foremost component to improve the learning quality in which they have a suitable strategy and play an important role to educate the students to be mature and independent. The success of education depends on the teachers as the determinant factor of educational institution, and therefore, there are four principal claims for the teachers to become professional, including (1) capacity, (2) loyalty, (3) integrity and (4) accountability in working on a task by Rosyada [1].

In education, teachers are the strategic component in improving the quality of teaching management. Curriculum renewal and new teaching method, for instance, are depending on the teachers. For that reason, teachers are demanded to have high competence in teaching and learning process (Joice [2]; Yamin [3]; Law Number 14 of 2005 National Education Standard [4] and [21]).

There are four competence that should be possessed by the teachers as stated by the National Education Standard [ibid], including professional, personal, pedagogical and social competence. However, Johnson in Sanusi [5] in relation to the profession argues that teachers' performances cover three aspects, which are: (1) professional capacity, (2) social capacity, and (3) personal capacity. Their competence can make a conducive learning atmosphere and effective teaching and learning process. This is in line with Mas [6] who notes that there is a significant relationship between teachers' professional and personal competence and students' learning motivation in teaching and learning process.

It is highly required for the teachers to be committed to develop, improve and maintain their professionalism, to adjust the learning program and learning process as well as to respond to the changes by achieving the school vision. Rosyada [1]; Suyadi [7] state that professional teachers who are committed to something can be observed by their commitment to creating an eligible teaching process. They always respond to the changes of new knowledge and ideas, particularly the ideas of class curriculum to create an effective lesson. Education quality can be achieved if the teachers can fulfill the students' needs.

Teachers' ability to establish a fun and active learning process is the positive effort in improving the learning quality. Baffadal [8] reveals that the competence that should be owned by the teachers includes (1) the ability to plan the lesson, (2) the ability to implement the lesson, (3) the ability to assess the lesson. Baffadal's theory is confirmed by Hammalik [9] who describes that a good teacher should understand the teaching objective and how to formulate it, how to select and use the media, and how to compose and use a test. They also should be able to select an appropriate method, understand the teaching materials by using various sources and have knowledge about the other evaluation tools.

On that ground, a professional teacher is the one who can manage a proper teaching and learning process based on three fundamental characteristics of being professional, including: (1) a desire to uphold the work quality, (2) maintaining self-respect in doing the work, and (3) a desire to provide a well service for the students to do their professional work. Every professional teacher should have those characteristics to reach an outstanding performance. Professional teachers do not merely act as a tool of cultural transmission; instead, they can change a culture that demands the mastery of science and high productivity. This explanation can propose a concept for teachers as the learning agent to positively actualize a professional attitude in the learning process so that they can implement and achieve a useful lesson.

Effective learning process according to Beare, Caldwell, Millikan [10] are referred to some activities, which are: (1) clinical assistance by diagnosing the students' needs and preparing learning experience for them, (2) planning by determining the appropriate learning objective, learning experience, and assessment procedure, (3) teaching process is the success of communication in classroom and the achievement of students' expectation, (4) class management refers to manage a fun learning atmosphere, (5) monitoring the development by giving a continual assessment to the students along with preparing the information of clinical assistance, planning and teaching process, (6) caring about the students by providing an action that reflects the values of caring and supporting others.

There are 11 things that should be applied to become a great teacher are, including (1) changing mindset in which a teacher should concern with how the students learn, not how he teaches them, (2) understanding the students' behaviour in addition to the teaching materials, (3) using all parts of body to communicate with the students, (4) showing the students how important it is to study anytime and anywhere, (5) activating the students'

visual, auditory and kinesthetic potentials, (6) Spending various activities to keep the students concentrate on the lesson that is more than 20-30 minutes, (7) doing a dialogue instead of monologue, (8) asking the right questions to the students, (9) giving the students positive emotion and attitude, (10) guiding the students to learn based on their own ways, and (11) showing an attractive appearance and personality to make the students interested in learning the materials (Curriculum Development Team of Ministry of Education and Culture, 2017) [11], [20], and [21].

Learning quality is playing a significant role in a quality school. Beach and Reinhartz (in Syarifuddin [12] mention that 10 successful learning focuses are including (1) teachers re-review the learning objective, and outcome every day, (2) teachers set the learning objective and the target, (3) teachers provide a suggestion and right model for the students as expected, (4) teachers teach varied things systematically, (5) teachers check the students' comprehension and asking them a problem, (6) teachers supervise and give an experience for the students, (7) teachers deliver a feedback, (8) teachers maintain the students' interest in learning activity, (9) teachers identify hopes in their attitude, and (10) teachers apply different learning activities

This study is aimed at: (1) Planning lesson to create excellent students at MAN Insan Cendekia Gorontalo, (2) Implementing the lesson to create excellent students at MAN Insan Cendekia Gorontalo, (3) Assessing the lesson to create excellent students at MAN Insan Cendekia Gorontalo.

## 2. Method

This study utilized qualitative descriptive approach focused on the meaning and process expression with the natural background as the source of data. The data involved observed statement, writing, and attitude regarding the teachers' commitment in managing the learning process to create the excellent students. This research design was an observational case study and interview due to the focus of this study to reveal an occurrence of teachers' commitment in managing the learning process that covers the aspect of planning, implementing and assessing the lesson to create the excellent students at MAN Insan Cendekia Gorontalo.

The sources of data in this study were: (1) the informants included the headmaster, the vice headmaster, the teachers, and students, (2) learning activities of introduction, main activity in classroom, mosque and dorm, (3) documents were the teachers' lesson plan, assessment, students' achievement in academic and non-academic, and some alumni at universities.

The data were collected from interview, observation and documentation study. **An unstructured interview** was employed to obtain in-depth information and to get the subject's point of view about the useful things to be the essential requirement to have precise information. **The observation** was conducted to overcome the insufficiency of the interview session and consisted of descriptive, focused and selective observation. **Documentation study** was used to collect the data from sources such as documents, archives, and recordings in relation to teachers' commitment in managing the learning process to create the excellent students.

The data analysis was descriptive analysis through data collection, data reduction, data presentation, and conclusion. The data triangulations were data credibility and conformability used to prevent the refraction of data interpretation. Data credibility was a method and source triangulation. Meanwhile, the data conformability was employed by re-checking the data coherency so that the researcher and informants have an agreement about the data and re-audit it for data accuracy.

### 3. Findings and Discussion

MAN Insan Cendekia Gorontalo is one of the high schools that integrate the Islamic studies with science and technology as its main feature. It was built in 1996 under the management of the Agency for Technology Assessment and Application (BPPT) in cooperation with several educational experts from Indonesian Muslim Intellectuals Association (ICMI).

Ever since MAN Insan Cendekia Gorontalo was delegated from BPPT from 2001 to present, the innovation of school management is always be applied to achieve a quality educational institution regionally, nationally and internationally. This is proven by the achievements of MAN Insan Cendekia graduates who are accepted into top universities in Indonesia (ITB, UI, IPB, UGM, ITS, UB, UNHAS, ERLANGGA) and get a scholarship to study abroad such as in Japan, Cairo, Germany, and Malaysia (the Profile of MAN Insan Cendekia, 2017) [13]

To reach an eligible graduate with outstanding achievement, MAN Insan Cendekia always puts an effort to make an innovation in the field of learning or human resources development of educators through the program of developing knowledge, comparative study, training and insight development for the engineering staff. This is intended to create an effective learning process at MAN Insan Cendekia since it is supported by all of the facilities and infrastructures as well as the professional teachers. The research result about the teachers' commitment to planning, implementing and assessing the lesson to create the excellent students at MAN Insan Cendekia Gorontalo is explained below.

#### 3.1 Teachers' Commitment in Planning The Lesson at MAN Insan Cendekia Gorontalo

The learning syllabus is referred to Curriculum 2013 that focuses on student-centered learning in order to arrive at the quality learning system at MAN Insan Cendekia. Every teacher should develop the syllabus from the central government based on Curriculum 2013 into the lesson plan which is about the media, learning sources and the applied method. It is developed in accordance with the students' ability in understanding the materials so that the competence of behavior, knowledge, skill and learning experience formulated in the lesson plan can be optimally achieved.

The lesson plan development at MAN Insan Cendekia has been composed for one year and prepared by the teachers before the lesson gets started. This is according to the Ministry of Education and Culture [11] that lesson plan can be developed at the beginning of the semester or academic year to make the lesson plan available in the learning process. Nevertheless, if the learning implementation does not suit the condition, the lesson plan can be adjusted to the students' needs since they have different circumstances. Thus, the student-centered learning can be actualized.

The results reveal that the teachers should be well-prepared in the learning process, plan various learning experiences to be achieved by the students, read some books as references to improve knowledge, identify relevant learning sources, determine the learning activities and make the lesson plan. This process can get the student-centered learning implemented. This is meant to make the lesson interactive, inspiring, fun, challenging and efficient in improving the thinking skill.

The lesson plan is not only an administrative matter but also the activities attached to the process of learning. In management perspective, planning activity always precedes the learning objective. The lesson plan can be composed and developed by the teachers individually or in the group. The first references of lesson plan arrangement are the syllabus and standard of content.

### 3.2 Teachers' Commitment in Implementing The Lesson at MAN Insan Cendekia Gorontalo

Teachers' commitment towards the students' achievement is excellent due to their tasks and functions to completely support the school's program, be responsible for the learning process and be disciplined to achieve an eligible lesson as formulated by the vision of MAN Insan Cendekia which is to create a quality human resource that is faithful, mastering science and technology and able to actualize it in the community (the Profile of MAN Insan Cendekia, 2017) [13]

School vision is a promise for the society that should be accomplished through several activities, especially in academic ones. Thus, academic activities should be the significant part of management system at MAN Insan Cendekia in which the vision will be easily achieved if it is applied in learning activities. Vision is not merely a slogan, but it also offers direction for the teachers in planning and developing a successful learning process.

In order to have a quality lesson, MAN Insan Cendekia has assigned a standard of curriculum management and learning process based on four things, including: (1) grounded research-based, (2) employing learning model that is suitable to the materials, (3) adjusting the learning model/format with the availability of facility and infrastructure, and (4) creating a learning atmosphere that provides more spare time for students to do the exploration and learning process independently. Accordingly, the curriculum standard at this school is designed corresponding to the guideline of the system of curriculum development implementation that is used as the educational orientation at MAN Insan Cendekia Gorontalo. This is in compliance with Mas [14] in which to improve the education quality at MAN Insan Cendekia along with the status changes, school's management member needs to design a guideline of curriculum development implementation system regarding the vision of the school.

The syllabus design refers to Curriculum 2013, and the material is relevant to *Cambridge*, particularly in mathematics, physic, chemistry, and biology in order to reach a quality learning system at MAN Insan Cendekia Gorontalo. Every teacher is obliged to develop the syllabus and material by concerning the recent information related to the lesson through different media so that the given material is appropriate to the students' needs and ability.

To arrive at an efficient learning process, teachers make an attempt to create an effective and efficient teaching preparation, observe the preparation before starting the learning activities, revise and develop the material based on the current development. This can optimize the learning process and establish the qualifying competence. Hence, students' learning achievement can be well-improved in or outside the class. This is in line with the Ministry of Education and Culture [11] that the most significant stage in implementing the curriculum is the implementation of teaching and learning process in the classroom to help students achieve the behavior, knowledge and skill competence.

Teachers at MAN Insan Cendekia use a number of media and learning strategies adjusted with the learning material so that the competence in teachers' lesson plan can be reached to obtain the optimal result of the learning process. Teachers do not only depend on the facilities in class, but also utilize several learning sources. They should be creative in teaching, use the media that is suitable for the material and have an intimate relationship with the students to make the learning process worthier. Salis[15] also argues that educational institutions must give an opportunity for the students to follow an example of the lesson in different models and learning styles, therefore, they can be successful. Sallis's theory is supported by Prabowo [16] who states that teachers' accuracy in selecting and applying the learning strategy as well as the learning sources and media will accelerate the achievement of learning objective and make the students easy to establish the required competence.

This is also in accordance with Mulyasa [17] that teachers should accompany the students in the learning process to arrive at the learning success or maturity. They should

observe students' participation in every aspect such as psychological, physical, and social in which teachers need to have broader knowledge about the kinds of learning and the students' external and internal conditions that influence them. Additionally, Komariah and Triatna [18] notes that effective learning process can get the students learned and understood as well as become a trustworthy person in communicating with each other so that students' intellectual, social and spiritual dimensions are formed.

This explanation shows that teachers should be able to design a well-implemented learning process by mastering the materials, reading some relevant books to broaden their knowledge, employing proper strategies, media and other learning sources in order to create an eligible and efficient learning process and to attain the national education standard at MAN Insan Cendekia Gorontalo, and generally in Indonesia.

### **3.3 Teachers' Commitment in Assessing The Lesson at MAN Insan Cendekia Gorontalo**

The development of assessment system at MAN Insan Cendekia Gorontalo is based on the school vision, mission, and graduates' competence profile. Assessment development is necessary to increase the relevance of learning program to the condition and needs of this school. Assessment is associated with every education process of teaching, learning and its success. Consequently, the standard of curriculum management and learning process are based on the education quality standard at MAN Insan Cendekia referred to the quality of curriculum structure, the design of syllabus and learning media, learning strategies and the assessment of learning outcome.

The assessment principal of this school always pays attention to the requirement of every subject's basic competence, a passing grade, and any assignments for the students to result in information in assessing them. Different from the other schools, MAN Insan Cendekia does not utilize the term of "pass" and "do not pass" in assessing the lesson, rather the teachers use the term of "continue" and "do not continue" in the assessment system. In the first semester, every subject's passing grade is 70, while from the second to sixth semester, the passing grade is varying and the score standard of grade promotion is above 70.

There are two assessments applied by this school, including the normative and technical assessment that covers the final examination and final semester assessment. Normative assessment is used to measure students' competence proven by their learning achievement. Technically, the assessment procedures are inseparable with the aspect of content standard and graduate competence. The assessment is started by arranging or analyzing the passing grade criteria by the subjects' teaching team. This is in line with Sudjana (in Ardana [19] that assessment is characterized by the existence of the assessed object or program, and the criteria as the fundamental aspect to compare the reality to the criteria. On that ground, the assessment process is implemented by composing a text or instrument to be validated by each teaching team.

In contrast, the assessment of final or national examination is conducted by computer-based technique or known as computer-based examination. Besides, the score report at MAN Insan Cendekia can be assessed by the online system via SIMANIC application (the information system of MAN Insan Cendekia), so that the students' parents are free to access the score.

The assessment of students' learning outcome at MAN Insan Cendekia is divided into three aspects, which are cognitive, affective and psychomotor based on the subjects' indicator and basic competence. Cognitive aspect refers to the assignment, quiz, daily examination, midterm examination and final semester examination. Affective aspect, on the other hand, covers the students' behavior such as do not pray, come late to school, or obey the teacher and work on the given assignment. Psychomotor aspect is about the students' skill in performing the work. The assessment result is then submitted to SIMANIC, and the report card is also given as the evidence. This is similar to Prabowo

(2008) who confirms that learning evaluation is a process to find out the competence level achieved by the students, and it is able to measure all the competence aspects of behavior, knowledge, and skill. Teachers' ability to select and use any evaluation instruments is required to evaluate the students in accordance with those competence aspects. The selection of evaluation instrument is adjusted with the evaluated competence whether it is behavior, knowledge or skill.

All in all, the assessment system employed by the teachers at MAN Insan Cendekia Gorontalo refers to how the curriculum implementation can achieve the education vision, mission, and purpose. The management is based on the standard of the education process, including planning and implementing the learning process along with assessing the learning outcome.

#### **4. Conclusion**

The commitment of teachers in learning management have been done by planning of learning process according to syllabus development in 2013 curriculum based on vision and mission of MAN Cendekia Gorontalo, and then were developed in lesson plan in accordance with students' condition, standard operational procedure of lesson plan based on national education standard, implementation of learning process is done according to lesson plan, material development referred to Cambridge International Standard in MAFIKIBI plus Economy and Geography, current information, and expanded additional tasks, used media, and learning strategies are according to teaching materials to be taught, and assessment of students' achievement according to minimal standard of achievement based on cognitive, affective, and psychomotor aspects. Teacher commitment in developing quality of students based on accreditation. Developing quality of students in education were done by implementing (1) planning of teaching and learning process regarding to curriculum 2013 syllabus, (2) developed lesson plan according to national standard of education and students' condition, (3) implementation of teaching and learning process was according to lesson plan, and (4) learning assessment was done according to cognitive, affective, and psychomotor aspects.

The limitation of this research did not explore students' commitments in maintaining quality of MAN Insan Cendekia Gorontalo were (1) maintained honesty value, (2) committed to MAN Cendekia regulation, (3) care and appreciate among students, (4) keep the mandate, (5) keep human relationship, (6) responsibility to do tasks, (7) took a part in national and international competition.

#### **5. Suggestion**

School principal has to give a maximal controlling in all staff, give motivation, give direction to all stakeholder in order to work maximally and consistent to follow school regulation. Teachers and academic staff were asked to improve their knowledge, science and technology, competency and skills that have a positive impacts to schools and quality of outputs. Cooperation between teachers and staff has to be kept and care.

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