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Analysis Of The Quality Of Foundation Schools Based On National Standards Of Education (Snp) In Integrated Islamic Primary Schools (Sdit) At-Taqwa Pangkalan Kerinci Subdistrict

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ABSTRACT: The abstract The research is a qualitative research that aimed to analyze the quality of schools based on National Education Standards (SNP) in SDIT At-taqwa Pangkalan Kerinci subdistrict. The subfocus of this study consisted of : 1) the Analysis of the achievement standards of educators and education personnel in Integrated Islamic Elementary School (SDIT) At-Taqwa.2) Analysis of the achievement standard of facilities and infrastructure in Integrated Islamic Elementary School (SDIT) At-Taqwa. 3) the Factors inhibiting and supporting factors that affect the quality of SDIT At-Taqwa Kecamatan Pangkalan kerinci. The results of this study to the Standards of Educators and Education Personnel in SDIT At-Taqwa is in compliance with National Education Standards (SNP), however, to the qualification of educators and education is still not in accordance with the National Education Standards (SNP), because there are still teachers who have the qualifications of S1 but not in the field of education. kompetensi the head of the school still has not been reached it can be seen from the not yet optimal of his ability to head the school in the management of teachers and staff. While for the Standard of Facilities and Infrastructure SDIT At-taqwa is in compliance with National Education Standards (SNP) but in the maintenance of facilities and infrastructure is still not performing well, as there is still a lack of awareness and a clear procedure in the maintenance and storage of goods.

Keywords -Quality, National Education Standards (SNP), SDIT

I. INTRODUCTION

Education is the most important sector in the development of the nation. Education has the task of preparing human resources for development. The presence of an institution of quality education is the hope of all parties. Logically, all users of education services want to get a quality education so that the future is assured.

Quality implies the degree or level of excellence of a product (work/effort) in the form of goods and services, both real and intangible. Quality According to Sallis (2010:56) can be defined quality as something that is satisfying, beyond the wishes and needs of customers. While the Quality of education according to Satori (2016) is the value and benefits in accordance with the national standard of education based on input, process, output, and outcomes of education are perceived by the users of educational services and the user of the results of education.

In the context of education, the quality in this case can be interpreted as a process of education and educational outcomes. Quality in the context of the "educational outcomes" refers to the achievements achieved by the school in every certain period of time.

Standard quality of education organized by the educational unit with reference to the eight National Education Standards (SNP). Sani, et al (2018: 48) states that, the SNP is the minimum Standard set by the government in the field of education that must be met by the education unit and all stakeholders in managing and organizing education.

Standard power pendidik education and the standard of infrastructure is one of the eight National Education Standards. In the process of education facilities necessary to support learning. The availability of infrastructure in the school can raise the spirits of student learning so that the learning achievement can be increased and indirectly the quality of learning in schools has also increased. But the problem is not all educational institutions have adequate facilities and infrastructure to support the achievement of student learning as well as improve the quality of the lessons in the school as set out in the Minister of National Education

Regulation Number 24 Year 2007 on the Standard of Facilities and Infrastructure as well as with the standards of educators and education staff.

Law Number 20 Year 2003 about National Education System, CHAPTER XI, article 39, paragraph 2 explains that educators are professionals in charge of planning and carrying out the learning process, assess learning outcomes, conducting coaching and training. Personnel include the principal, administrative staff, and library staff.

Based on Permen Diknas No. 16 of 2007 about the Standard of academic qualifications and competence of teachers, article 1 states that every teacher is obliged to meet the standards of academic qualifications and competence of teachers that apply Nationally. Guru SD/MI should have the minimum academic qualifications diploma IV (D-IV) or bachelor (S1) in the field of education SD/MI or psychology which is obtained from the accredited study program. While candy Diknas No. 24 of 2008 about the Standard of Most of the School Administration, article 1 states that the standard of the administrative personnel of the school include head of administration, the executor of his affairs, and the most special service. candy Diknas No. 25 of 2008 about the Standard of Most of the School Library, stating that the standard of most of the school library covers the head of the library and library staff.

Implementation of the eight national standards of education being important efforts for the school in efforts to ensure the quality of education in schools. However from the results of the report the quality of SDIT At-Taqwa from 2016 to 2019 the achievements of the school against the standards of educators and education, and standard of facilities and infrastructure is still low. It can be seen from the chart below.

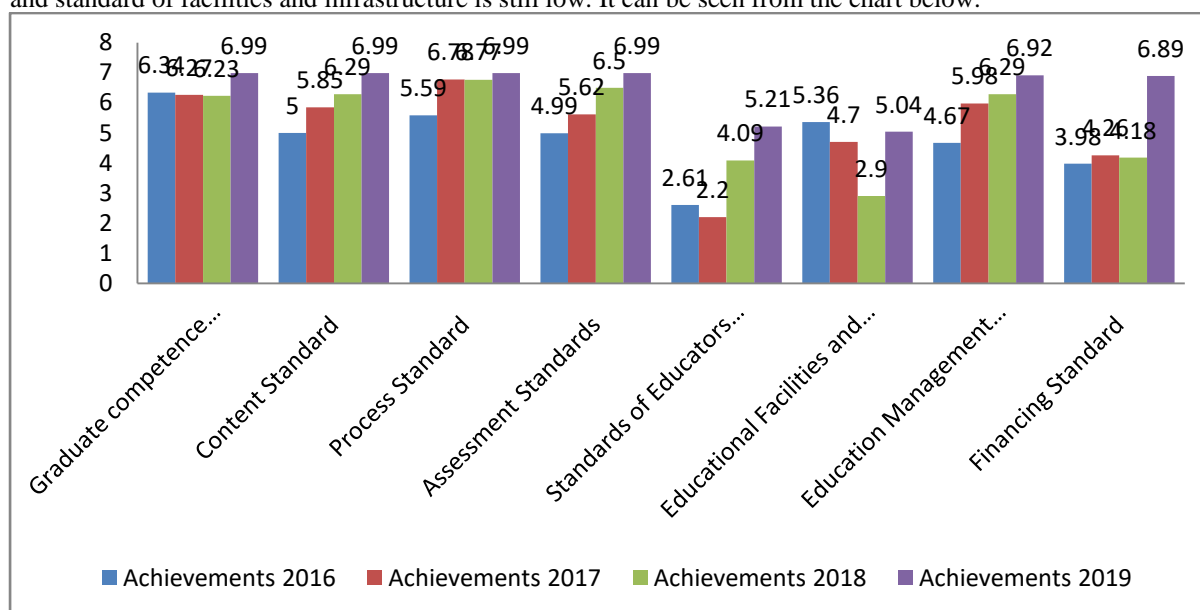


Image 1.1 the Chart Grades the Quality of SDIT At-Taqwa

From the graph report card quality can be seen above that SDIT At-Taqwa has been carrying out the minimum service standards at the school for four years. The achievements of the school against the standards of educators and education from 2016 to 2019 is (2,61),(2,2),(4,09), and (5,21). From these data it is seen the value of quality for educators and education is still low, although there has been increased every year. The achievements of the school against the standard of facilities and infrastructure from 2016 to 2019 (5,36),(4,7),(2,9), and (5,04). From the data the value of quality to the standard of facilities and infrastructure is also seen that the achievements of the school are also still low.

The low value of quality to the standard of facilities and infrastructure in SDIT At-Taqwa because there are still facilities and infrastructure that have not been fulfilled among them is the laboratory and the teachers ' room. On the standard of teachers and education personnel, not all teachers in the school certified educators, as well as not have energy laboratory.

From the initial data, the authors drafted the article about the "Analysis of the Quality of a school foundation based on the National Standard of Education in Integrated Islamic Elementary School (SDIT) At-Taqwa Pangkalan Kerinci subdistrict".

The problem formulation of this research are: 1) How the analysis of the achievement standards of educators and education personnel in Integrated Islamic Elementary School (SDIT) At-Taqwa? 2) How the analysis of the achievement standard of facilities and infrastructure in Integrated Islamic Elementary School

(SDIT) At-Taqwa? 3) Are the Factors inhibiting and supporting factors that affect the quality of SDIT At-Taqwa Pangkalan kerinci?

The purpose of this study is as follows: 1) Analyze the achievements of the standards of educators and education personnel in Integrated Islamic Elementary School (SDIT) At-Taqwa. 2) Analyze the achievement of the standard of facilities and infrastructure in Integrated Islamic Elementary School (SDIT) At-Taqwa. 3) Analyze whether the Factors inhibiting and supporting factors that affect the quality of SDIT At-Taqwa Kecamatan Pangkalan kerinci.

The results of this study will be expected will provide benefits to the parties concerned in the Analysis of the Quality of a school foundation based on the National Standard of Education, especially in Integrated Islamic Elementary School (SDIT) At-Taqwa Kecamatan Pangkalan Kerinci. There are also details on the expected usefulness of this research are: (1) the Benefits of Theoretical is to contribute to the development of science education, especially related to the standard of facilities and infrastructure as well as the standards of educators and education. (2) the Practical Benefits are: a) For the foundation, this study will help in providing information about the state of SDIT At-Taqwa especially the standards of educators and the standards of education facilities and infrastructure to improve the quality of schools under the auspices of the foundation. b) For the Head of the school, the results of this study are useful as an evaluation for the development of school quality. c) For teachers, the results of this study are useful as the evaluation of the in carrying out the duties and responsibilities as educators in an effort to improve the quality of education.

II. METHOD

Methods this study was conducted with a qualitative descriptive approach, with finding and using data in the form of words written or oral, the phrase, the opinion of the subject of the research, of the people and behaviors that can be observed. Field Data obtained through documentation, observation and interview. Data analysis technique used through four stages, namely data collection, data reduction, data presentation, and conclusion.

III. RESULT AND DISCUSSION

The analysis of the Achievement Standard the Educator and Education personnel At the Integrated Islamic Elementary School (SDIT) At-Taqwa

The scope of the analysis of the standard of teachers and education personnel in SDIT At-Taqwa includes several aspects, namely; a) the academic qualification of educators and education, b) the competence of the educators, and c) the competence of the head of the school, d) the competence of the administrative personnel of the school, e) competency in the school library. The results of the research as follows:

First, the academic Qualification of teachers and teaching staff. The document data of educators SDIT At-taqwa can be seen in the following table.

**Table of the Number of Educators and Education Personnel
According To Educational Background (Expertise)**

No	Master	a Teacher with a background education in accordance with the task		A Teacher with a background in education is NOT in accordance with the task		Number of
		the S-1	S-2	S-1	S-2	
1	principal		1			1
2	Class Teacher	17	1	7		25
3	Religious Education and ethics	7	1			8
4	Physical Education, Sports and Health	2				2
5	English	1				1
6	Arabic	1				1
7	administrative Personnel	1				1
8	Power library	1				1

Based on the results of interviews and documentation study about the analysis of the achievement standards educators in SDIT At-Taqwa Kecamatan Pangkalan Kerinci, for the academic qualifications of teachers and educational personnel that are in SDIT At-taqwa, 7 of them or at 17.5 % of teachers have the qualifications of S1 but not in the field of education. This show does not meet the qualifications of educators,

because based on the attachment of the Minister of National Education Regulation Number 16 of 2007 which stated that ELEMENTARY school teachers should have academic qualifications diploma empat (D-IV) or bachelor (S1) in the field of education SD/MI (D-IV S1/PGSD/primary education) or psychology which allowed of accredited study program.

Kunandar (2007) stated academic qualification is the level of the minimum that must be met by an educator as evidenced by a diploma and/or certificate of relevant expertise in accordance with the applicable legislation. Inequalities in educational background of teachers and education personnel will affect the learning process because of the lack of knowledge about the methods of learning educators will lead to learning is not effective.

Second, the competence of educators. Based on the results of the interview, observasi and documentation study, the results showed that teachers in SDIT At-taqwa has met the competency as a primary school teacher. On the pedagogical competence, the teachers have been carrying out some thing, for example: a) develop curriculum related to the field of teaching, this is evidenced by its set of learning on the class or field of study of the subject; b) communicate better, empathy and manners with student, this is evidenced by greet each other between teachers and students and parents; c) carry out the assessment and evaluation process of the learning outcomes.

Mulyasa in Zulhandayani, et al (2017) suggested that pedagogical competence is the ability of teachers to manage the learning of students which includes the understanding of learners, planning and implementation of learning, evaluation of learning outcomes and developpersan learners to actualize the range of competence.

On the teacher's personality competence SDIT At-taqwa also has a lot to do several things including a) act in accordance with the norms and religious guidance; this is evidenced by the personality development program for educators and education personnel; b) to be an example and role model for students and society, it is known from some teachers who became a preacher in the society; c) demonstrate a sense of responsibility and a high work ethic.

Rachman, & Gunawan, in the Beautiful Tri Agustin, et al (2019) says the competence of the personality that must be owned by an educator of the responsibility, authoritative, and independent discipline. As a person responsible teacher should know, and understand the value of, moral, social and obey the norms that apply.

As for the social competence, manifested by: a) being kind to fellow educators and learners; b) good communication between educators and learners; c) communicate with the guardians of the students related to the development of the students.

While the pthere are professional competence, the teacher has to carry out several things including: a) master the material, concept and mindset of the supporting scientific subjects taught; b) master core competence and basic competence of the subjects taught; c) selecting and processing the materials are appropriate; d) utilizing information and communication technologies to communicate and self-development, which is evidenced by the ability of teachers in implementing learning online during the pandemic of covid-19.

Third, the competence of the head of school. Based on the results of interviews, observation and documentation study, the data obtained that the head of the school SDIT At-taqwa has met the academic qualifications as the head of the school where: a) the education of the head of the school SDIT At-taqwa S2 at the department of education and on campus that have been accredited, b) at the time appointed head of the school aged 30 years, it has been eligible due to become head of the school/madrasah as lifted a maximum of 56 years old, and c) at the time appointed head of the school has teaching experience for 5 years in basic education.

In addition to meeting the academic qualifications, the principal must also have the competence required in the sweets department of Education No. 13 of 2007. The competencies have been met, including: a) the competence of the personality, where the head of school has developed a culture and activities of noble character in school, have a strong desire to develop yourself as head of the school and be able to face the problems in the work as the head of the school; b) managerial Competencies, the Head of the school has been composing and designing activities of the school, me monitoring and evaluating the activities of the school are carried out. However, the ability of the principal in the leadership and management of the teachers and staff are not optimal. This is likely caused because the head of the school is still new and work experience are also still a little bit. c) the Competence of supervision, the head of the school's design program supervision and carry out academic supervision in order to improve the professionalism of teachers. But the head of the school has been following up on the results of the academic supervision is done against the master. This is because the task of the head of the school is very much so a follow-up results of supervision is not done. d) social Competence, cooperation is made the head of the school SDIT At-taqwa with the other party for the benefit of the school as well as the head of the school also have social sensitivity towards other people or other groups.

Fourth, the competence of the administrative personnel of the school, interviews, observation and documentation study obtained data that the administrative personnel in SDIT At-taqwa of only one person and has been met or where the most of the administration S1 educated in the field of computer, behave better, and

responsible for the job, carry out the administration of the personnel and the student and is able to use information and communication technology.

Fifth, the competence of the personnel of the school library. The results of interviews, observation and documentation study obtained data that the library staff in SDIT At-taqwa of only one person and are in accordance with the provisions that have academic qualifications S1 in the library field. With the qualification of the personnel of the library have the insight offered. The general officers of the library already can manage a library with good. However, in the management of the library is still not maximized.

The analysis of the Achievement Standard of Facilities and Infrastructure On the integrated islamic primary school (SDIT) At-Taqwa.

In the Government Regulation number 24 Year 2007, the School must have Standards of Facilities and Infrastructure in accordance with the indicators that have been set, namely: 1) the capacity and the capacity of the school offered, 2) the school has the facilities and infrastructure of learning a complete and feasible, 3) the school has the means and the supporting infrastructure is complete and feasible.

Based on the results of interviews and documentation study about the analysis of the achievement standard of facilities and infrastructure in SDIT At-Taqwa Kecamatan Pangkalan Kerinci, to the capacity of the school in SDIT At-taqwa has been met where: a) the school has a learning group that is appropriate and adequate, the school has 25 classrooms; b) has a land vast schools place students play sports, and perform the ceremony; c) the Condition of the building; d) have the facilities and infrastructure in accordance with the needs.

For completeness, facilities and infrastructure that exist in SDIT At-Taqwa is complete and feasible where: a) the school has a learning space include: classroom, where the number of classrooms with the same number with the number of classrooms and is equipped with a desk and a chair in accordance with the number of students; the library, the library is equipped with books and other supplies and it is easy to reach and not far from the class; playground/ exercise, where the field is broad and is surrounded by trees so that students can be free to play and exercise. But this School does not have a labor science ; b) the school has a support spaces include: the head of the school, where the principal has been equipped with a means of furnishings and other supplies for the activities of the management of the school and meeting with parents, committee or other guests; the school INFIRMARY, the school INFIRMARY has also been equipped with a bed, wardrobe, blankets and other pieces of furniture that is used for the early treatment for students who have health problems in the school; a place of worship, the school also has places of worship are equipped with prayer mats, the pulpit and other equipment in use weara school for performing the acts of worship during the school; the school also has a toilet, warehouse, circulation space, cafeteria, and parking lots.

Although the school facilities and infrastructure is already complete and adequate, this school does not have a teacher and a SCIENCE lab. Space SCIENCE laboratory was used to conduct experiments related to SCIENCE subject. The laboratory is very helpful mastery learners to the concepts and skills of scientific activities. For the Elementary School level space SCIENCE laboratory does not have to be a special space but can utilize the classrooms there (Martin and Nurhattati , 2016:145)

Based on the results of the interview and document data as well as the results of observation, maintenance of facilities and infrastructure in SDIT At-Taqwa is not performing well, where: a) the lack of awareness and a sense of belonging to items in a nurturing learning media; b) there has been no clear procedure of borrowing and the return of the goods; c) the storage of goods which are not well-organized.

Martin and Nurhattati Fuad (2016: 89) states that the maintenance of educational facilities and infrastructure is an activity to carry out the management and settings of facilities and infrastructure so that all the infrastructure is always in good condition and ready to be used as well as the efficient and effective in achieving the learning objectives.

Supporting factors and Inhibitors That Affect the Quality of the Integrated Islamic Elementary School (SDIT) At-Taqwa.

Based on the results of the interview and document data as well as the results of the observation, there are several factors that support the quality of education in SDIT At-Taqwa namely: a) the flagship program of the school, the program to be featured in SDIT At-taqwa is a program Tahfidz, and program the field of religion; b) the completeness of facilities or infrastructure school where the school already has a nice building and adequate facilities and infrastructure; c) educators who are competent and professional and, d) communication and support between parents and teachers about the development of the learners.

Arbangi, Dakir and Umiarso, (2016:105) says that there are several components related to quality schools, namely: 1) students: the readiness and motivation of learning; 2) Teachers: professional skills and personal abilities of his; 3) curriculum: the relevance of the content and process of learning her; 4) infrastructure: the adequacy and effectiveness in supporting the learning process; 5) Community

(parents/alumni): participation in school programs. While the factors that hinder quality in SDIT At-taqwa is the discontent of the parent to ensure the school and the slow pace of improvement of facilities and infrastructure if there is damage as well as the lack of discipline of his teachers is a factor that hinders the quality in this school.

IV. CONCLUSION

Based on the results of this study, it can be concluded that:

a. The achievement standards of educators and education personnel in accordance SNP in SDIT At-taqwa.

All educators have been qualified in accordance with the sweets department of Education N0. 16 2007 indicated with the implementation of the competence of teachers, namely kompetensi pedagogic, personality competence, social competence and professional which became the main competence of educators. But still not meet for kualifikasi academic. This is evidenced there are teachers who have the qualifications of S1 but not in the field of education. Kepala schools already meet the competence of the personality, social, supervision is in accordance with candy Diknas N0. 13 in 2007, but still not reached to managerial competencies. it is evidenced from the less than optimal his kepala school in memimpin and mengelola teachers and staff. Administrative officer of the school are in accordance with the decree N0. 24 Year 2008, and the library staff are in accordance with the Decree N0. 25 2008.

b. Achievement of the standard of facilities and infrastructure in accordance with the SNP in SDIT At-taqwa.

Achievement of the standard of facilities and infrastructure in SDIT At-taqwa in accordance with the sweets department of Education N0. 24 Year 2007 it is shown from the kapasitas and power tampung the school has adequate and kelengkapan facilities and infrastructure in SDIT At-taqwa. Although it has been have the means and the infrastructure is complete, however, the utilization and maintenance of facilities and infrastructure should be improved. It is intended to improve the quality of school and be able to provide services and satisfy the public.

c. The factors supporting and inhibiting the quality of SDIT At-taqwa.

factors that support the quality of education in SDIT At-Taqwa namely: a) the flagship program of the school; b) the completeness of facilities or infrastructure school; c) competence of educators and, d) communication and support between parents and teachers about the development of the learners. While that hinder the quality of education is the discontent of the parent to the school services and the latest facilities and infrastructure improvements if there is any damage.

V. SUGGESTIONS

Suggestions from this research as follows:

First, for the foundation are expected to respond quickly to report damage to facilities and infrastructure that exist in the school unit.

Second, for the Head of the School is expected to increase managerial competencies in managing educators, and in the fulfillment of the school facilities and infrastructure. As expected can apply a clear procedure in the maintenance and free use of the facilities and infrastructure in schools.

Third, for educators and education are expected to continue to learn and improve themselves, in order to improve the competence of his in carrying out teaching and learning activities so that the quality of learning and school quality will be increased.

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