



**ADPIKS**  
Asosiasi Dosen Peneliti  
Ilmu Keislaman dan Sosial

## QUALITY DEVELOPMENT POLICY MODELS OF PRIVATE JUNIOR HIGH SCHOOL TEACHERS

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### **Abstract**

Private schools in the regions are not the same as private schools in urban areas. Private schools in urban areas have competitive competitiveness so that their presence is taken into account, even many of the quality and infrastructure that exceeds public schools. In Pandan District which is the capital of Central Tapanuli Regency, there are four (4) Private Junior High Schools. The four Private Junior High Schools (SMP) are present in the middle of the Public Junior High Schools (SMP) which are quite popular in Central Tapanuli Regency considering their strategic location in the heart of the Regency City. The development of the times has required educational institutions to be more active in offering quality human resources that manage them and modern school facilities and infrastructure. Teachers as the main component for the success of the teaching and learning process in schools are required to have quality. In relation to the quality of teachers in private schools, various efforts have been made, including through policy channels. There are at least two (2) policy path models, namely (1). government policies and (2). school leadership policies. This research focuses on examining policy models in developing the quality of private junior high school teachers in Pandan District. This research study uses the field research method. The results of this study are that in order to develop the quality of teachers, the leaders of private junior high schools in Pandan District need to: (1) Create, compile, and formulate the vision, mission, and goals of the institution, especially the development of teacher quality; (2) Building commitments that have the value of worship; (3) Building attitude and discipline; (4) Changing the mindset and to build the positive character of the teacher.

**Keyword:** *models; policies; quality development; teachers.*

### **Abstrak**

Sekolah swasta di daerah tidak sama seperti sekolah-sekolah swasta di perkotaan. Sekolah-sekolah swasta diperkotaan memiliki daya saing yang kompetitif sehingga kehadirannya diperhitungkan, bahkan banyak kualitas dan sarana prasarananya yang melebihi sekolah-sekolah negeri. Di Kecamatan Pandan yang merupakan ibu kota Kabupaten Tapanuli Tengah terdapat empat (4) Sekolah Menengah Pertama (SMP) Swasta. Keempat Sekolah Menengah Pertama (SMP) Swasta tersebut hadir di tengah-tengah Sekolah Menengah Pertama (SMP) Negeri yang cukup populer di Kabupaten Tapanuli Tengah mengingat letaknya yang strategis di jantung Kota Kabupaten. Perkembangan zaman telah mengharuskan lembaga-lembaga pendidikan untuk lebih bergiat menawarkan kualitas sumber daya manusia yang mengelolanya dan sarana prasarana kelengkapan sekolah yang kekinian. Guru sebagai komponen utama bagi keberhasilan proses belajar mengajar di sekolah dituntut untuk memiliki mutu. Berkaitan dengan mutu guru-guru di Sekolah Swasta, berbagai upaya dilakukan diantaranya lewat jalur kebijakan. Ada setidaknya dua (2) model jalur kebijakan, yaitu (1). kebijakan pemerintah dan (2). kebijakan pemimpin sekolah. Penelitian ini fokus mengkaji model kebijakan dalam pengembangan mutu guru SMP Swasta di Kecamatan Pandan. Kajian penelitian ini menggunakan metode lapangan (*field research*). Hasil penelitian ini adalah bahwa untuk mengembangkan kualitas guru, para pimpinan SMP Swasta di Kecamatan Pandan perlu untuk : (1) Membuat, menyusun, dan merumuskan visi, misi, dan tujuan lembaga khususnya pengembangan mutu guru; (2) Membangun komitmen yang bernilai ibadah; (3) Membangun sikap dan kedisiplinan; (4) Merubah pola pikir dan untuk membangun karakter positif guru.

**Kata Kunci:** *model; kebijakan; pengembangan mutu; guru.*

## INTRODUCTION

Teacher is the main educational component beside the students. Although there are no other educational components, if there are teacher and students, the educational activity will keep operating. Based on the reason, the educational improvement always begins from the improvement of teachers' quality to become professional staff. Regulation Number 14 in 2005 chapter 10 verse 1 about Teacher and Lecturer, it is mentioned that a competent teacher must master four basic competences, namely: pedagogic competence, professional competence, social competence and also personal competence (President, 2005). At least there are some factors influence the development of teachers' quality, namely: a. **Policy Models**; The government is the instrument that has right to make policy. With the rights, it proves that Indonesian government in managing education in Indonesia by releasing policies. The policies can be implemented in the process of implementation. The policy is a formal decision in organization that is written, binding and managing all the behaviors to make new norms in citizen's life (Ramdhani, 2016). The policy can become the main reference for the citizen and the member of organization in behaving. In essence, the policy must be proactive and as problem solving (Enco Mulyasa, 2019). This differs between regulation and rule. The policy is interpretative and adaptive. The policy also characterizes the specific local process however it can be applied generally and it gives chance to interpret the existed detail. b. **Leadership**; the angle of leadership is understood that the influence of a leader in leading organization or institution is very big. Soepardi said that the leadership is the ability to stir, to influence, to motivate, to command, to advise, to guide, to forbid, and to punish (if it's necessary), and to build so that the humans can be the management media to cooperate to reach administrative goals effectively and efficiently (Mulyasa, 2004). While Hersey and Blanchard, they give their opinion that: "*Leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation*". The opinion confirms that the leadership is the process to influence a person or group in effort in reaching the goals or in certain situation (Syafaruddin, 2015). c. **Organizational Culture**; the organizational culture is the belief and value as well that gives meaning for the members of the institution and becomes faith and norm as rule in action or rule in behaving in the organization. The

organizational culture can become the facility to keep by the staffs keep in line and adapt with the organizational goals. According to Kast, the definition of organizational culture as system value and belief followed together that interact with the people in company, organizational structure and supervision system to create the behavioral norms (Robbins & Judge, 2008). d. **Organizational Scene**; the organizational scene is the internal quality organization that the relative keeps going on, Experience in the member or organization influences their behavior and can be depicted in the definition as set of characteristics or organizational character. Stinger said that the organizational scene as collection and the pattern of environment that determines the appearance of motivation and focus on perceptions that makes sense or can be valued, so that it has direct influence to the performance of organizational members (Kustrianingsih et al., 2016).

In another definition according to Hoy, the school scene is the broad concept refers to the teacher's perception in the school environment influenced by formal organization, informal organization, and leadership practice at school (Imron, 2003). While according to Arikunto, the organizational scene is the family situation and work situation signed with existence of freedom to express opinion, high spirit of work, intimate relationship among teacher and students with the headmaster.

In Regulation Number 20 in 2003 Chapter 1 Verse 1 about National Educational System state "Education is the conscious and planned to realize the learning situation and learning process so that the students can develop self-potential actively to have spiritual religious strength, self-control, personality, intelligence, noble character, and skill needed to society, nation and state (Supradi, 2022).

Teacher competence set in Regulation of the Minister of National Education of the Republic Indonesia Number 16 in 2007 about the Academic Quality Standard and Teacher Competence, that there are six aspects valued in teacher pedagogic competence. First, related with the teacher ability in doing teaching and learning process. Second, the competence in understanding the students. Third, the competence in managing the learning material. Fourth, the competence in implementing learning approach and learning strategy. Fifth, the teacher's ability in using learning source and learning media. Sixth, the ability in evaluating the students (Indonesia, 2019).

The teacher holds the central role in controlling the teaching and learning process and as spearhead that really determines how the learning process is taken place. “*No teacher no education, no education no economic and social development.*” (Anwar & Qurrota‘Ayun, 2022). The question is whether the teachers in Indonesia have fulfilled the conditional qualification as determined by the government. Because the exist reality shows that the existence of the teacher has standard based on competence still far from the competence expected. To overcome the problem, it is needed a policy in improving teachers’ competence, especially education authorities in Tapanuli Tengah regency as one of policy makers in the area that hold essential role in the implementation.

As a policy, all components are tied with all rules, obligation, responsibility and Standard Operating Procedure (SOP) which are set. Therefore, the government’s policy is one of basic elements and also as legal protection to overcome problem and create work program that support the development of resource mainly related with teachers. The following detail is the mini research related with the policy model of teachers’ quality development of junior high school at private junior high school in Kecamatan Pandan District Central Tapanuli Regency.

The studies related with the policy of teachers’ quality development have been many conducted by researchers, some of the research results are published in various journals, such as: **First**, Analysis of Teachers’ Management Policy written by Agus Widiarto published by *Aspirasi jurnal Masalah-Masalah Sosial*, ISSN: 2086-6305 (print) ISSN: 2614-5863 (electronic). This article highlights various efforts that can urge improvement of teachers’ professionalism and also some obstacles so that the role and the position of the teachers need to be strengthened to reach the administrative goals of education system. Unfortunately, the recent teachers’ management have not supported the optimization of teachers’ performance. Therefore, there are some integrative breakthroughs needed to create reliable teacher. **Second**, the formulation model of educational policy is written by Henni Marsari, Sunita Hairani, Nurhizrah Gistituati published by IICET Journal. JRTI (*Jurnal Riset Tindakan Indonesia*) ISSN: 2502-079X (Print) ISSN: 2503-1619 (Electronic). In the end, the researcher writes conclusion that the formulation model of educational policy is very important to be done so that the educational goals managed can be reached maximally. To formulate

educational policy so that the formulation models of the educational policy. **Thirdly**, The Management of Teachers' Quality (Implementation of Regulation, Rule, and Policy) written by Dwi Surya Atmaja, published by *At-Turats Jurnal Pemikiran Pendidikan Islam* Vol. 10 No. 1 (2016). The article highlights the reason why the efforts are needed to improve teachers' quality in Indonesia as existence of certainty for teachers in doing their job and career achievement. **Fourth**, the problem solving to Improve Teachers' Competence and Quality: A Literature Study by Mariana Ulfah Hoesny and Rita Darmayanti. Published by *Scholaria: Jurnal Pendidikan dan Kebudayaan*, Vol. 11 No. 2, May 2021. The article highlights the competence that should be owned by teacher, namely: 1) *field competencies*, 2) *research competencies*, 3) *curriculum competencies*, 4) *lifelong learning competencies*, 5) *social-cultural competencies*, 6) *emotional competencies*, 7) *communication competencies*, 8) *information and communication technologies (ICT) competencies*, and 9) *environmental competencies*. From many competencies conditioned shows that there are 3 competencies mastered by teachers, especially in Indonesia, namely competence in learning design, competence in doing research, and competence in speaking English. **Fifth**, Strategy in Implementation Management Policy in Quality Improvement with School Based (MPMBS) in Junior High School, written by Abdul Tolib published in *Jurnal An-Nur*, Volume VII, Number 1, June 2015/1436H P-ISSN: 1829-8753 || E-ISSN: 2502-0587. The researcher states the importance of development in quality development with school base. The activity in quality improvement is through the process of planning, monitoring implementation and evaluation.

To simplify the research topic and limit it, the researchers determine the research questions started from the policy of teachers' quality development, policy model of teachers' quality development in private junior high schools, policy performance of teachers' quality development in private junior high school in Pandan city. The research has aims, such as: 1) to know the policy formula of teachers' quality development, 2) to know the policy model of teachers' quality development in private junior high school, 3) to know the policy performance of teachers; quality development in junior high school Pandan city.

To sustain thus mini research, theoretical review is needed. These are the

theories related with the topic of the research: **1).** Model in literal meaning means “form”, in the general usage, model is interpretation to the observation result and its measure got from some systems.. While, according to Agus Suprijono (Amalia, 2020), the model is meant as the accurate form of representation model as actual process that is possible for someone or some group of people to try to do based on the model. **2).** The definition of teacher based on the regulation about teacher and lecturer No. 14 in 2005 chapter 1 verse 1, the teacher is the professional educator with the main duty to educate, to teach, to guide, to point, to train, to assess, and to evaluate the students in young students in formal education, elementary education, and primary education (Mulyani, 2015). **3).** The teachers’ quality standard is meant as the good or bad measure of thing; rate; level or degree (intelligence, intellect and others) (Language Centre, 2008). While, Sudarwan Danim defines the quality as degree of excellence of the product or work result, in the form of thing or service (A’yuni & Hijrawan, 2020). The quality word in Indonesian comes from English. The word actually comes from Latin language, namely quality that goes in English through ancient French, namely qualite. The word has many meanings, three of them are: 1) it is the character or special attribute and makes difference, 2) it is the highest degree of kindness, 3) it has the highest kindness (ERIECA, 2020). So that the teachers’ quality can be meant as the quality or intelligence degree owned by teacher in doing the profession.

1. The Strategy in Teachers’ Quality Development; According to Suyatno Pudjo, if the teachers’ quality is seen as substance, the teachers’ quality development must focus on two things, namely:

a. The development of teachers’ dignity in social, culture, and economics, namely by giving proportional and professional reward and punishment for teachers.

b. The teachers’ professionalism development through integrated and holistic program based on teachers’ quality mapping result clearly, teachers’ mastery in information and technology, and up-to-date learning method.

2. Policy; the term of *policy* comes from the Greek, Sansekerta and Latin. In Greek and Sansekerta, the policy comes from the root word *polis* (country-city) and *pur* (city) then it is developed from Latin to be *politia* (country). Then, the root word is adopted in English with *policie* term which means handling the public problems or administrative government (Language Centre, 2008). According to Indonesian Dictionary (KBBI), the policy is meant as set of concept and

principle that becomes big line and as basic plan in doing the work, leadership, and how to do (about government, organization); expression of wish, goal, principle, and as guideline to reach target. 3. Competence; According to Jejen Musfah, the competence is someone's ability that consists of knowledge, skill, and attitude that can be embodied in real benefit work result for themselves and the environment (Setiyowati & Arifianto, 2020). PP RI No. 19/2005 explains that the educational degree (academic qualification) the minimal teachers' education is D IV/ S1. For the teachers who don't have the degree but have the special skill can take intelligence and equivalent test (Chapter 29). The expert meant by Anwar Jasin interpreted in PP No. 19/2005 as 4 basic competencies (Chapter 28), namely: a. Pedagogic Competence, namely: the ability in managing students' learning which covers understanding the students, learning plan and learning practice, learning result evaluation, and students' development to actualize various potencies. b. Personality Competence, is the personal ability to be steady, mature, wise and prestigious, model for students, and noble. c. Profesional Competence is the ability to master learning material in broad and deep way that is possible to guide the students to fulfill the competence standard determined by National Education Standard. d. Social Competence, namely: educator's ability as part of society to communicate and cooperate effectively with the students, peer educators, staff, students' parents, and society. Then, the implementation has its own meaning in educational institutions. The implementation in etymology, referring to Webster dictionary, is *to implement* that means to do something. The policy implementation also becomes the different practice with formula of policy in theoretical stage (Warlizasusi et al., 2022). Not only in this stage but the education will be more meaningful if the policy evaluation is done. Malcom Provus defines the evaluation as follow: *Evaluation is the process of agreeing upon program standard, determining wheter a disrepancy exists between some aspect of the program and standard governing that aspect of the program and using disrepancy information to identify weaknesses of the program.* Evaluation means to assess the gap between the standard determined with the program done in the field to know the weakness of the program and the repair program is done. According to Norman E Gronlund in measurement in the etymologyaching explains that *Evaluation is the determine extent to which pupils achieving instructional objects.* So, the evaluation is

the process of collecting information systematically and objectively to give decision on the object (Mas Ning Zahroh, 2017).

## **RESEARCH METHOD**

In terms of the types, the research is in classification of *field research*. The method used in the research is descriptive analysis by using deductive and inductive thinking ways. The research is hoped to give contribution in giving image about the policy model of teachers' quality development in private junior high schools in sub district of Pandan in Central Tapanuli regency, as information related with the reason of the importance of the policy in teachers' quality development in private junior high schools in sub district of Pandan in Central Tapanuli regency, adding the writers' knowledge and for readers in policy model of teachers' quality development in private junior high schools in sub district of Pandan in Central Tapanuli regency, as reference and motivation for the policy makers to be more effective and more efficient in publishing the policy related with the teachers' quality development.

## **FINDINGS AND DISCUSSION**

Based on the explanation above, this research gives findings. In general, the geographical location of Central Tapanuli Regency is in height of 0-1.266 m above the sea surface and in coordinate 1°11'00" - 2°22'0" LU and 98°07' - 98°12' BT with the border line in north bordering the Aceh Province, in south bordering South Tapanuli Regency, in east bordering the North Tapanuli Regency and Humbang Hasundutan Regency and Pakpak Bharat in west with Sibolga and Indonesian ocean.

The Central Tapanuli Regency has land area 2.194,98 Km<sup>2</sup> and 3,06 % North Sumatera Province and the sea area of Central Tapanuli Regency is ± 4.000 km<sup>2</sup>, most of them are in Sumatera islands and small of them are islands spread in Hindia Ocean. Overall, the area of Central Tapanuli Regency is ± 6.194,98 km<sup>2</sup>. In administrative way, Central Tapanuli Regency has 20 sub-districts that consists of 159 villages and 56 wards. The greatest sub-district is Kolang with 400,65 km<sup>2</sup> (18,25 percent), while the smallest is Barus with 21,81 km<sup>2</sup> (0,99 percent).

Education Authorities in Central Tapanuli Regency is one of institutions that is responsible for the continuity and education achievement in Central Tapanuli Regency. Especially for education in Private Junior High Schools Central in Central Tapanuli Regency with 24 Private Junior High Schools and 4 Private Junior High Schools in Pandan Sub-district of Central Tapanuli Regency that becomes the researcher's research object seen in the following table:

**Table. 1**  
**The List of Private Junior High Schools in Central Tapanuli Regency**

No	School Names	Sub District
1	SMP MUHAMMADIYAH 62 ANDAM DEWI	Andam Dewi
2	SMP SWASTA ADVENT BARUS	Andam Dewi
3	SMP MUHAMMADIYAH 04 BADIRI	Badiri
4	SMP SWASTA ISLAM TERPADU AL-MUNAWWAR	Badiri
5	SMP SWASTA MUHAMMADIYAH 28 BARUS	Barus
6	SMP SWASTA TIGA BUKIT	Barus
7	SMP SW ALWASHLIYAH 38	Kolang
8	SMP SW. RAKYAT KOLANG	Kolang
9	SMP SWASTA BUDI MULIA	Manduamas
10	SMP SWASTA INSAN TEKNOKRAT MANDUAMAS	Manduamas
11	SMP SWASTA KELUARGA S.NAPA	Manduamas
12	SMP SW ALMUSLIMIN PANDAN	Pandan
13	SMP SW. MUALLIMIN NU PANDAN	Pandan
14	SMP SWASTA HKBP SIBULUAN	Pandan
15	SMP SWASTA SANTU FRANSISKUS	Pandan
16	SMP KATOLIK FATIMA 2 SARUDIK	Sarudik
17	SMP SW. OIKUMENE	Sarudik
18	SMP MUHAMMADIYAH SIBABANGUN	Sibabangun
19	SMP SWASTA TUNAS HARAPAN BANGSA	Sirandorung
20	SMP SWASTA ARION	Sitahuis
21	SMP SW MUHAMMADIYAH 27	Sorkam Barat
22	SMP SW NU PASAR SORKAM	Sorkam Barat
23	SMP HKBP PORIAHA	Tapian Nauli
24	SMP SWASTA TAPIAN NAULI PORIAHA	Tapian Nauli

The research displayed consists of 4 Private Junior High Schools in Pandan Sub District Central Tapanuli Regency. The standing place of the four educational institutions of private junior high schools can be seen in the following table:

**Table. 2**  
**The Address of 4 Private Junior High Schools in Pandan Sub-District in Central Tapanuli Regency**

No	School Names	Address	Village
1	SMP SW ALMUSLIMIN PANDAN	Ridwan Hutagalung Street No. 99 Pandan	Sibuluan Indah
2	SMP SW. MUALLIMIN NU PANDAN	Padangsidimpuan Street km. 8,2	Sibuluan Indah
3	SMP SWASTA HKBP SIBULUAN	Kolonel AdoniaHutagalung Street	Sibuluan Raya
4	SMP SWASTA SANTU FRANSISKUS	Prof. M. Hazirin Street	Aek Tolang

The teacher is one of main educational components that has important role in developing educational character. From many sub systems that give contributions to the quality process and educational output, in the meaning of educational outcomes, the sub system of educational staff or teachers who play essential role.

This is the table of number of the teachers in private junior high schools in Pandan Sub District in Central Tapanuli Regency:

**Table. 3**  
**The Number of Teachers**  
**4 Private Junior High Schools in Pandan Sub District in Central Tapanuli Regency**

No	School Names	Number of Teachers	Last Education		
			S1	S2	S3
1	SMP SW ALMUSLIMIN PANDAN	50	45	5	-
2	SMP SW. MUALLIMIN NU PANDAN	7	7	-	-
3	SMP SWASTA HKBP SIBULUAN	5	5	-	-
4	SMP SWASTA SANTU FRANSISKUS	12	11	1	-

From the four private junior high schools in Pandan Sub District in Central Tapanuli Regency, there are the numbers of teachers who have educator certificates that can be seen in the following table:

**Table. 4**  
**The Number of Teachers with Educator Certificate in 4 Private Junior High Schools in Pandan Sub District in Central Tapanuli Regency**

No	School Names	Teachers with Educator Certificates
1	SMP SW ALMUSLIMIN PANDAN	9
2	SMP SW. MUALLIMIN NU PANDAN	-
3	SMP SWASTA HKBP SIBULUAN	1
4	SMP SWASTA SANTU FRANSISKUS	5

## Teachers' Quality Development Policy Models

### *Teachers' Quality Development Policy Models in School Version*

In Al-Qur`an Allah SWT says with the meaning "The people who have belief, fear to Allah and notice what you do for hereafter; and fear to Allah, Allah sees what you do (Q.S. Al Hasyr: 18). The plan needs teachers' quality development so the private junior high school in Pandan Sub District in Central Tapanuli Regency are urged to do some strategies, ways and special things to develop the teachers' quality resources. In the relation with teachers' competence, the project of teachers' educational development has succeeded in formulating three main abilities that must be owned by teacher. Three abilities are known as three competencies, namely: (1) professional competence; (2) personal competence; and (3) social competence. Seen from the approach, the human resource is divided into two parts, namely: (1) approach known with "buy" is the approach with human resource recruitment; (2) the approach known with "make" is the approach that is oriented with the human resource development in education, training and guidance (Nisa et al., 2019).

In the development of quality in teacher resource, the private junior high schools in Pandan Sub District in Central Tapanuli Regency have done some strategies, the ways and special tips, this is called strategy. The development of teachers' quality

strategy aims to generate and to establish the high teachers' quality with strong commitment for institution. In order to develop the teacher resources, the first step done by the leaders of private junior high schools in Pandan Sub District Central Tapanuli Regency is by (1) making, arranging, and managing, and formulating vision, mission, and institution's purpose; (2) building commitment (worship value); (3) building teachers' discipline; (4) changing teachers' mindset/building positive character. **First:** making, arranging, and managing, and formulating vision, mission, and institution's purpose. Based on Indonesian dictionary, the vision is memory, sense of the core of the case. The vision is sight, view, imagination, or dream. Based on the definition, the vision is view or image about future ideas in depth. From the vision, mission, and institution's purpose urge the private junior high schools in Pandan Sub District Central Tapanuli Regency to fix the quality of the teaching staff around the private junior high schools in Pandan Sub District Central Tapanuli Regency, because the teachers' quality is related with the students' quality, because teacher is the person who interacts directly with the students. Therefore, in understanding the teachers' quality in the private junior high schools in Pandan Sub District Central Tapanuli Regency, the schools' leaders try to formulate the teachers' development written in vision, mission, and purpose that want to be reached in empowering and improving teachers' quality. The mission of quality development in teachers' resource is to get and to become the professional teachers with high quality that the teacher can anticipate the changing era, have dedication, loyalty, creativity and high commitment imbued with the spirit of worship and sincerity to subserve to the institution, religion, and nation. **Second,** building teachers' commitment. Commitment in language is the contract; agreement to do something. The commitment meant is the teachers' commitment to the institution related with the task and the obligation as professional teachers. One of indicators of high qualified teachers for the institution. In the interview with the headmaster of private junior high school Al Muslimin says the teachers who have high commitment implicated to the quality and the professionalism. In building teachers' commitment imbued with spirit of worship, the private junior high schools in Pandan Sub District Central Tapanuli Regency have done selection of prospective teachers (orientation). It is known that the effort in teacher appointment done by the headmaster, the private junior high schools in Pandan Sub

District Central Tapanuli Regency uses informal way by taking teachers who are known to have quality, devotional spirit and high discipline. The concept is in line with what Rasulullah SAW has said “from Abu Hurairah, he says: Rasulullah SAW tells: If the trust is wasted, wait for the destruction time. (Abu Hurairah) asks: how to keep the trust ya Rasulullah. He answers: If the problem is not given to the expert to be solved, so just wait for the destruction”.

Appointment of prospective teachers done by institution by observing certain people who are assumed to have certain and professional competence is directly to recruit private teachers in the private junior high schools in Pandan Sub District Central Tapanuli Regency to focus on potential consideration and skill, so that the system of paternalistic can be avoided. Based on the result of the interview, document and observation, it can be known that the instilling commitment through orientation of teacher acceptance is known from the layered test that must be done by the new teachers in the private junior high schools in Pandan Sub District Central Tapanuli Regency through four stages, namely: (a) administrative selection; (b) oral examination; and (c) comprehensive test (try out test for 3 months). The aim of the test is to get the desire and the institution need. The private junior high schools in Pandan Sub District in Central Tapanuli have three conditions to be fulfilled to receive teachers, namely: professional, good personality, and religious outlook. **Third**, giving enough prosperity. The prosperity is very related with the teachers' quality. Therefore, the devotion must be balanced with the prosperity. The people can't work maximally if the work is not appreciated. Giving prosperity must be meant in two categories, namely material and non-material. The material of prosperity (for example salary, royalty, and physical facilities) and non material that leads to the work satisfaction. The things that must be memorized is the teacher as educated person and as educator badly need the non material prosperity. The prosperity of teacher and staff is noticed much by the leaders of private junior high schools in Pandan Sub District Central Tapanuli Regency. It begins from the thinking that teacher will work maximally if the prosperity is guaranteed well. Therefore, some efforts are done by private junior high schools in Pandan Sub District in Central Tapanuli Regency in fulfilling teachers' prosperity in material and non material. The material prosperity in private junior high schools in Pandan Sub District

in Central Tapanuli Regency is noticed by leaders/headmasters, so the headmasters are helped by the school committee to improve the teachers' prosperity in private junior high schools in Pandan Sub District in Central Tapanuli Regency, both the official teacher or not from time to time. Beside, the teachers get the prosperity in the form of salary increase, the increase of other teachers' prosperity given by schools through the committee, such as: 1. Increase the teachers' salary and staff periodically for the official teacher or not official teacher; 2. Give feast allowance to all teachers and staffs in private junior high schools in Pandan Sub District in Central Tapanuli Regency; 3. Insure the official teachers and staff; 4. Give the allowances, such as: a) marriage allowance; b) birth allowance; c) sickness allowance; and d) died allowance. Fourth, instilling discipline. The discipline is one of characters of qualified teachers. For the teacher who has discipline has a broad meaning, not only discipline in departure and return times but also discipline in following quality development planned by school, discipline in wearing uniform, discipline in behaving islamically, discipline in reaching learning target determined (Wea, 2022). So, the teachers' discipline consists of terms in discipline in doing all tasks and obligation as teachers (teaching, educating, and training). In developing quality, instilling discipline is necessary because the effort and programs given by schools in teacher empowerment will not succeed without high discipline from the school staffs, especially for the teachers and headmaster. Instilling the discipline in private junior high schools in Pandan Sub District in Central Tapanuli Regency is started from the headmaster and the structural teachers and staffs. The high discipline in private junior high schools in Pandan Sub District in Central Tapanuli Regency is done by the leaders to be followed by the teachers and the staffs. The discipline implemented in private junior high schools in Pandan Sub District in Central Tapanuli Regency consists of all aspects among self discipline, organization, and program. It can be seen in discipline of departure and return time, discipline in doing school programs, such as meeting, teacher team work, minimum criteria passing grade, colloquium, discipline in wearing uniform, Islamic behavior (especially for private junior high school (SMP Al Muslimin and SMP Al-Muallimin NU) and also discipline in reaching teaching target determined.

***Mode of Teacher's Quality Development Policy Version of The Government of Central Tapanuli Regency.***

Living can be better if the human sources are qualified. To create qualified human source is through education. Formal educating institutions become the key for the nation civilization, therefore the teachers' roles become the very important part in improving the quality of human sources.

The teacher is professional staff who does the main task and function to improve students' knowledge and outlook, skill, mental and their good behavior as nation's assets. It's written in constitution number 14 in 2005 about Teacher and Lecturer states that teacher is professional educator with the main tasks in educating, teaching, guiding, directing, training, assessing and evaluating the students in early childhood formal education, elementary school and junior high school.

To fulfill the rights of citizens, the central government and local government must give service and ease, and guarantee the maintenance of qualified education for each citizen without any discrimination. The government through the National Education Department has planned various programs to give chance for teachers in developing and improving self quality and even to support the need of education fee, the government has allocated study budget as much as 20%, from APBN and APBD based on the message written in Constitution 1945.

The government gives profession allowance in developing teachers' quality. It has been managed in Regulation of the Secretary General of the Ministry of Education, Culture, Research and Technology Number 18 in 2021 about the technical direction of management distribution of professional allowance and special allowance for non civil servant teachers, especially in Central Tapanuli regency. The notice done by the local government on developing teachers' quality is through the regent regulation of central Tapanuli regency Number 8 in 2022 about transport allowance for non civil servant teachers in childhood schools, elementary schools, junior high schools. And senior high schools in service environment in Central Tapanuli regency.

## CONCLUSION

Teacher has big role in creating educated and qualified generation. For the progress goal, the teachers' role must be qualified. The government has to think the way or model to improve the teachers' quality in order to have the qualified teachers' role.

One of the ways to improve the teachers' quality is by making policy that supports the efforts. The national policy is made through the constitution and regulation based on the constitution hierarchy.

The other policies in workplace such as the policy of headmaster in private junior high schools in Pandan Sub District in Central Tapanuli Regency that has an aim to improve the teachers' quality at schools by referring to the constitution and regulation hierarchy.

Remembering the essential role of teachers in enriching the nation's life, we suggest that the attention from the government, society, and stakeholders to the teachers need to be improved more. The government and policy maker are main parts in making regulation based on the message delivered in constitution hoped to make every policy to urge teachers to be more comfortable, safe, and qualified.

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