

Implementation Of The MS-BSc Concept In Improving Teacher Competence And Quality (Descriptive Study At MTsN 4 Tabalong, South Kalimantan Province)

Rasma Afifah^{1*}, Siti Mas'amah², Iim Wasliman³, Eva Dianawati⁴

^{1,2,3,4} MTsN 4 Tabalong, MTsN 4 Tabalong, Uninus Islam Nusantara, Indonesia

*Corresponding author:

Email:rasma26@gmail.com

Abstract.

One of the educational problems that exist in Indonesia itself is regarding the competence of teachers who are still classified or relatively low. This is of course a big problem, because teachers in their function in the world of education need to fulfill several competencies in order to produce the expected performance and in the end be able to succeed in educational goals. in adequate conditions. A good education should not only fulfill the facilities and infrastructure, but in terms of the teachers must also be of good quality. The size of the education budget is not a determinant that can improve the quality of education. why? Because the quality or competence of teachers can still be said to be something that is a problem. In the field of management of educational institutions, there are many resources needed, such as: human, facilities and infrastructure, content and knowledge, to network partnerships. In relation to the utilization of these various resources, the level of performance success can be seen from four (4) main sectors or what is often known as The Balanced Scorecard, namely: 1) Financial Aspects; 2) Stakeholder Aspect; 3) Aspects of Internal Process Implementation; 4) Overall Institutional Growth. Based on the mapping, it is known that in order to improve the competence of teachers, the education office can make various efforts including: 1) Academic and Non-Academic Achievements both institutions, teachers and students; 2) Strong managerial leadership; 3) Improving the Teacher Competency Improvement Process.

Keywords: Strategy management, BSC, Teacher Competence and quality.

I. INTRODUCTION

The structure of education is a very important requirement for someone to be able to develop self-potential, intelligence, skills and can shape personality. According to Sofyan, (2020) [1] that with education one is expected to be able to dig up information or knowledge, train each talent so that one is more skilled and develops one's personal character. Skills capabilities supported by good behavior will produce good and competitive human resource products in the future with other major nations. Irwansyah (2021)[2] argues that the role of education is very strategic in building a generation or quality students. So that quality education is needed in order to produce superior and competitive human resources, including higher education as the front line in producing human resources. In the education system, more specifically in educational institutions (schools), ideally teachers have the required competencies in order to carry out their duties and functions properly and responsibly. In this regard, Sardiman (2005:135), [3] states that: "there are several reasons why teachers must have competence, because the aim is that: a) Teachers have personal abilities, including having knowledge, insight, skills and skills and attitudes that are more stable and adequate so that they are able to manage learning well; b) Teachers become innovators, namely educators who are able to commit to efforts to change and be responsive to information that pushes for a better direction; c) Teachers are able to become developers, namely having a solid educational and teacher vision with a broad perspective, so they are able to adapt to change, ready to accept change, and become agents of change.

Understanding the meaning of competency must be accompanied by thinking within a broad scope of concepts. Competence can also be interpreted as knowledge, skills, and basic values that are reflected in the habits of thinking and acting. In another sense, it can be said that competence is a specification of the knowledge, skills and attitudes possessed by a person and their application in work, in accordance with the performance standards required in the field. The habit of thinking and acting consistently and continuously enables a person to become competent, in the sense of having basic knowledge, skills and values to do something. The relation with the competence of the teacher in question is to carry out educational

activities. Theoretically, Shah (2005:229)[4] explain the basic understanding of competence as "ability or skill". It's different with views about competence means something that describes a person's qualifications or abilities, both qualitatively and quantitatively. A more specific understanding related to teacher competence is put forward by Majid (2005:6) [5] which states that "the competence possessed by each teacher will indicate the quality of the teacher in teaching". This competence will be manifested in the form of mastery of knowledge and professionalism in carrying out its functions as a teacher. To be able to have teacher competence, one must take adequate formal education strengthened by experience.

In [6] Law Number 14 of 2005 concerning Teachers and Lecturers explains that to become a professional staff one must have competence according to standards. In Chapter I, Article 1, number 10 it is explained that: Competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by a teacher or lecturer in carrying out professional tasks. One of the educational problems that exist in Indonesia itself is regarding the competence of teachers who are still classified or relatively low. This is of course a big problem, because teachers in their function in the world of education need to fulfill several competencies in order to produce the expected performance and ultimately be able to succeed in educational goals (Hasan, 2017).[7] The above is also in accordance with the opinion Hoesny, MU, & Darmayanti, R. (2021:124)[8] which reveals: The role and duties of the teacher have developed in line with the times, being a teacher in this era is not the same as being a teacher ten or fifteen years ago. There are increasing student needs that must be met in the classroom as the curriculum is constantly changing, the demands for innovation and reform are also increasing. In addition, teacher responsibilities are increasingly diverse, from taking time to consult parents and communicating with colleagues to teaching development. These changes certainly have an impact on the teacher, who was originally just a job to become a profession which is one of the centers in education. So far, teacher competence has increased, but it is still far from expectations and can be said to be not in adequate condition.

A good education should not only be fulfilled by the facilities and infrastructure, but from the point of view of the teachers, they must also be of good quality. The size of the education budget is not a determinant that can improve the quality of education. Why? Because the quality or competence of teachers can still be said to be something that is a problem. Teachers are the key to the presence of good quality in the field of education. In the hands of qualified teachers, students can develop themselves optimally. For this reason, apart from redistributing superior teachers to equalize the quality of schools in all regions, what is equally important is improving the quality of all existing teachers. Starting with this teacher who will lead to the glory of education. If all teachers are qualified, education will also be of high quality with the support of various elements of the education system. Conversely, even if the various elements of the education system are supportive, the teachers are of less quality, the educational goals will not be achieved. Therefore, a person's responsibility is very large in determining the quality of education. One of the efforts to improve teacher quality can be done by applying the Balanced Score-card approach, commonly abbreviated as BSC. The application of the Balanced Scorecard in educational institutions will help schools to organize/manage schools in managing the vision and mission, translating operational goals, and acting according to appropriate measures in accordance with school mission. In the field management of educational institutions, there are many resources needed, such as: people, facilities and infrastructure, content and knowledge, to the partnership network.

In relation to the utilization of these various resources, the success rate of performance according to the Balanced Score-card concept can be seen from four (4) main sectors, namely: (1) Financial Aspect, (2) Customer Aspect, (3) Internal Process Implementation Aspect, (4) Overall Institutional Growth, Mason (in Indrajit, (2011: 18).[9] From a financial perspective, in terms of finance, it is hoped that schools can manage finances well and optimally. Financial income, from students and from the school government (BOS) is expected to be able to manage it properly for the benefit of students, teachers and also the school itself. Customer perspective, customers in this case are students / pupils, schools, especially teachers make learning formulations that are interesting for their students, so that it creates happiness for students in learning. It can also be seen from the school achievement index, what achievements are obtained by students at the school. The superiority of the favorite school / school can also be seen from the feedback from the

parents' satisfaction indicator. Process perspective, the creation of a good atmosphere in teaching and learning activities is the goal of the process. For this reason, teachers as students must be equipped with good and competent knowledge.

Teachers can carry out training activities or pre teaching so that improve the ability of teachers in teaching. The perspective of learning and growth, along with economic growth and informatics, are two things that cannot be denied their important role in education. For this reason, teachers, students and parents must work together to face changes in the internal and external environment. The application of a balanced scorecard management can assist the educational process, the balanced scorecard contains a management system for continuous quality improvement and with balanced management in each unit. Balance scorecard which literally means balance scorecard can now be a benchmark that can be used to improve performance for the better. From the background description of this article, it was written with the title: Implementation of the MS-BSC Concept in Improving Teacher Competence and Quality. (Descriptive Study at MTsN 4 Tabalong, South Kalimantan Province)

II. METHODS

The research method used is descriptive qualitative, namely describing or describing the situation in the field by photographing and presenting the data as it is and interpreting the correlation as an existing factor that applies including perspectives or ongoing processes regarding the Implementation of the MS-BSC Concept in Improving Competence and Teacher Quality. (Descriptive Study at MTsN 4 Tabalong, South Kalimantan Province) Data collection was carried out using triangulation techniques using interviews, document studies, and field observations. The analysis was carried out through data reduction, data presentation, and drawing conclusions.

III. RESULTS AND DISCUSSION

Strategic Management is intended to review a continuous process starting from strategy formulation, strategy implementation and strategy evaluation in order to direct and control related strategic decisions between management functions in order to support the achievement of organizational goals and objectives. Achieving organizational goals requires a tool that acts as an accelerator (accelerator) and a dynamist (driver) so that goals can be achieved effectively and efficiently. In line with this, strategy is believed to be a means to achieve goals. In its development the concept of strategy has developed quite significantly. This is indicated, among others, by the various definitions of experts who refer to strategy. In accordance with the diction above according to Hunger, (2003: 4), [10] Strategic management includes environmental scanning, strategy formulation (strategic planning), and strategy implementation as well as control and evaluation. Therefore the study of "strategic management emphasizes monitoring and evaluating environmental opportunities and threats based on an analysis of organizational strengths and weaknesses. Strategic management emphasizes observing and evaluating environmental opportunities and threats by looking at the company's strengths and weaknesses. According to Alex Miller (in Supratikno (2003: 11), [11] Strategic management should not be understood as a "task", but understood as a "discipline". Thus, strategic management is not the task of a group of people in the organization, but rather as a method of thinking that every employee of the organization should have. Strategic management can be interpreted as a managerial effort to develop the strength of the company to exploit business opportunities that arise in order to achieve company goals that have been set in accordance with a predetermined mission (Muhammad, 2000: 6).

[12] Strategic management emphasizes its attention to the placement of the organization in relation to the changing environment and influential expectations (Yusanto, (2002: 119). [13] The Balanced Scorecard (BSC) is a method of measuring work results used by the company or commonly referred to as a management strategy. Balanced Scorecard developed by Drs. Robert Kaplan of Harvard Business School and David Norton in the early 1990s. The balanced scorecard is a management planning and performance appraisal system developed by Kaplan and Nonton. The Balanced Scorecard was published in 1992 in the Harvard Review Journal entitled Balanced Scorecard—Measures that Drive Performance. The Balanced Scorecard does not only assess the entity's performance from the financial aspect, but by translating the

entity's vision and strategy into various objectives and measures arranged in four perspectives, namely a financial perspective, a customer perspective, an internal business process perspective, and a growth and learning perspective. Dally (2010:90),[14] stated that with a comprehensive performance measurement concept, the Balanced Scorecard is now being implemented by various world-class organizations as a strategic management system and even as a means of guiding and driving the process of change in management and organizational culture including the implementation of School Based Management. The Balanced Scorecard approach is very good to apply in MBS. According to Spencer quoted in Uno (2010:61).[15] competence as performance performance or situation. Spencer's understanding emphasizes more on the form of competence. Competence is the power to do something that manifests in the form of performance or work results. A person's ability is also formed by knowledge factors as Uno said, that competence refers to the ability to carry out something obtained through education. From this opinion it can be understood that competence refers to a person's performance in a job which can be seen from his thoughts, attitudes, behavior, and can be obtained from education. In this case competence is more focused on the task of the teacher in teaching.

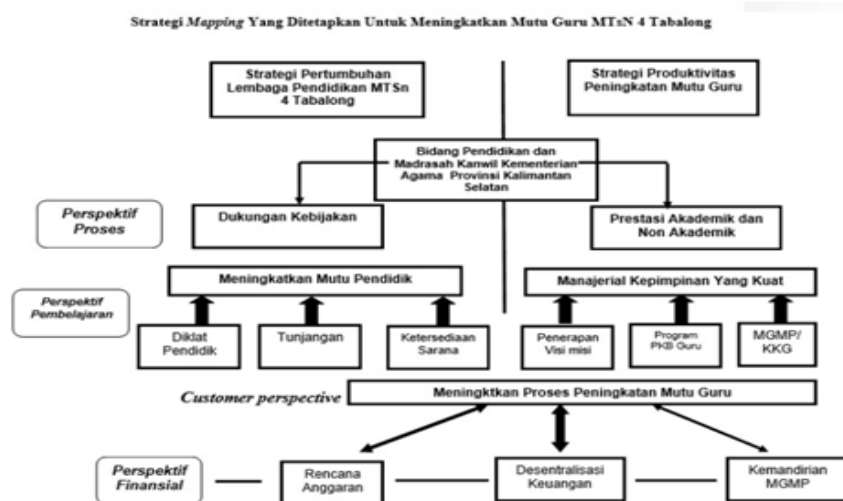
Competency behavior that refers to rational performance and actions to meet certain specifications in carrying out educational tasks. It is said to be rational because it has direction and purpose. Performance is real or visible behavior in the sense that it is not only observed, but also includes things that are not visible, generally known as Bloom's taxonomy in the cognitive, affective, and psychomotor domains. Competence is categorized from simple or basic to more difficult or complex levels which in turn will be related to the process of compiling materials or learning experiences, which usually consist of: "(1) minimum mastery of basic competencies, (2) basic competency practices, and (3)) additional refinement or development of competencies or skills". 4 These three processes can continue as long as there is opportunity to make improvements or develop competencies. An almost similar opinion was expressed by Glasser quoted by Nana Sudjana that there are four things that must be mastered by the teacher, namely: (1) mastering the subject matter, (2) the ability to diagnose student behavior, (3) the ability to carry out the teaching process, and (d) the ability to measure student learning outcomes (Sudjana 2008:18).[16] According to Gordon (1988) as quoted by Mulyasa. (2008:38),[17] that there are six aspects or domains contained in the concept of competence, namely as follows: (a) Knowledge, namely awareness in the cognitive field, for example a teacher knows how to identify learning needs, and how to conduct learning on students according to their needs . (b). Understanding, namely cognitive and affective depth possessed by individuals, for example a teacher who will carry out learning must have a good understanding of the characteristics and conditions of students. (c). Ability (skill), is something that is owned by an individual to carry out the task or work assigned to him, for example the teacher's ability to choose and make simple teaching aids to provide easy learning to students.

(d) Value (value), is a standard of behavior that has been believed and psychologically has been united in a person, for example the standard of teacher behavior in learning (honesty, openness, democracy, etc.). (e) Attitude, namely feelings (happy, unhappy, likes, dislikes) or reaction to a stimulus that comes from outside, reaction to the economic crisis, feelings towards salary increases, and others, (f) Interest (interest), is a person's tendency to do an action, for example interest to do something or to learn something. Based on RI Government Regulation Number 14 of 2005 concerning Teachers and Lecturers, Article 8 states that: Educators must have academic qualifications and competence as learning agents, physically and mentally healthy, and have the ability to realize national education goals (Anonymous (2003: 64).[18] A Brief History of MTsN 4 Tabalong Tanjung[19] which was the capital of the Tabalong regency which at that time was still included in the North Hulu Sungai region. At that time, the Kewedanan capital of Tabalong had very few educational facilities, both religious and general education. In the city of Tanjung there is only a secondary school, namely the Lower Teacher School (SGB). This causes many people who want to study to study outside the area. Around July 1957, religious education at the junior secondary level was opened under the name Islamic Junior High School (SMIP) IV year in Tanjung by utilizing the former Arabic School Islamic Elementary School building which was no longer functioning, located on Jalan Jendral Basuki Rahmat, Tanjung Tengah. In the first year this school had 2 teachers and the number of students accepted was 80

people (boys and girls). Simultaneously with the establishment of SMIP IV at that time a Tanjung Middle School was also established which was located on Jalan A.

Yani across from the present Camp Base. The SMP in question is now SMPN 1 Tanjung. At the beginning of the first year the school was founded, the number of students who registered at SMPI Tanjung was very large, while only 2 local schools were available. In addition, the location of the existing school building which is on the banks of the river is considered unfit and unsafe for a school. This prompted the committee to try to build a new building for the school. So at that time planned the construction of a new building. With self-support from the community, a piece of land was purchased for the H. Durahmat rubber plantation located on the edge of the Penghulu Rasyid road and 4 local SMIP buildings were built with shingle roofs, earthen floors and plank walls. The original number of students was 80 students, only 11 remained due to quitting or being married off by their parents. With the demand for the preparation of the Tabalong area to become Tabalong Regency, the Ministry of Religion was also separated into 2, namely the Ministry of Religion of North Hulu Sungai Regency and the Ministry of Religion of Tabalong Regency. Around June 1968, SMIP was nationalized together with MAAI Tanjung with the name MTs Negeri Tanjung which at that time was led by Suhaimi, Ba as Head of Madrasah assisted by State Teachers namely: Sarah, Amin Mayusuf, Isran Ijab and Abdul Rasyid. It was 1968 that was later considered the year MTSN 4 Tabalong was founded. From SMPI to its status as a state government, this school has graduated a lot of students, almost 95% of which are successful. Some became scholars, religious teachers, officials, heads of government, scholars, traders, village heads and others. From 1957 to 1976 most of the students came from ordinary people (people from the surrounding villages).

However, in 1977 until now this school has progressed, because the students who enter this school are mostly children of officials and people close to the city (city people) because the location of Tanjung MTSN is located in the city area. At the end of 2016, the name MTSN Tanjung changed to MTSN 4 Tabalong. This change is based on the nomenclature of Decree of the Minister of Religion number 671 of 2016 concerning changes to the names of state aliyah, tsanawiyah and ibtidaiyyah madrasahs in the province of South Kalimantan, Number 4 is assigned to MTSN Tanjung because MTSN Tanjung is the fourth Tsanawiyah Negri Madrasa in Tabalong district. Currently MTSN 4 Tabalong is one of the favorite schools that most people are interested in. Every year this madrasa receives a very large number of applicants, far exceeding the capacity that this madrasa can accept, so that every year it has to reject many applicants who are interested in studying at the madrasa. In the 2022/2023 academic year MTSN 4 Tabalong has around 970 students who are graduates of various elementary schools and Madrasah Ibtidaiyyah. *Balanced Score card* is a core system in strategic management in translating and implementing MTsN 4 Tabalong strategies and objectives. In strategic management, the Balanced Scorecard has a role in creating and selecting strategies, implementing and evaluating performance. The Balanced Scorecard is not only a performance measurement tool but also one that provides guidance on strategy implementation and as a measure of strategic management performance. Formulations superior and competitive criteria from the BSC MTsN 4 Tabalong perspective in the picture Mapping strategy set to improve teacher competence.



IV. CONCLUSION

The application of the Balanced Scorecard in educational institutions will assist education offices and schools in realizing the vision and mission, as well as translating operational goals. Thus the Balanced Scorecard becomes an important discussion in improving the quality of education management. The balanced scorecard can answer the challenges of education management problems in Indonesia and will be very useful for private schools which continue to be faced with the challenges of industrialization in the education sector. *Balance scorecard* is a management tool that can be used in performance measurement and strategic management through a four-perspective approach, namely: a financial perspective, a customer perspective, an internal process perspective, a growth and learning perspective. At MTsN 4 Tabalong, management implementation *Balanced Score Card* at this time is in the early stages, namely in the stage *Planning* that is planning its implementation.

The initial stage of this planning is carried out by conducting an environmental analysis to find out *strength* (Strength), *Weaknesses* (Weakness), *Opportunities* (Opportunity), and *Threats* (Threats) that existed at MTsN 4 Tabalong, then mapped the implementation concept at MTsN 4 Tabalong. Based on the mapping strategy, it is known that in order to increase the competency of education service teachers, various efforts can be made including: 1) Assessment of Academic and Non-Academic Achievements both for institutions, teachers and students; 2) Strong Managerial Leadership; 3) Improving the Teacher Competency Improvement Process. In addition to policy support from the Pro-Central Kalimantan government and building collaboration with various parties, it is important to do this to increase excellence and competitiveness, both for the Central Kalimantan Prov Education Office, teachers and students.

V. THANK YOU NOTE

The authors are fully aware that a series of research studies and the preparation of this journal cannot be separated from the assistance and services of many parties. Therefore, on this occasion, the author expresses his highest gratitude and appreciation to the honorable: to the authors of the books and journals that I have made reference to at the time of writing, to Prof. Dr. HM. Iim Wasliman, M.Pd., M.Si and Dr. Hj. Eva Dianawati, M.Pd as the tutor for the Balance Score-Card and Educational Return courses.

REFERENCES

- [1] Hoesny, MU, & Darmayanti, R. (2021). Problems and solutions to improve teacher competence and quality: a literature review. *Scholaria : Journal of Education and Culture*, 11(2), 123–132. <https://ejournal.uksw.edu/scholaria/article/view/3595>
- [2] Sardiman. (2005). *Teaching and Learning Interaction & Motivation*, Jakarta: PT. King of Grafindo Persada.
- [3] Irwansyah, R. (2021). *Student Development*.: Widina Bhakti Persada.
- [4] Shah, Muhibin. (2005). *Educational Psychology with a New Approach*, Bandung: Youth Rosda Karya.
- [5] Madjid. (2005). *Learning Planning*, First Printing, Bandung: Rosdakarya Youth.
- [6] Law 20 of 2003 concerning the National Education System & Law Number 14 concerning Teachers and Lecturers of 2005, Jakarta: Transmedia Pustaka.
- [7] Indrajit, RE (2011). *Information Technology and Higher Education: Responding to the Challenges of 21st Century Education*. APTIKOM
- [8] Hunger, et.al, (2003). *Strategic Management II* edition. Yogyakarta
- [9] Supratikno, H. (2003). *Advanced Strategic Management: Back To Basic*. approach. Jakarta: PT. Main Grafindo.
- [10] Mohammed. (2011). *Strategic Management*, 4th edition. Yogyakarta: PT. BPFE-Yogyakarta
- [11] Yusanto. (2002). *Initiating Islamic Business*. Jakarta: Human Echo.
- [12] Dally, D. (2010). *Balanced Scorecard An Approach in Implementing MBS*. Bandung: PT Juvenile Rosda Karya.
- [13] Uno, (2010). *Education Profession Problems, solutions, and education reform in Indonesia*, Jakarta: PT. Script Earth
- [14] Sudjana, N (2008). *Fundamentals of Teaching and Learning Processes*, Bandung: Sinar Baru Al-Gensindo.
- [15] Mulyasa, HE. (2008) *Competency-Based Curriculum, Characteristic Concepts and Implementation*, Bandung: Rhineka Cipta
- [16] RI Government Regulation Number 14 of 2005 concerning Teachers and Lecturers, Article 8 Anonymous (2021). Profile of MTsN 4 Tabalong.