

PROCEEDING

**THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR**

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

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Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

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Editors:
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**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'amin. Wabihinasta'in 'alaumuridunniyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabibihaqjmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from T'ionggok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma'arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiy Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

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REINTERPRETATION OF NATIONAL EDUCATION STANDAR IN PLANNING OF QUALITY IMPROVMENT FOR MADRASAH IBTIDAIYAH FLAGSHIP

Ahwy Oktradiksa

Muhammadiyah University of Magelang

Abstract

Education standards (SNP) is the minimum criteria of the education system in all regions of the Republic of Indonesia Unity State law. One of the important pillars of the policy directions of the development of Islamic madrasah education including education, as stated in the strategic plan for the development of Islamic Education 2010-2014 is an increase in the quality and competitiveness of Islamic education in accordance with national standards of education (SNP). Five reasons in planning the development of the madrasa: 1) Planning is expected to rise to a redirection of activities in the form of guidelines implementation so that it can be aimed at the achievement of goals, 2) planning is expected to do an estimate toward the things in the form of risks and obstacles in their implementation that will pass, 3) Planning provides an opportunity to choose various alternatives regarding the best way or the opportunity to choose the best combination, 4) Planning can be done the preparation of the scale of priorities in terms of the importance of an objective , target its activities, 5) Planning it is expected there will be a gauge or standard to conduct surveillance or performance evaluation efforts of organizations including educational institutions. Three madrasah: development plan strategy 1) cooperation with local governments, 2) Networking madrasa, 3) imaging of the madrasa. The madrasa's flagship is the flagship program of the madrasah was born from a desire to have the madrassa who are able to Excel at the national level and the world in the mastery of science and technology, supported by akhlakul karimah. The criteria of the madrasa's flagship: 1) the existence of a superior input, professional teacher, 2) adequate Means, 3) an innovative Curriculum, 4) classroom or learning representative, so as to encourage the creation of effective and efficient learning can finally produce a superior and put out quality.

Keywords: *Reinterpretation, SNP, RPM (S), excellence madrasah*

A. Introduction

Government regulations about the autonomous region is the greater emphasis on the autonomy of schools and encourage schools to plan her own, though still referring to government regulations. In the framework of the implementation of decentralization in education salahsatunya applied to manaejemn-based school/madrasah quality improvement and management berbasis school/madrasa as a form of autonomous education and school autonomy, which in General can

be interpreted as a model of management that gives greater autonomy to head madrasah, partisipasi and encourage the citizens directly in the school to take advantage of school resources optimally.

The madrasah is one of national institutions that emphasize religious education, in addition to conventional education. As the other institutions, the madrasah is required to meet the national standards of education in order to provide a quality education. However, up to now, the achievement of such standards is still difficult because of the limitations of the Education Fund, the eligibility of infrastructure limitations, educators and educational power, up to the limitations of the madrasah education management capabilities.

One of the important pillars of the policy directions of the development of Islamic Madrasah education including education, as stated in the strategic plan for the development of Islamic Education 2010-2014 is an increase in the quality and competitiveness of Islamic education in accordance with national standards of education (SNP). To realize quality education, the Foundation became the owner of madrasah education institutions should provide greater space to the implementing education, in particular the head of the madrasah in order: first, can organize and empower the existing resources to provide adequate support for the teaching and learning process in this maximum, even teaching, and maintenance facilities; Second, able to communicate regularly with the owner of the institutions (foundations, teachers, staff, parents, community, and Government).

Next the madrasah was time well managed so that modern management education. In an attempt to achieve that goal, one of the important efforts for the realization of these goals is through the development and dissemination of the model which has a superior range of madrasah accomplishments and the comparative and competitive advantages in areas of academic and non-academic. In addition, the development of quality culture and quality education services Imaging madrasah also needs to be improved, given the challenges the existence of increasingly large madrasah education in line with the policy process of mainstreaming of Islamic education (mainstreaming of Islamic education) into the national education system.

Finally the madrasah Islamic institutions as the life of, by and for the community has yet to get a touch of the mind and the hands of all of us. Therefore, the Government is expected to make a priority of policies Implementatif. Quality improvement will not be unrealized without the participation of all parties. To that end, for the sake of quality improvement then assisted, need to be defended the madrasah and championed.

B. Analizing Concept

a. National Education Standards

- a. The Government Regulation number 19 in 2005 About education standards
- b. Education standards (SNP) is the minimum criteria of the education system in all regions of the Republic of Indonesia Unity State law.
- c. Scope of the education standards include:
 - 1) Standard content is the scope of the material and level of competence which is poured in the criteria of competence, the competence of graduates of materials studies, subjects, competencies and syllabus of learning that must be met by learners at every level and type of education.

- 2) Processing standards are national standards of education with regard to the implementation of learning on one unit of education to achieve a standard of competency graduates.
- 3) Standards of competence of graduates is a graduate of the ability qualifications include attitudes, knowledge, and skills.
- 4) Standards of produce educators educators and educational criteria is training official and the feasibility of physical or mental, as well as in the office of education.
- 5) Standards and infrastructure are the education standards relating to the minimum criteria of learning space, a place to work out, places of worship, libraries, laboratories, workshop, play area, where the creative and leisure, as well as other learning resource, which is needed to support the learning process, including the use of information and communication technology.
- 6) Standard management is education standards with regard to planning, implementation, and supervision of educational activities at the unit level of education, district/city, provincial, or national efficiency and effectiveness achieved in order for the organization of education.
- 7) Standard is a standard that governs the financing of components and magnitude of the educational unit operating costs are valid for one year.
- 8) Standard assessment of education is the education standards with regard to the mechanisms, procedures, and results of assessment instruments learn learners.
- d. For securing and controlling the quality of education in accordance with national standards of education conducted the evaluation, accreditation, and certification.
- e. education standards refined programmatically, directional, and ongoing compliance with the demands of life locally, nationally, and globally.

b. Planning the development of the Madrasah/school

a. Review of the development plan of Madrasah/school

School development planning is an important part in the implementation of the right to education. When all the stakeholders to prioritize the same thinking it will be younger in carrying out the learning process and students will be more helpful and easy to learn. School development planning must be tailored to the needs and characteristics of the environment, students, facilities and infrastructure, human resources and funding sources. According to Syaefudin (2005:33) suggested five reasons in planning the development of the school: 1) Planning is expected to rise to a redirection of activities in the form of guidelines implementation so that it can be directed at the achievement of goals, 2) planning is expected to do an estimate toward the things in the form of risks and obstacles in their implementation that will pass, 3) Planning provides an opportunity to choose various alternatives regarding the best way or the opportunity to choose the best combination 4), Planning can be done drafting priority scale select sequences in terms of the importance of an objective, target its activities, 5) Planning it is expected there will be a gauge or standard to conduct surveillance or performance evaluation efforts of organizations including educational institutions.

School development planning is the action set in advance what will be done, how to do it, what to do and who's working on it. In the process of planning the development of the madrasah/school will involve at least three activities which although distinguishable but not be separated among one another. These activities are the Tinga 1) formulation of the objective to be achieved, 2) election program to achieve that goal, 3) identification and deployment of human resources amount is limited.

According to the MoE (2006:5), that the school development plan is a process to determine the future course of action the right school, through the order of choice, taking into account the resources available. While according to Slamet (2006:18), the school's development plan is a document about an overview of the activities of the school in the future in order to achieve changes or goals of the school.

According to Hargreaves and Hopkins (in Bush, 2000:226), that plan is the intention of the statement terrefleksikan in the vision of the future, which includes the process and produce an agreement on the priority right for school and then continued with the action which could be the realization of the plan.

Based on the opinions of experts it can be concluded that the school development plan is a process of drafting operational action schools by considering the resources available which became guidelines in the Act to achieve the objectives that have been set out effectively and efficiently. Principals as key person can analyze the strengths, weaknesses, opportunities and challenges will emerge as seen from the side of power support or resources owned by the school.

b. Purpose, grounding and substance of the development plan of the madrasah/school

Development plan of the madrasah/school arranged for the purpose of : 1) ensure changes or goals school/madrasah which has been set can be achieved with a high level of certainty and risk is small. 2) supporting coordination at school principals, 3) guarantees the creation of integration, synchronization and synergy between both principals of the school, between schools and education service district/city and time, 4) ensure linkages and consistency between planning, budgeting, implementation and monitoring, 5) to optimize the participation of the citizens of the school and society, 6) guarantees the use of resources to achieve the efficient, effective, equitable and sustainable, 7) as the basis when implementing monitoring and evaluation at the end of the program (Mone , 2006:7).

c. Steps guidance development plan of the madrasah :

- 1) Analyzes the strategic environment of madrasah especially the factors that affect the process of organizing education either internal (student management, workforce, means infrastructure, finance, public relations), as well as external factors (economic condition of parents students, political, social, cultural, environmental, science and technology development, the influence of the global era, regulation/central government/policy areas. The results of this study were used to determine the vision of the madrasah.

- 2) Analyzes the current situation of the madrasah education.
- 3) Do the analysis of the situation of education of madrasah expected five years.
- 4) Formulate the vision and mission of the madrasah.
- 5) Formulate strategic programs and determine the strategy implementation
- 6) Specify the milestone (output what and when to achieve it)
- 7) Formed its managing team.
- 8) Drafting plans for budget financing
- 9) Make the plan of monitoring and evaluation.

d. Strategy development plan of the madrasah:

- 1) In cooperation with local authorities

The biggest problem for the madrasah-private madrasah to improve the quality of the madrasah is funding. The smaller the funds they have, the less space motion and his creativity to boost the quality of the madrasah. Some madrasah that has sufficient budget very intense activities of sports and art contest, while the madrasah Fund only a small dwelling on the learning activities in the classroom with the ignore the extracurricular activities mainly related to the increase in talent and interest of students.

- 2) Networking madrasah

Haven't found the existence of a network that brings together the madrasah building a network (networking), madrasah-madrasah it could share information, teacher exchange opportunities to give or lend excessive teacher in a madrasah to the other madrasahs, and can build cooperation in the recruitment of new students.

- 3) Madrasah Imaging

The main priorities of the development of the madrasah is Imaging in the community that the madrasah question has quite a good quality education. This is important because this image will affect the community's choice whether to send their children to the madrasah or not. This image can be created by way of, among others, the appearance of the building, the arts or sports teams often win in the race, school uniforms, qualified teachers, the application of the discipline of the school and the national examination results are good. Imaging can also be done by working with the media-media that exist at the local level, such as filling a particular event on a broadcast of radio and television broadcasters as well as filling the columns or sections in local newspapers.

e. The principle of development plan of school/madrasah

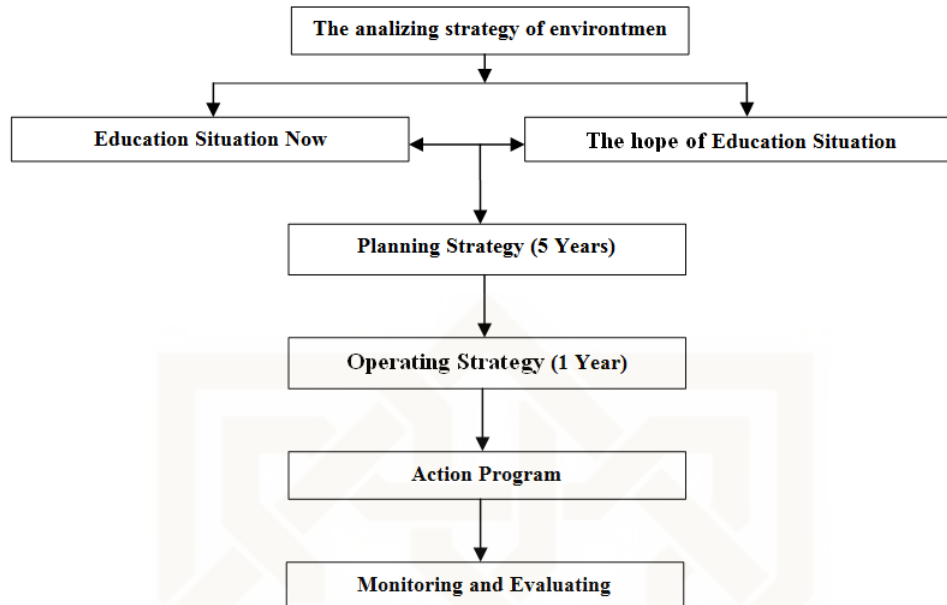
Development plan of the madrasah functioned to provide direction and guidance for the perpetrators of madrasah in order toward a better madrasah (increased and development) with little risk and to reduce the uncertainties of the future.

- 1) with the expected growth of planning a briefing of activities, the existence of the guidelines for the implementation of activities aimed to close to the goal.
- 2) with planning, it can be carried out an estimate (forecanting) against a things in their implementation that will pass. Estimates not only concerns the potentialities and prospects of development but also about the obstacles and risks that may be encountered. Planning to labour so that the uncertainty can be addressed as early as possible.

- 3) Planning provides an opportunity to choose various alternatives regarding the best way or the opportunity to have a combination of the best way.
- 4) can be done by planning the preparation of the scale of priority select sequences in terms of the importance of the target destination as well as its activities.
- 5) with the planning so there'll be a measuring device or standard to conduct surveillance or performance evaluation efforts of organizations including education.

f. The steps for preparing the development plan of the Madrasah

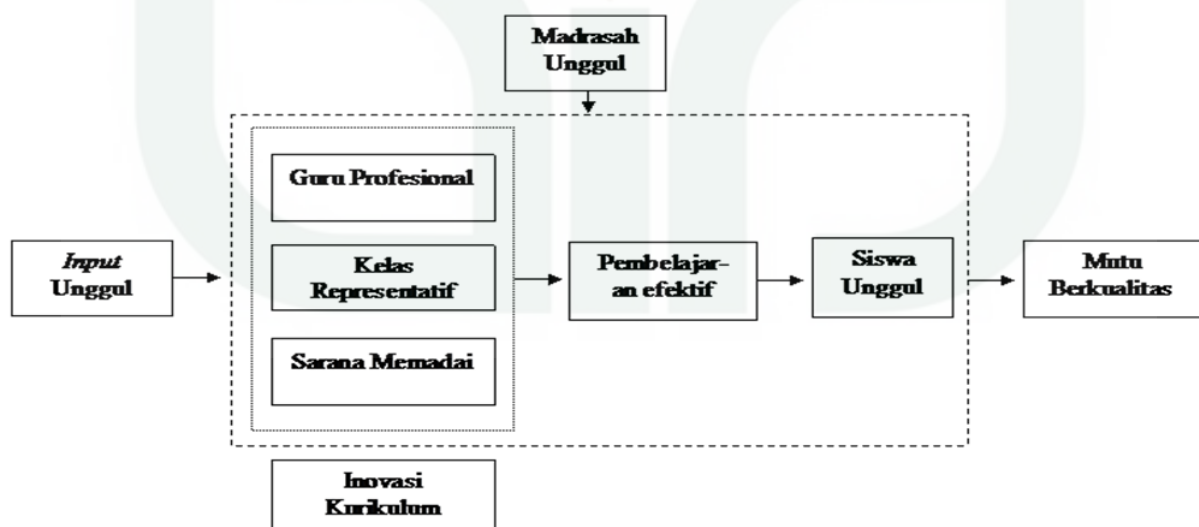
- 1) strategic environmental Analysis) madrasah in it contains about the environment, demographic, economic, cultural and social policies of local governments.
- 2) analysis of the situation of education today, it contains a real condition, HR, facilities and infrastructure are no good.
- 3) analysis of the condition of the five years to come, this is the medium-term strategic plan which will be targeted at the five-year period to come.
- 4) identification of a real challenge, analysis of the identification of the real challenge on the basis of equitable distribution on the quality, relevance, efficiency, and capacity of the madrasah.
- 5) Vision school, it should load the compiled RPM (S) vision carried by madrasah, because that is the target of the targets to be achieved.
- 6) Mission, the Mission of schools madrasahs elaborated through several points of the mission which is the steps of realizing the vision.
- 7) goal, the goal is a more detailed elaboration of a vision and mission that is made by the development team
- 8) Strategic Plan/program includes a number of strategic programs that will be accomplished.
- 9) Implementation Strategy for the achievement of a program which can contain several things:
 - a) a standard of competence Development graduates)
 - b) drafting of the curriculum, the development of the process of learning and teaching
 - c) Increased competence of educators and educational personnel
 - d) improvement of facilities and infrastructure



Picture 1. The Steps of Development RPM (S)
(Diadopsi dari Depdiknas. 2006: 25)

3. The madrasa's flagship

The madrasah's flagship is the flagship program of the madrasah was born from a desire to have the madrasah who are able to Excel at the national level and the world in the mastery of science and technology, supported by akhlakul karimah. (Mora RI, 2004:41). The madrasah's flagship is the madrasah developed to achieve excellence in the output (out put) degree. (Education and culture, 1994). To achieve excellence, then input (input), the process of education, teachers and educational personnel, management, education, and service support facilities should be directed to support the achievement of these goals.



Picture 2. The arranging of madrasah's flagship

Madrasah superior needs to fit various aspects including the existence of a superior input, professional teachers, adequate means, an innovative curriculum, classroom or learning representative, so as to encourage the creation of effective and efficient learning can finally produce a superior and put out quality. To achieve a winning Madrasa need the presence of personnel, facilities, and adequate funds, and not all of the madrasah/madrassa able to fulfill them. Technically, the development of the madrasa's flagship energy demands professional and adequate facilities. Consequently it takes a charge does little to development, making money, the SPP has also become expensive that only capable of being filled with the rich people, and the small possibility for people who cannot afford to send his children to the madrasa's flagship. In addition to that in making the madrasa's flagship also developed also the flagship class, namely a number of students, who because of his achievements stand out, grouped into certain classes. This grouping is meant to nurture students in developing intelligence, abilities, skills, and potential seoptimal may, so have the knowledge, skills, and attitudes. The existence of a superior class is not absolutely necessary for the madrasa-madrasah. Heterogeneous and homogeneous classes each have advantages and disadvantages. For example, if the class it is homogeneous then the tendency for students who do not enter the leading class they will feel in the number will, so that the spirit of their learning will be even lower. On the other hand there are students in the class will be higher seeded interest in learning and achievements because there is special attention of the madrasa. In addition, the existence of heterogeneous classes can also bring positive impact against students between students who are capable and the less it will give each other feedback, for children who are able to then be done enrichment and extra lessons for them, whereas for those less able to be done remedi. It is also a form of good services to the students of the individula and group. Conceptually the madrasa's flagship and flagship class is indeed good. Through a superior class it is possible to give birth to graduates who Excel at all, but technically as well as the psychological development of the madrasa's flagship the flagship class and need further scrutiny.

a. Input the flagship

The madrasa's flagship is the madrassa developed to achieve excellence in the output (output) degree. (Education and culture, 1994). To achieve excellence, then input (input), the process of education, teachers and educational personnel, management, education, and service support facilities should be directed to support the achievement of these goals. To achieve a winning Madrasa need the presence of personnel, facilities, and adequate funds, and not all of the madrasah/madrassa able to fulfill them. Technically, the development of the madrasa's flagship energy demands professional and adequate facilities. Consequently it takes a charge does little to its development.

In realizing the madrasah's flagship also developed a superior class, namely a number of students, who because of his achievements stand out, grouped into certain classes. This grouping is meant to nurture students in developing intelligence, abilities, skills, and potential seoptimal may, so have the knowledge, skills, and attitudes.

Daniel Goleman, in his book States that the ability to know the self and its environment is the ability to view objectively or analysis, and ability to respond appropriately, which requires intelligence brain/IntelligenceQuotien (IQ) and emotional intelligence/Emotional Quotien (EQ). In addition, spiritual/Spiritual intelligence (SQ) Quotien pro-

spective students should be measured at the moment of the selection of new students. Thus, the selection tests for new students should be able to measure these three aspects of intelligence or even can measure a wide range of intelligence/multy intellegence. Thus, the selection tests for new students the aim is not only to accept or reject these students but far into the future to find out the level of intelligence of students. With the students ' level of intelligence data can be used as a basis for determining the process of its construction and can even to determine the target or the direction of education in the future.

To be able to select students with the madrasah system selection is very strict. In addition to academic selection, as well as other appropriate requirements given the objective to be achieved the madrasah. Suppose the test IQ, learning achievements of previous secondary, health tests, the ability to read the Qur'an, religious insight.

It is indeed a tremendous advantage when a madrasah is already capable of selective admission process. Prospective students can eventually coached, mentored and learning in accordance with the level of their intelligence, who later directed to produce graduates who Excel.

b. professional teacher

Teachers ' professionalism is the ability of teachers to do duty as educators and teachers include the ability to plan, conduct, and carry out the evaluation of learning. In principle every teacher should be disupervisi periodically in the discharge of his duties. If the number of teachers enough, then head of the madrasah may request the assistance of their representatives or senior teachers for supervision. The success of the madrasah as head supervisor, among others, can be shown by the rise of teacher performance is marked by the awareness and skills perform duties responsibly.

Professional is the work or activity undertaken by someone and being the life source of income requires expertise, skills or know-how which meet certain quality standards or norms as well as the need of the education profession. The above sense of a professional teacher who must meet the four competencies of teachers who have been set out in the regulation of the Minister of national education of the Republic of Indonesia Number 4 of 2007 on standard academic qualification and competence of teachers.

1) Pedagogic Competence

Pedagogic competence that is a must-have capability of teachers with regard to the characteristics of the students viewed from various aspects such as moral, emotional, and intellectual. This implicates that a teacher should be able to master the learning theory and principles of learning, because students have characters, properties, and interest. With regard to the implementation of the curriculum, a teacher must be able to develop a curriculum unit level education each and tailored to local needs. Teachers must be able to optimize the potential of learners to actualize its ability in class, and must be able to perform the assessment of learning activities that have been carried out.

1) Competence of Personality

Implementation of the task as teachers must be supported by a feeling proud of the task entrusted to him to prepare a quality generation of the future of the nation. De-

spite heavy challenges and obstacles faced in the implementation of his task must remain tough in pursuing the tasks as a teacher. Education is a process which is planned to have all evolved through a process of learning. Teachers as educators should be able to influence the direction of the process in accordance with the values that are considered both and applicable within the community. Values include norms, moral, aesthetic, and science, ethical behavior is affecting students as a person and as a member of the community. The application of discipline both in the educational process will generate a mental attitude, character and personality of students. Teacher should be able to teach their students about self discipline, learning to read, love the book, appreciate the time, learning how to learn, obey the rules/code of conduct, and learn how to do. It will work when teachers also discipline in carrying out duties and obligations.

2) Social Competence

Teachers in the eyes of the public and the student is a role model that need to be emulated and is the example in his/her life everyday. Teachers need to have social capabilities with society, in the framework of the implementation of an effective learning process. With the ability he has, the relationship of the madrasah with the community will run smoothly, so that if there is a necessity with the parents of the students, the teachers will not be getting in trouble.

4) Professional Competence

Professional competence that is a must-have capability of teachers in the planning and implementation of the learning process. The teacher has a duty to direct the learning activities of students to achieve learning objectives, for it teachers deliver learning materials capable of being used. Teachers should always update, and master the subject matter presented. Preparation of the material should be accompanied with the search for information through a variety of sources such as read the latest books, access from the internet, always follow the development and progress of the last of the material presented

C. Conclusion

One of the important pillars of the policy directions of the development of Islamic education including education Madrasah, as stated in the strategic plan for the development of Islamic Education 2010-2014 is an increase in the quality and competitiveness of Islamic education in accordance with national standards of education (SNP). The scope of the SNP: 1) standards of contents, 2) standard process, standard 3) competency standard, 4) graduate educators and educational power, 5) standards and infrastructure management) standard, 6, 7) standard financing, 8) standard assessment of education. RPM (S) is a process to determine the future course of action the right school, through the order of choice, taking into account available resources and documents about the description of the activities of the school in the future in order to achieve changes or goals of the school. The madrasah's flagship is the madrasah developed to achieve excellence in the output (output) degree.

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