Evaluation of Teacher Workload Program in Position

(Empirical Study using the CIPP Model on State Madrasah Tsanawiyah Teachers, Serang Regency, Banten Province)

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ABSTRACT

The in-service teacher workload program is an effort to improve the quality of graduates by optimizing the duties and functions of teachers in carrying out the learning process in madrasahs. The teacher's workload includes the following main activities: a) planning learning; b) carry out learning; c) assessing learning outcomes; d) guide and train students, and e) carry out additional tasks attached to the implementation of the main activities in accordance with the teacher's workload. The teacher's workload fulfills a minimum of 24 (twenty four) Face-to-face Hours (JTM) and a maximum of 40 (forty) JTM in 1 (one) week.

This study uses a qualitative descriptive approach to the CIPP program evaluation model (Context, Input, Process, Product) developed by Daniel Leroy Stufflebeam. The research instrument was collecting data through interviews, documentation studies and observations. To achieve the level of credibility and objectivity of the results of the program evaluation research with triangulation techniques.

In the context component of the research results include; Policy aspects of Teacher Workload in Positions are assessed in the BS category (Excellent), it is recommended to be maintained, In the aspect of needs analysis, a score with the category of Very Good (BS) means maintained, in the aspect of the goal obtained a value with a category of Good (B) is recommended to be increased, in the target aspect a score is obtained in the category of Very Good (BS) i is recommended to be maintained. The results of the study indicate that the evaluation of the context components as a whole has been carried out well. Regarding the input components, all aspects have been implemented well, except for aspects of program planning, aspects of human resources and aspects of infrastructure that require improvement. The overall process components have been implemented well. In terms of product components, all aspects have been carried out well, except for feedback on the teacher's workload requiring improvement. Overall this program is categorized as Good (B), meaning that the implementation of the program needs to be improved. It is hoped that the Teacher Workload in Position Program will continue and be developed even better with several aspects that need to be improved

Keywords- *Evaluation of Teacher Workload Program in Position Improvement, sustainable.*

Introduction

One of the main targets of the workload program is teacher certification or teacher certification. Teacher certification is a competency test for prospective teachers or teachers who want to gain recognition and or improve competence according to their profession as educators. Teachers who have taken the competency test and are declared to have passed will receive a certificate in the form of an educator certificate. The educator certificate is proof of recognition of the competence of teachers who meet the standards to carry out professional work at certain types and levels of education. Teacher certification is a program carried out by the government as an effort to improve the quality of education. Teachers who already have a professional certificate will receive a professional allowance. Thus, it is expected to improve the quality of education in Indonesia in a sustainable and sustainable manner. The form of improving teacher welfare is the provision of a professional allowance of one time basic salary to teachers who have an educator certificate on condition that they carry out the teaching load in accordance with regulations. This allowance applies to all teachers, both teachers with civil servant status (PNS) and teachers with non-civil servant status.

The workload of certified teachers has not been carried out optimally, based on observations made by the author, there is a tendency that certified teachers do not yet have the ability to carry out an effective learning process in the classroom. In addition to these factors, the results of observations made by the author also show the ability of teachers to teach, and class organization that has not been running is a key factor in the occurrence of an ineffective learning process in the classroom.

Based on the results of the Preliminary Survey conducted on 30 teachers in the State Madrasah Tsanawiyah in Serang district on January 1 to March 2020, the following findings were obtained:

1. There are 30% of certified teachers who have problems in the Context Component, where it can be seen that many certified teachers do not yet have an understanding of: (a) about the workload program of certified teachers having a strategy that is understood by all elements of madrasahs, (b) about policy burden programs the work of certified teachers in positions is appropriate to be carried out by certified teachers, and (c) the policy on the implementation of the fulfillment of the workload of certified teachers is clear and becomes a work guide for a teacher.

2. There are 44% certified teachers who have problems in the Input Component, where it can be seen that many certified teachers do not understand that the teacher workload program (a) The certified teacher workload program has a strategy that is understood by all elements of the madrasah, (b) Teachers as Implementing HR in quality has met the specified requirements (c) Teachers in quantity (amount) are sufficient in implementing the workload program for certified teachers in positions (d). The program to fulfill the teacher's workload is sufficient to support its implementation (e). The facilities (facilities/infrastructure, work equipment/equipment) to run the program are sufficient and (f) the procedures and work mechanisms of teachers in fulfilling the workload of teachers can be carried out properly

3. There are 38% of certified teachers who have problems in the process, where it can be seen that many certified teacher students do not understand that the workload of certified teachers in its implementation needs (a) Monitoring and Supervision in carrying out the program has been running according to the provisions, (b) Assessment (Evaluation) on the implementation of the teacher's workload has been carried out regularly, (c) Assessment (Evaluation) on the implementation of the teacher workload program has been carried out transparently and objectively.

4. There are 36% of certified teachers who have problems with the product, where it can be seen that many certified teachers do not understand the workload of certified teachers in positions. It is hoped that (a) the results of the implementation of the program to fulfill the workload of certified teachers are useful to support the functions and duties of teachers as educators. , (b) The results of the implementation of the program are beneficial both in output and outcomes for the interests of students and madrasah residents.

The main targets of the workload policy in positions as stated in the Decree of the Minister of Religion number 890 of 2019 include public and private Madrasah Tsanawiyah teachers who have passed certification and received allowances from the Ministry of Religion in accordance with applicable regulations. The number of madrasahs and teachers is very large, so the research subjects are carried out at State Tsanawiyah Madrasahs in Serang Regency, so the target of this research is State Tsanawiyah Madrasah teachers in Serang Regency who have obtained certification allowances for both public and private employees spread over five (5) madrasahs. State at the Ministry of Religion, Serang Regency.

METHOD

This research is a program evaluation research with a descriptive qualitative approach. The methodological evaluation of program implementation with CIPP is a research that can be classified into the type of evaluation research because the analysis is carried out based on an evaluation approach. A management-oriented program is a picture that shows a procedure and a program implementation process and analyzes the effectiveness of the program on variables using the CIPP model, which is confirmed with targets which are a measure of the effectiveness of a program.

In research on the workload program of certified teachers in positions at MTs Negeri Serang Regency, the main instrument of data and information collection is the researcher himself. For this reason, researchers as instruments must be validated for their readiness to conduct research in the field. The research instrument was developed to explain the data described through interview guidelines, documentation and triangulation.

Samples and informants in this study were taken from informants who are directly involved and relevant to the workload of certified teachers in positions, so that researchers can more easily explore the situation or object under study. Of the five State Madrasah Tsanawiyah in Serang Regency, the informants are all teachers at State MTs Serang Regency, with the consideration that the madrasa is a representation of all Tsanawiyah madrasas in Serang Regency. Research informants include;

1. Components of the context of the informant, Head of the Ministry of Religion, Serang Regency, Serang Regency
2. Informant Input Component Head of Madrasah education section
3. Components of the process of informants of madrasah principals and madrasah teachers
4. The product component of the Madrasah Committee and Madrasah supervisors.

Data analysis is a series of activities carried out to examine data from program evaluation results. In this analysis, it focuses on certain aspects according to the evaluation component of the CIPP model. In this program evaluation research, qualitative data analysis uses a model through the stages of data collection, data reduction, conclusion on drawing, data display, and conclusions. The stages of data analysis are through operational component analysis methods and conclusions. The data analyzed includes data from the components of context, input, process and product implementation of the workload program for madrasa certified teachers in positions at Madrasah Tsanawiyah Negeri Serang district.

The data that has been collected, reduced and concluded needs to be presented (displayed) which will be very helpful for both the researcher himself and for others and the display is a medium to explain the object under study where the data that has been analyzed is presented formally in the form of a narrative or description of words with variety of scientific language and formally in the form of charts, tables, pictures or photos. The result is a conclusion about the object under study.

RESULT AND DISCUSSION

The evaluation of the workload program of certified teachers in positions at the State Madrasah Tsanawiyah Serang Regency in improving its performance includes the components of context, input, process and product. Each component is divided into several aspects based on the evaluation criteria that have been determined based on the relevant theoretical studies.

A. Context Component

Aspects The policy foundation of the program is a program designed to fulfill the workload of certified teachers in positions based on a solid foundation to be implemented. The Ministry of Religion of Serang Regency must implement a workload program for certified teachers in positions, the foundation includes Law number 14 of 2005 concerning teachers and lecturers, government regulation number 19 of 2017 concerning national education standards, Decree of the Minister of Religion number 890 of 2019 concerning guidelines for fulfilling burdens the work of certified teachers in the position of Permendikbud number 15 of 2018 concerning the workload of certified teachers in positions. Likewise, the answers submitted by academics in triangulation showed the same answer. Law number 20 of 2003 concerning the National Education System article 39 paragraph 2 which explains that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at University. Article 42 explains that educators or teachers must have minimum qualifications and certification in accordance with the level of teaching authority, be physically and mentally healthy, and have the ability to realize national education goals. Law number 14 of 2005 concerning Teachers and Lecturers in particular article 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Some of the basic foundations of the workload program for certified teachers in office show that the application of the workload of

certified teachers that must be carried out in learning tasks in educational units is increasingly clear and firm. Referring to the results of the evaluation of the implementation of the workload of certified teachers in positions and supported by the results of study studies and interviews, the implementation needs to be maintained but specifically needs to be adjusted to conditions in the field because there are differences between one educational institution and another.

Aspects of Needs Analysis is designed to analyze the need for the availability of adequate madrasa teachers in terms of quantity/number. The data obtained show that the ratio of the number of madrasa teachers in Serang District is 1; 12 people (source of the Ministry of Religion of Serang Regency) this means that the availability of Madrasah Tsanawiyah teachers in Serang Regency is met, but in terms of needs based on educational qualification competence, it is still lacking, almost 39% of Madrasah Tsanawiyah teachers in the Ministry of Religion of Serang Regency have not been linear between educational background and subjects studied. misguided.

Objectives Aspects are designed so that all objectives are implemented and are successful in accordance with program planning. Thus, the objective aspect of the teacher's workload program is certified in the 2020 position at Madrasah Tsanawiyah in accordance with predetermined criteria. The purpose of the workload program for certified teachers in office is to meet the workload carried out by teachers in carrying out their duties so that certification and performance allowances can be paid, learning programs in madrasas can be implemented properly. by regulating the workload carried out by each certified teacher in accordance with their duties, the effectiveness of teaching and learning activities in madrasas can be carried out properly, on time, disciplined and effective, all madrasa teachers can carry out their duties properly and can realize all work programs in madrasas . The aim is to optimize the success of the objective aspect of the teacher's workload program by increasing the ability of teachers to carry out teacher duties, namely 24 to 40 hours every week.

The target aspect is designed with the main target being that learning activities can be carried out in accordance with good regulations. Structuring study group arrangements, distributing teacher duties evenly, and meeting the applied curriculum targets, and other targets for the fulfillment of all certified teacher workloads with a minimum of 24 hours of lessons per week, proportional distribution of teacher duties and not burdening one teacher. Needs assessment of the target/object of activity in an effort to improve the quality of education in madrasas in accordance with previously determined criteria which makes PNS teachers and certification at State Madrasah Tsanawiyah entirely fulfilled in accordance with the provisions of KMA 890 of 2019 concerning the workload of certified teachers in positions with a total of a minimum of 24 hours workload either through face-to-face in class, other additional tasks such as; madrasa principals, vice principals, laboratory assistants, librarians, guiding and fostering extracurricular and character education, homeroom teachers and other duties.

B. Input Component

Aspects The strategy of the program is designed to strengthen efforts to achieve madrasah goals as outlined by developing a strategy for the ministry of religion instructing madrasahs to optimize teacher staff, besides being subject teachers, they are also given additional tasks for each madrasa teacher, the strategy is directed at creating a well-organized work climate with approach to the teacher's organizational structure in accordance with the division of tasks and roles of each. The Ministry of Religion must refer to the policies of the Ministry of Religion. The strategy is considered to have met and is in accordance with the characteristics and qualification conditions of the ability of teachers who are in madrasas so that they have the qualifications and experience required to occupy other positions in addition to their main duties as subject teachers and in accordance with the minimum requirements, strategies are developed through the planning, socialization stage. action plans and coaching carried out by supervisors.

Aspects The organizational structure is designed to strengthen efforts to achieve the goals of madrasas as outlined by clarifying the organizational structure of the Ministry of Religion in the madrasa education section by preparing a standard format for the madrasa organizational structure, instructing madrasas to optimize teacher staff as well as being subject teachers also given additional tasks for each teacher. madrasah, the organizational structure is directed at creating a well-organized work climate with an approach to the teacher's

organizational structure in accordance with the division of tasks and roles of each. The results of observations made indicate that the teacher's division of tasks is quite clear, besides the subject teacher also gets other tasks which are divided equally with other tasks or additional tasks, thus the organizational structure shows the effectiveness of the use of the teacher's duties. For example, a science teacher, besides being a science subject teacher, he is also assigned to be the head of the science laboratory, a physical education subject teacher, the other task is as a coach and sports coach who is expected to achieve achievements in the field of sports. In a structured way, madrasas as educational institutions under the Ministry of Religion must refer to the policy of the Ministry of Religion to make standard organizational structures that are used as guidelines for developing organizational structures in each madrasa so that they have similarities in the organizational structure, carry out socialization to all madrasas in implementing the structure. organization so that it can be implemented as well as possible, madrasa supervisors continue to provide guidance in accordance with their duties and functions to improve the performance of madrasa teachers both in the academic and non-academic fields. With a good organizational structure will be able to optimize madrasa resources in serving education for students.

The planning aspect of the program is designed by setting the goals of the madrasa as outlined in the Madrasah Work Plan, (RKM), Annual Work Plan (RKT), madrasa activity programs, self-development programs, evaluation programs, monthly report formats, lesson plan supervision sheets, learning activity supervision sheets. supervision, supervision sheet for the use of learning resources. With a complete program planning, it is hoped that the activity process can run effectively. Program planning is in accordance with the Decree of the Minister of Religion number 890 of 2019 concerning the fulfillment of the workload of certified teachers in positions. The madrasa program planning has taken into account the madrasa budget, human resources (teachers and education staff), and time allocation that is adjusted to the provisions of the education calendar.

Aspects Procedures and mechanisms are designed to ensure the sustainability of the program. Procedures are clear, effective and can be implemented in detail in accordance with technical instructions and operational instructions at the madrasa. In this aspect of procedures and mechanisms, the focus of activities is on how the preparation stages, implementation stages, reporting stages and monitoring/evaluation stages can run according to the plans that have been prepared. The procedures and mechanisms of the workload program of certified teachers in this position ensure that the application of the workload of teachers in positions that are applied to the task of the teacher carrying out a workload of 24 to 40 hours face-to-face with the equivalence of additional tasks and other tasks can be managed in an orderly manner in accordance with decrees and duties given by the head of the office, the head of the madrasa education section and the head of the madrasa as the head of the satker and the positions attached to their duties. It is hoped that all programs can be realized effectively. The procedures and mechanisms of the workload program for certified teachers in positions are directed so that all madrasas have a curriculum document prepared by the madrasa as a reference for the program implemented by the madrasa. Aspects of program procedures and mechanisms are carried out to prepare documents in the form of syllabus, lesson plans, annual programs, semester programs, determination of minimum completeness criteria, schedules, teacher attendance lists, daily reports, teacher attendance, evaluation guidelines, question banks, monthly reports, reports semester, monitoring sheets, supervision sheets, supervised work program documents and evidence of visits to madrasas.

Aspects of Human Resources are designed to optimize learning programs in madrasas, human resources. Aspects of human resources include educators and education personnel which include administrative staff, laboratory assistants, librarians. Educators or teachers are tasked with organizing teaching activities, training, researching, developing, managing, and/or providing technical services in the field of education. Educational staff in schools include educators (teachers), education unit managers, librarians, laboratory assistants, and learning resource technicians. Teacher resources play a very important role and can be a great potential in advancing or improving the quality of education, the work stimulus of teachers is expected to be more

enthusiastic in carrying out their duties to educate and even be challenged to make learning innovations to realize the success of students.

Aspects of the Certified Teacher Workload Profile are designed to optimize the main tasks of teachers in accordance with KMA number 890 of 2019 concerning certified teachers in positions, namely; planning learning, implementing learning, assessing learning outcomes, guiding and training students and carrying out additional tasks attached to the implementation of main activities in accordance with the teacher's workload. Other duties as a certified teacher are obliged to carry out the demands of the profession which are expected to support the main tasks so that the main objectives of the madrasa can be achieved.

The infrastructure aspect is designed to meet the needs and support the main tasks of teachers in accordance with KMA number 890 of 2019 concerning teachers in positions, namely planning lessons, implementing learning, assessing learning outcomes, guiding and training students and carrying out additional tasks attached to the implementation of main activities in accordance with the workload of certified teachers. Educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, desks and chairs, as well as learning tools and media that are used either directly or indirectly to support the educational process, especially the teaching and learning process. both movable and immovable so that the achievement of learning objectives can run smoothly, regularly, effectively and efficiently. Learning facilities are needed to support the smooth learning process, thus madrasa learning facilities and infrastructure that are available and used properly can support learning activities and are very helpful in learning both at home and madrasas.

C. Process Components

The implementation time aspect is designed for the certified teacher workload program starting at the beginning of the current school year which is the madrasa academic calendar year. Usually from July to June of the following year. Madrasas have prepared all programs, budgets, schedule of activities and other activities to support and ensure the learning process goes well. Class VII students who are new students at the previous madrasa/school need to get good service to give the impression of how the new madrasa can show during the learning process at the madrasa giving great hope for the achievement of the expected goals. Class VIII students who are in their second year of study are expected to be able to contribute to participating in various academic and non-academic activities, they already have experience and can adapt to the madrasa environment. Grade IX students need to be provided with more intense activities to prepare for the final exam and receive briefings to choose the level of further education. All students according to their level, interests and talents of students need to obtain educational service facilities that are presented with innovative madrasa programs. The learning process of one year or two semesters is the time for implementing the workload program for certified teachers in positions.

Aspects of the Preparation Phase are designed by holding activities carried out by madrasas to carry out the workload program of certified teachers in positions, the general preparation phase includes conditioning all parties involved in implementing the program carried out by all madrasah stakeholders starting with new student admissions, meetings with committees madrasas, preparing all madrasa infrastructure facilities, determining the stages of registration, how many students are accepted, and what activities are carried out for the introduction of new students. After all stages of implementation are prepared, the madrasah conducts socialization to the community about the achievements of the madrasa achieved, madrasa accreditation, registration time and others. The socialization carried out by the madrasa aims to inform the rules set by the madrasa and the programs to be implemented by the madrasa.

Aspects of the Implementation Phase are designed by carrying out learning activities and other activities carried out by teachers in the daily life of the madrasa, teachers carry out learning tasks as outlined in the planning which include; compiling syllabus, lesson plans, annual programs, semester programs and setting minimum completeness criteria (KKM), in the learning planning document the teacher has prepared assignments properly for one semester from July to December of the current year. The workload of certified teachers varies, some teach 12 hours per week and the rest with additional duties as deputy head of madrasah, some 20 hours, 24 hours and some even more than 24 hours face-to-face every week, all depending on the subjects taught, the

weight of the subjects. Indonesian language lessons 6 hours per week demand a large number of hours from Indonesian language teachers, but teachers who teach History of Islamic culture two hours per week require SKI subject teachers with less face-to-face teaching load, SKI subject teachers should be given additional assignments with other tasks to meet the required number of hours. Madrasa heads as madrasa leaders and madrasa managers are required to carry out the tasks inherent in their position as madrasa heads, in carrying out their duties the madrasa head is assisted by the deputy head of the madrasa in the field of curriculum, student affairs, the field of infrastructure in the field of public relations and other fields, so that in carrying out their duties they can implement the madrasa program properly.

Aspects of the Reporting Stage is designed by reporting learning activities as the main task of teachers, reports are made to the head of madrasah, supervisors and forwarded to the madrasa education section of the ministry of religion, Serang district. The form of the report submitted by the teacher includes; daily performance reports, monthly performance reports, daily attendance lists both peger print and manual attendance reports are also in the form of lesson plans prepared by teachers including syllabus, lesson plans, semester programs, annual programs, minimum completeness criteria and other documents. In the form of learning outcomes, reports are carried out including daily value data, assessment of the results of assignments, both structured and unstructured, mid-semester assessments and end-of-semester assessments. Reports are carried out periodically to ensure that the workload of certified teachers in positions is carried out properly and effectively.

Aspects of Monitoring and Evaluation are designed in the form of monitoring activities that include the process of collecting, analyzing, recording, reporting and using management information about the implementation of learning activities. Monitoring is carried out continuously so that the results are in accordance with the objectives that have been set. The focus of this study on monitoring and evaluation is carried out especially on learning activities which are core activities and are very important in achieving the goals of madrasahs. Monitoring seeks to ensure that the learning carried out in the madrasa goes well. Monitoring and evaluation is carried out routinely and continuously and ensures that the workload of teachers in positions can be carried out in accordance with program planning. So that the implementation of the workload of teachers is in accordance with KMA number 890 of 2019 concerning the workload of certified teachers in positions.

Product Components.

1. Aspects of the achievement of the benefits of the workload program of certified teachers in positions resulting in program implementation in accordance with the plan, program implementers according to their fields and expertise, available time according to the weight of each subject, infrastructure, media and learning resources available and can optimized utilization. Certified teachers have made educational calendars, learning schedules, lesson plans, annual programs, semester programs, syllabus of assessment formats and others. Madrasa teachers implement the main tasks of teaching, educating, guiding, training and assessing students. The madrasah principal has carried out educational duties by conducting periodic supervision, providing incentives and giving awards to teachers who perform well.

2. Aspects of Workload Feedback Teachers certified in positions, in this aspect cannot be implemented. Feedback is a process in the stages of the program being implemented. An effective feedback procedure can actually increase the success of a process carried out for the success of the goal. One method that is quite effective in ensuring that the program runs well can be measured if the implementation involves them in setting "success criteria" that can be seen or heard and analyzed, for example; supervisors repeatedly supervise teachers, principals monitor teachers in carrying out their duties, provide direction and correct if in practice there are deficiencies, discuss if teachers have not been able to understand the learning task, thus feedback means giving feedback on every process that is carried out. carried out by the teacher in carrying out the task.

3. Aspects of Benefits and Impacts of the Program in the form of student outcomes as objects, targets and at the same time a benchmark for the success of all madrasa programs. The success of the madrasa education program

is in the form of student mastery in the academic and non-academic fields, with the achievement of the objectives, the workload program for madrasa certified teachers has a good impact on madrasa education. Outcome in the form of student achievements in national competitions achieved by madrasas even though they did not reach the national level, but for parents they were proud. Quantitatively every year the graduation rate reaches 100%, most of the graduates of Madrasah Tsanawiyah can continue their education at the intended level of education, the interests and expectations of the community to be able to place their children in Madrasah Tsanawiyah are quite large, even every year they are unable to accommodate the number of enrolled students.

Conclusion

Based on the results of research using the CIPP method, the overall program evaluated has been carried out in accordance with the procedure and is good. Overall this program belongs to the Good category (B). improved with the provisions of most of the criteria set. It is hoped that the Workload Program for Certified Teachers in Positions will continue and be developed even better with several aspects that need to be improved. This means that the workload program for teachers is certified in office according to the Decree of the Minister of Religion of the Republic of Indonesia number 890 regarding the guidelines for the workload of teachers in positions in madrasas.

Conclusions in detail the results of the evaluation of the workload program of certified teachers in positions are presented based on the evaluated components seen from some of the techniques carried out by researchers in collecting data during research in the field. Conclusions can be described in detail in the form of four components in the context, input, process and product in the following description;

1. Context Component

a. In the aspect of Workload Policy, certified teachers in positions are assessed in the BS (Excellent) category. Thus, it is recommended that it be maintained starting from the National Education System Law, government regulations, decisions of the Minister of Education and Culture, decisions of the Minister of Religion, decisions of the Director General of Islamic Education of the Ministry of Religion of the Republic of Indonesia and circulars that instruct the implementation of the workload of certified teachers in positions.

b. In the Needs Analysis aspect, the score in the Very Good (BS) category means that it is maintained, namely the fulfillment of the availability of madrasa teachers with the number of groups and students being met. This can be seen in the teaching schedule, the number of groups and student data, in the implementation of the 24-hour workload. weekly advances can be realized.

c. In the objective aspect, a score in the Good category (B) is obtained, meaning that it is recommended to be improved by achieving input and raw input instruments which are the object of implementing the workload of certified teachers in positions.

d. In the Target aspect, a score with the category of Very Good (BS) means it is recommended to be maintained, it appears that the learning process and program of activities outside the classroom can run effectively

2. Input Component

a. In the aspect of the strategy, the Very Good category (BS) is maintained, meaning that the results achieved are that the strategies in the form of coaching, mentoring, monitoring and improving the competence and performance of certified teachers carried out by the Ministry of Religion and Madrasahs are carried out intensively, empowering MGMP, KKG for eye-feeding teachers. lessons can run well, supervision carried out by supervisors, madrasa principals and senior teachers is carried out periodically according to the schedule and supervision program.

b. In the aspect of the organizational structure, the workload of teachers in the Good category (B) needs to be improved. So that its implementation is in accordance with KMA number 890 regarding the workload of teachers in positions, so that the effectiveness of the teacher's duties is in accordance with the applicable curriculum, teachers who do not have additional duties must be able to face-to-face hours every week, teachers who get additional assignments as head of madrasah then the task of teaching face-to-face is 6 hours of lessons,

18 hours is calculated as equivalence as head of madrasah, assignments with additional duties as deputy head of madrasah then teach face-to-face 12 hours, the rest is calculated as vice principal 12 hours and so on.

c. In the aspect of program planning the Medium category (S) means that this aspect needs to be improved, especially on the basis of the applicable curriculum made by the madrasa, all madrasa program planning both academic and non-academic, the teacher's duties are in accordance with the number of hours in each subject contained In the curriculum, the planning aspect of this program requires improvements in its implementation.

d. In terms of procedures and mechanisms, the Very Good (BS) category is maintained on the pattern of division of tasks set by the madrasa, starting from the assignment of teacher assignments, the division of days and times, and the schedule of activities for one year. The pattern of division of tasks is carried out through socialization activities and meetings at the beginning of the school year held by the madrasa as the madrasa's annual agenda.

e. In the aspect of human resources, the Medium category (S) needs to be improved, the emphasis is on efforts to improve the competence and professionalism of teachers in carrying out the workload of certified teachers in positions, monitoring, supervising guidance and training for teachers in carrying out their duties as educators, trainers, mentors, teaching and assessing, supervision is carried out starting from the planning, implementation and assessment carried out by teachers in carrying out the workload of teachers in positions, in the aspect of human resources it is necessary to increase competence and professionalism that must be carried out by madrasas.

f. In the aspect of the teacher workload profile, the Very Good category (BS) is maintained, this emphasizes the process of dividing and carrying out tasks in accordance with KMA number 890 of 2019 concerning the workload of teachers in positions, madrasas make SOPs and rules owned by madrasas to be guided by all parties involved in the implementation of learning, profile, considering rank and career considerations whose assessment is carried out by implementing the workload program of certified teachers in positions.

g. In the aspect of Madrasah infrastructure, the Medium category (S) means that it needs to be repaired and pursued, although in general it has adequate infrastructure because it is supported by an adequate budget, it really depends on the efforts and programs of the madrasa in preparing madrasa facilities and facilities. The available infrastructure includes; libraries, laboratories and books and learning resources, as well as media as a means of supporting learning prepared by teachers to achieve learning objectives. In this aspect, madrasas need to try to be more optimal in meeting the shortcomings of both media, learning resources and other facilities.

3. Process Components

a. In the aspect of time, the implementation of the Very Good (BS) category is maintained, this shows the implementation of the in-service teacher workload program which is carried out with a division of 24 to 40 hours of face-to-face meetings per week. The implementation time is stated in the form of a schedule of activities and teaching schedules which are prepared based on the initial meeting of all madrasah stakeholders.

b. In the aspect of the preparation stage for the Good category (B), it means that it needs to be improved, namely the stages carried out by pre-learning in the classroom which are carried out in the form of socialization, meetings and employee development carried out by the Ministry of Religion of Serang Regency and madrasa supervisors. This preparatory stage is important to ensure that the certified teacher workload program can run effectively.

c. In the aspect of the implementation stage, the BS category means that it is maintained, namely the implementation of the duties of a certified teacher in learning activities that begin at the beginning of the school year. This stage focuses on the implementation process, usually starting from July to December for the first semester and from January to June for the second semester. Implementation is adjusted to the curriculum targets that have been made by the madrasa. In the implementation process, monitoring and supervision are also carried out by the Ministry of Religion and madrasa supervisors. The implementation of teaching and learning activities must be in accordance with the teaching administration that has been prepared by each teacher before the learning time takes place.

d. At the reporting stage, the Good category (B) needs to be improved, namely the implementation of monitoring and supervision carried out by the supervisor, the teacher makes daily reports and monthly reports

by recording all activities carried out by the main teacher on working days in accordance with the provisions on the madrasa education calendar.

e. In the aspect of monitoring and evaluation of supervision in the Good (B) category, it means that the monitoring carried out by supervisors is to evaluate the work of certified teachers in carrying out tasks in accordance with the workload program of certified teachers in positions. The assessment is carried out in the form of assessing the results of teacher performance in all scopes of duties as madrasa teachers.

4. Product Components

a. In the aspect of the results of the achievement of the benefits of the program, the output of the Good category (B) is improved, in general it has data for Madrasah teachers, data for study groups in each class, student data in each study group, grades and agendas for teacher activities in class that are complete, to carry out the workload of teachers with 24 to 40 hours of face-to-face meetings per week in accordance with the tasks attached to their positions, teachers have educational calendar documents, learning schedules, lesson plans, annual programs, semester programs, syllabus of assessment instruments and others, teachers have implemented the teaching and learning process. implement the main tasks of teaching, educating, guiding, training and assessing students, with a note that the abilities and competencies of teachers vary widely.

b. In the feedback aspect, the purpose of the teacher's workload program in the position of the Less Once (KS) category means that it needs to be considered changing, it is feared that it is not in accordance with the plan because the implementation is not running effectively. In general, this aspect cannot be carried out either by the madrasah principal, madrasa supervisor or by the madrasa committee, the implementation of feedback that is carried out is not carried out continuously and cannot be implemented effectively. Teachers find it difficult to carry out their duties every day, every week a guidance and monitoring process is carried out by the madrasa head and madrasa supervisors and committees. the feedback component is clearly less applicable to the evaluation of the workload program of certified teachers in positions so that it does not need to be maintained.

c. In terms of the benefits of the workload of teachers in positions in the Good category (B), it means that it is increased, in general it can have a significant impact and benefit for the community, students have good character, madrasahs are able to graduate quality students who have both academic and non-academic abilities, although the value varies but can meet the KKM set by the teacher, in non-academic madrasa students are able to excel in various competitions at the sub-district, district, provincial and even national levels.

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