

Analysis of Policy Implementation of the Islamic Personal Development Program (BPI) in improving the performance of teachers at the Usamah Integrated Islamic School (SIT) Ribathul Ukhuwwah Foundation, Tegal City in 2021

Maskuri, Maufur, Tity Kusrina
{maskoeri74@gmail.com}

Magister of Pedagogy, Universitas Pancasakti Tegal, Indonesia

Abstract. This study aims to describe an analysis of the implementation of the Islamic Private Development Program (BPI) policy in improving the performance of Usamah Integrated Islamic School (SIT) teachers at the Ribathul Ukhuwwah foundation, Tegal city which includes the process of implementing, impact, constraints, as well as the efforts of foundations and schools to overcome obstacles -the obstacle. This research was conducted for six months using a qualitative approach. Data collection was carried out through interviews, observation, and review of documents related to this research. Data analysis techniques are carried out by presenting data, reducing data, and drawing conclusions. Data analysis begins by presenting findings during the research, then discussed objectively supported by theoretical studies. From the results of this study, it is said that the constraints and negative impacts that exist in carrying out the implementation of the Islamic personal development program are not very significant. This can be seen from the results of interviews and observations as well as a review of documents both in the field and informants in this study showing good value in the form of changes in behavior in SIT Usamah teachers both in the school environment and in the classroom, which means the implementation of a personal development program (BPI) policy that applied to SIT Usamah teachers following the Foundation's expectations, namely being able to improve positive performance.

Keywords: policy implementation, Islamic personal development program, teacher performance

1. Introduction

Education in general means a process of life in developing each individual to be able to live and live life. So being an educated person is very important. The education community system has an important role in providing alternative solutions to community social problems. progress in the management of education is also an indicator of a country's ability and commitment to ensuring the quality of its human resources. The goal of National Education in Indonesia as stated in Law No. 20 of 2003 is to become a human being who has faith and is

devoted to God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, democratic, and responsible. This must be realized with an education that humanizes Indonesian people.[1]

Based on the objectives of the Law and the National Long Term Goals contained in Law Number 17 of 2007, the government made a Character Education Policy. The 2010 policy was used as the basis for the Foundation to implement the Islamic Personal Development Program (BPI), even though SIT Usamah City of Tegal has had character education that has been implemented since the school was founded. If teachers can apply it in forming the next generation and educating the public, surely this nation will go through a generational transfer process that will be continued by good generations as well. Exemplary education is the most effective and successful way of preparing children in terms of morals, forming their mentality, and social [2]. This is because the teacher is a role model or idol in the eyes of children and a good example in their eyes. Children will follow the behavior of their teacher, imitating their morals, whether they realize it or not. All forms of the teacher's words and actions will be imprinted in the child and become part of his perception.[3]

The Islamic perspective explains that work is not only an *ubudiyah*, because work is a process and its logical frequency is: Charity (reply) that we will receive. In this context, work is not only religious and *ukhrowi* in nature, but also worldly social works. According to the word of Allah swt in QS. An-Nahl (16):97: Meaning: "Whoever does good deeds, both men and women in a state of faith, we will surely give him a good life and We will surely reward them with a reward better than what they have done.[4] It is emphasized in the verse above that men and women in Islam receive the same reward and that good deeds must be accompanied by faith. This means that teachers are required to work harder in order to create goals and optimize work in education. Word of Allah swt in QS. At-Taubah (9) 105: Meaning: And say: "Work you, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) who knows the unseen and the real, then He will tell you what you have done.[5] Islam views the world as a bridge or a field for humans to achieve eternal life in the hereafter. A teacher in the Islamic concept is a source of knowledge and morals. He is an identification figure in terms of the breadth of knowledge and the nobility of his morals, so that his students always try to follow in his footsteps.

Seeing how strategic the teacher's role in the perspective of Islam greatly influences the success or not of an educational process in an educational institution, the Foundation then implements a policy, namely a religious development program called Islamic Personal Development (BPI) which is an integral part of the life system, which is expected to be able to help strengthen one's personality. so that it will have a good influence on life. Expectations in an institution will have a good effect on the performance of educational staff, in this case, teachers. Therefore, the authors conducted a study aimed at describing the analysis of the implementation of the Islamic Personal Development Program (BPI) policy in improving the performance of SIT Usamah teachers at the Ribathul Ukhwwah Foundation, Tegal City, which includes (1) understanding and describing the implementation of the Islamic Personal Development Program (BPI) Policy in improve the performance of SIT Usamah teachers in Tegal City, (2) find out the impact of implementing the Islamic Personal Development Program (BPI) in improving the performance of SIT Usamah teachers in Tegal City, (3) find out the obstacles to implementing the Islamic Personal Development Program (BPI) in improving the performance of teachers SIT Usamah City of Tegal (4) knows how the efforts of Foundations and schools overcome obstacles to the implementation of the Islamic Private

Development Program (BPI) in improving the performance of SIT Usamah teachers in Tegal City. This research has a research concept framework that is used as the basis for research theory, namely the theory of policy analysis and implementation, the Islamic Personal Development Program (BPI) and is strengthened by previous studies that have related problems. While the research approach used is a qualitative research approach.

2. Methods

This research is a type of field research, namely making observations in the field to obtain data or information directly by visiting informants who are in predetermined locations and carried out in natural conditions.[6] The focus of the problem in this research is the implementation and constraints, the impact, and efforts to implement the Islamic Personal Development Program (BPI) policy in improving the performance of SIT Usamah teachers at the Ribathul Ukhuwwah Foundation, Tegal City. So that researchers can describe clearly, and in detail, and be able to obtain in-depth and accurate data, this research uses a qualitative descriptive approach. The choice of a qualitative approach will be easier when faced with multiple realities, this method presents directly the nature of the relationship between researchers and informants, this method is more sensitive and can adapt to many sharpening joint influences on the values encountered [7].

Researchers will be able to get to know the research subject personally and more closely through this qualitative approach. This is because researchers are directly involved in digging up information related to situations, conditions, and events regarding constraints and strategies carried out by the Foundation, school principals, coaches/tutors and teachers in implementing the policies of the Islamic Personal Development Program (BPI) in improving performance. Data collection was carried out by interview, observation, and document review methods related to this research. After the data was collected, data validity was tested by means of source triangulation and technical triangulation, as well as member checks. Data analysis techniques are carried out by presenting data, reducing data, and drawing conclusions. The data that has been obtained from the results of observations (field notes), interviews, and documentation were analyzed by analysis of the Miles and Huberman Models as cited by Sugiyono as follows.

1. Data reduction. The data obtained in the field is quite a lot, for this reason, it is necessary to record it carefully and in detail. Then summarize and focus on the main issues discussed.
2. Data Presentation. The data that has been selected is organized and forms a relationship pattern in the form of a narrative so that it is easy to understand.
3. Interpretation. After the data obtained is organized and parsed in the form of a narrative then a conclusion is drawn. The initial conclusions put forward are still temporary and will change if other, stronger evidence is found during the research [8].

3. Discussion

Research data were obtained from interviews, observation, and documentation review. The following are the results of the research and the discussion according to the focus of the research problem.

3.1 Implementation of the Islamic Personal Development Program (BPI) policy in improving the performance of SIT Usamah teachers in Tegal City

Data from the document review shows that the SIT Usamah Foundation and Principal have implemented the Islamic Personal Development Program (BPI) policy. This is revealed in the Foundation and school Vision and Mission documents as well as in activities within the school environment as well as teaching and learning activities in class. After knowing and understanding the Vision and Mission document of the SIT Usamah Foundation and school reinforced by several results of interviews with informants, it can be summarized that SIT Usamah City of Tegal carries out the implementation of the Islamic Private Development Program (BPI) Policy contained in the Foundation and School Principal policies.

This is also reinforced by the results of observations which show that the school environment shows a strong Islamic atmosphere as can be seen from the appearance and greetings between teachers and students as well as the many character-laden slogans in the school environment. In addition, if on Friday and Saturday, there are many teachers who carry out the process of Islamic personal development, it will increase confidence that the Islamic personal development program policies have been carried out properly in accordance with the direction of the Foundation, especially the field that is responsible, in this case, is the field of human resources. The policy implementation document for the Islamic personal development program (BPI) in improving the performance of SIT Usamah teachers uses a quality assurance-based curriculum model. For mapping the BPI curriculum, opinions are used that state that the main elements or components of the curriculum body are objectives, content or materials, delivery processes or systems and media, and evaluation [9]. Teaching materials in the quality assurance-based BPI curriculum include fiqh, aqidah, Sirah nabawiyah, Al-Qur'an, and hadith. While there are two learning strategies used, namely expository and inquiry.

The pository strategy relates to the teacher's presentation of the teaching materials in the BPI curriculum. The inquiry strategy relates to a number of participants' life-skill activities. These activities consist of yaumiah practices, education, and self-development. The teaching media for the BPI curriculum are based on quality assurance in the form of a teacher's book containing BPI lessons, Al-Qur'an mushaf and translations, as well as selected hadith books. While the evaluation of learning includes the assessment of learning processes and outcomes. Process assessment is used mutaba'ah yaumiah (student practice control book). This book contains students' daily agenda which includes activities (1) Prayer 5 times in Congregation at the Mosque, (2) Recitations of the Qur'an, (3) Rowatib Prayer, (4) Tahajud, (5) Alma'tsurat, (6) Dhuha, (7) Fasting, (8) Alms, (9) Reading Islamic Books, (10) Sports, (11) Helping Family, and (12) Helping Friends [10]. As for the assessment of learning outcomes in the form of character value report cards for Islamic Personal Development (BPI). In the report on learning outcomes, there are several personality character criteria, namely (1) Having straight Aqidah, (2) Having true worship, (3) Having a mature personality and having noble morals, (4) having Serious personality, discipline and able to restrain his lust, (5) Have the ability to read, memorize, and understand the Qur'an well, (6) mustaqoful fikri (broad-minded), and (7) Have life skills (Health and fitness, life skills and entrepreneurship, self-development.[11]

The process of implementing the Islamic Personal Development Program (BPI) in improving the performance of SIT Usamah teachers in Tegal City is carried out by integrating character values into the school curriculum and carried out through habituation of attitudes,

exemplary teachers/coaches / tutors, and built with a family spirit. Its application is carried out in teaching and learning activities in class, intra and extracurricular activities, as well as behavior in the school environment. The role of the coach/tutor is very important in the implementation of the Islamic Personal Development Program (BPI) at the school, the spirit of 'exemplary' is the basis for coaches/tutors in educating teachers. The linkage of the results of the implementation of the Islamic personal development program with the performance of SIT Usamah teachers is also shown from the results of the BPI evaluation and the performance of SIT teachers each semester which shows a good average score as seen from table [1] the results of assessments in the last 3 years are as follows:

Table 1. The average value of performance and BPI of Usamah SIT teachers in Tegal City Period 2019-2021 [1]

No	Level	Number of Teachers	Semester	Average Performance Score	BPI Average Score
1	PAUD	23	1	76.52	76.96
			2	78.54	79.94
2	SDIT	65	1	80.49	80.78
			2	80.44	81.73
3	SMPIT	15	1	81.73	81.10
			2	81.50	81.22

With work performance evaluation criteria expressed quantitatively on the following scale:

- a. 40 - 49: very less
- b. 50 - 59: less
- c. 60 - 69: enough
- d. 70 - 79: fine
- e. 80 - 89: very good

From the document the average value of the Islamic Private Development program and the performance of SIT Usamah teachers at every level of education shows scores in the range of 70 to 79, this shows that both assessments are in good condition according to the criteria. Likewise, if you look at the magnitude of the value between the personal development program and teacher performance at every level of education, it has the same magnitude, meaning that the Islamic private development program for SIT Usamah teachers has a great influence on the performance of teachers in the school environment.

3.2 Impact of Policy Implementation of the Islamic Personal Development Program (BPI) in improving the performance of SIT Usamah teachers in Tegal City

Some of the results of interviews with informants can be summarized that the process of the Islamic Personal Development Program (BPI) has an impact on daily life in the SIT environment based on an "exemplary" system. The role of the coach/tutor is very large in the process of the Islamic Private Development Program (BPI). The sense of kinship and closeness between the coach/tutor and the participants determines the success of the character-building process in the school. In the implementation of SIT Usamah's Islamic Personal Development Program (BPI) policy, the results of observations show that coaches/tutors always prepare learning materials before meetings. Although it was found that not all coaches/tutors prepared the learning materials. Which is an important activity to carry out before the tutor carries out meeting activities. Learning materials consist of four components according to the curriculum prepared by the Foundation. As for the impact of the implementation of the Islamic personal development program policy implementation, it was found that there were a number of characters that had been carried out by the participants in their daily life, especially in the SIT Usamah environment.

These characters are measured by the following character criteria: 1) Clean faith, 2) True worship, 3) A mature personality and noble character, 4) An earnest, disciplined individual who is able to restrain his passions, 5) Able to read, memorizing and understanding the Qur'an, 6) Mutsaqoful fikri (broad-minded), and 7) Having life skills (health and fitness, life skills and entrepreneurship, self-development). This criterion is in line with what Mulyasa put forward, that indicators of the success of the Islamic personal development program at SIT Usamah can be seen from the various daily behaviors that appear in each activity as follows. 1) awareness, 2) honesty, 3) sincerity, 4) simplicity, 5) independence, 6) caring, 7) freedom of action, 8) accuracy/accuracy, and 9) commitment.[12] Furthermore, according to the expert's opinion, in terms of results, learning is said to be successful if there is a positive change in behavior in all participants, or at least 80%.[13] Based on the data obtained from the participant report cards shown in table [2], it was found that the character level of the participants was at scores 4, 3, and 2. If using tens scores, it is in the range of values 81-100, 71-80, and 61- 70. If this data is converted into letters, it becomes A, B, and C. The value of A means consistent, the value of B means accustomed (usually), and the value of C means developing skills. The highest score achieved is at level B, namely, students are used to doing (usually). This value, if measured by numbers, is at a score of 71-80.

Table 2. Acquisition of Character Values for SIT Usamah teachers for the 2020-2021 period [2]

No	Character Criteria	Average	Score	Description
		Numbers	Letter	
1	Clean faith	4,0	B	Consistent
2	True worship	3,7	B	accustomed
3	A mature and noble personality	3,5	B	accustomed
4	A person who is serious, disciplined, and able to restrain his lust	3,7	B	accustomed

No	Character Criteria	Average	Score	Description
		Numbers	Letter	
5	Able to read, memorize, and understand the Qur'an	3,0	B	accustomed
6	Mutsaqoful fikri (broad-minded)	3,3	B	accustomed
7	Have life skills (Health and fitness, life skills and entrepreneurship, self-development)	3,6	B	accustomed

So, if we measure with Mulyasa's opinion above, which says. that learning is said to be successful if there is a positive change in behavior in all of the participants or at least 80%, then the implementation of the Islamic personal development program policy has been successful. Usama Tegal City. This is also corroborated by document review.

3.3 Obstacles to the Implementation of the Islamic Personal Development Program (BPI) Policy in improving the performance of SIT Usamah teachers in Tegal City

Obstacles that arise and occur in the implementation of the Islamic Private Development Program (BPI) policy at SIT Usamah City of Tegal are the weak professionalism of coaches/tutors, especially new coaches/tutors. In addition, the spirit of 'exemplary' has not yet been instilled in the new coaches/tutors. Therefore, coaches and school principals have difficulty implementing the policies of the Islamic Personal Development Program (BPI) to the fullest. The results of the interviews indicated that there were difficulties for senior supervisors/tutors in mastering the Islamic Personal Development Program (BPI) method. The training for the Islamic Personal Development Program (BPI) is only accepted by tutors/tutors for the socialization stage, but in practice, they have not been given intensive training. The observation results also corroborate the results of the interview, that new tutors/tutors experience difficulties in implementing the policies of the Islamic Personal Development Program (BPI). When new coaches/tutors teach, they do not have a deep understanding of Islamic personal development as stated in the curriculum. So, it can be concluded that one of the obstacles to the implementation of the Islamic Personal Development Program (BPI) Policy at SIT Usamah, Tegal City, is the weak quality of coaches/tutors, especially new coaches/tutors. In addition to new mentors/tutors, there has also been no intensive training on the methods of the Islamic Personal Development Program (BPI). Whereas coaches/tutors are an important component in efforts to improve the quality of Islamic personal development programs. All coaches/tutors must be qualified, professional, and knowledgeable, capable of educating, guiding, directing, training, assessing, and evaluating participants.

In addition to the lack of professionalism of coaches/tutors, from the results of interviews and observations, almost the majority of teachers stated that the density of teaching schedules and the busy activities of full-day SIT Usamah teachers took a lot of time and energy, causing obstacles in the process of implementing the Islamic Private Development Program. BPI). Islamic Private Development Program (BPI) so that coaching activities are just following the program but do not touch the expected values in improving teacher performance in the field. Another obstacle, namely the division of coaching groups whose members come from a mixture of SIT teachers from different specialization units, is also an obstacle to the

implementation of the Islamic Personal Development Program (BPI) policy because when determining the meeting time, one cannot get the same due to the different schedule of activities in each education unit. so, the meeting time often does not run optimally according to the curriculum.

The results of the data validity test also show unfavorable symptoms of the less-than-optimal impact of implementing the Islamic personal development program which is not yet in accordance with the curriculum where not all coaching tools are running well resulting in a coaching process that lacks variety and feels boring.

3.4 Efforts to overcome various obstacles to the implementation of the Islamic Personal Development Program (BPI) policy in improving the performance of SIT Usamah teachers in Tegal City

Efforts to overcome various obstacles to the implementation of the Islamic Private Development Program (BPI) policy in improving the performance of SIT Usamah teachers were carried out by Foundations, Trustees, Principals, and teachers. This effort is carried out by increasing the professional quality of coaches/tutors through capacity training and understanding of the Islamic personal development curriculum by bringing in a team of BPI experts from the Indonesian Integrated Islamic Network (JSIT). Periodically rotate coaches/tutors so that it will further increase capacity and capability in conducting coaching.

Increasing the synergy of the coaching tri-center system is carried out by increasing the role of school foundations and coaches/tutors as well as increasing the intensity of coaches' relationships with participants through joint activities. The role of the foundation is enhanced by holding regular meetings once a month to discuss and evaluate the implementation of school activities as well as the implementation of the Islamic Personal Development Program (BPI). In addition, various trainings were also held to strengthen the Islamic personal development program so that it would be able to improve the performance of SIT Usamah teachers. The foundation through the person in charge of coaching evaluates periodically the process of Islamic personal development activities both in curriculum content and also the time of implementation of coaching which experiences many problems in the field.

4. Conclusions

The conclusion of this study is that the implementation of the Islamic Private Development Program (BPI) policy in improving the performance of the Usamah SIT teachers in Tegal City is going well even though there are several obstacles. These obstacles include the lack of professionalism and the "exemplary" spirit of the coach/tutor, the negative influence of some participants in the form of responses to the implementation of the Islamic Private Development Program (BPI) policy. Constraints in the form of coaching time that have not been consistent are caused by difficulties in determining meeting times between members. And to overcome these obstacles, efforts were made by (1) increasing the professionalism and "exemplary" spirit of coaches/tutors, (2) implementing an optimal Islamic personal development curriculum by carrying out coaching tools, (3) strengthening the role of foundations, schools and teachers by increasing more interaction by holding joint meetings,

(4) seeking a time for implementing coaching that can present participants more optimally through group divisions that are adjusted to educational units.

The researcher suggests that the Tegal City Ribathul Ukhuwwah Foundation as the policy maker should improve the implementation of the Islamic Private Development Program (BPI) policy through:

1. Collaboration with integrated Islamic network institutions (JSIT) as input providers for BPI programs that have been implemented
2. Optimization of facilities and infrastructure as well as the budget for carrying out all coaching activities
3. Prepare all evaluation and assessment tools to reveal teacher performance through the Islamic private bin program
4. For future researchers, the Islamic Private Development program model can be used as experimental research by testing the effectiveness of the model in an educational institution, especially in other schools.

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