



## SCHOOL PRINCIPAL ACCOUNTABILITY IN IMPROVING TEACHER COMPETENCY STATE TSANAWIYAH MADRASAH IN JAMBI PROVINCE

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Article history:	Abstract:
<b>Received:</b> August 24 <sup>th</sup> 2023 <b>Accepted:</b> September 28 <sup>th</sup> 2023 <b>Published:</b> October 28 <sup>th</sup> 2023	This research aims to determine the accountability of school principals in improving the competency of state Islamic secondary school teachers in Jambi Province by discussing the accountability of school principals and teacher personality competencies first. This research uses a qualitative approach by carrying out observations, interviews, and documentation to collect data and analyze it by collecting data, reducing data, presenting data, and ending by verifying the data. Meanwhile, triangulation is used as a technique to ensure the validity of the data. The research results obtained from three schools show that there is quite a big commitment of each school principal, then there is quite good transparency of the principal, then the achievements of the principal are quite high and an indication of community satisfaction with the principal's performance is also quite high. . Based on the research results, it can be concluded that there is accountability of school principals in improving the personality competence of State Madrasah Tsanawiyah teachers in Jambi Province with commitment, transparency, achievement and community satisfaction which are considered quite large.

**Keywords:** Accountability, Principal, Teacher Personality Competence

### INTRODUCTION

Building an accountability system in many cases is seen as a necessity so that the government system can avoid corruption, nepotism and discretion which are detrimental to the public regarding the objectives of administering the government itself (Riris Katharina et.al.,: 2012). Even today the United States is paying attention to educational accountability. Currently, educational accountability is the major reform initiative affecting all levels of education in the United States. (Daniel L. Duke et. al., : 2003). That is, Today, educational accountability is a major reform initiative affecting all levels of education in the United States.

The government, school principals, teachers, education staff, employees, students, parents and the community are an inseparable unit in achieving learning goals and national education goals (Martinis Yamin: 2012). The statement above states very loudly that the government is responsible for education, without exception to school principals and teachers. Because the regulations that have been created and agreed upon certainly have a huge impact on education itself. Republic of Indonesia Government Regulation no. 28 of 1990 concerning Basic Education in Article 12 paragraph 1 has clearly stated that the Principal is responsible for organizing educational activities, school administration, developing other educational staff and utilizing and maintaining facilities and infrastructure. (PP RI No. 28 of 1990).

The development of science, technology, arts and culture which is applied in education in schools also tends to move forward more rapidly, so that it demands professional mastery (E. Mulyasa: 2007). Aware of this, every school principal is faced with the challenge of carrying out educational development in a directed, planned and sustainable manner, to improve the quality of education (E. Mulyasa: 2007).

In schools you will see two elements of personnel who are expected to help the learning process run smoothly, namely teaching staff (teachers) and also non-teaching staff (administration) (Malik Fadjat: 1993) To carry out tasks in improving the quality of education, a learning process is carried out, teachers are central figure, in the hands of the teacher lies the possibility of success or failure in achieving teaching and learning goals in school.

Teachers or educational staff based on Law Number 20 of 2003 National Education System Article 39, paragraph 2 concerning Educational Personnel states that educators are professional staff who are tasked with planning and

implementing the learning process, assessing learning outcomes, providing guidance and training as well as conducting research and service to society.

Teachers are one of the components that have large duties and responsibilities. The reason is, the future of a nation depends on quality teachers. These duties and responsibilities are not only about making students know and understand the teaching materials provided, but can also make students become educated humans who understand their role as humans, so that they are beneficial for themselves and their environment (Feralys Novaully M: 2015).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that "competence is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional duties". Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards Article 28 states that educators must have academic qualifications and competence as learning agents, be physically and spiritually healthy, and have the ability to realize national education goals (RI Government Regulation Number 19 of 2005). The academic qualifications referred to are the minimum level of education that must be met by an educator as evidenced by a diploma and/or relevant expertise certificate in accordance with applicable statutory provisions. Competence as a learning agent at primary and secondary education levels is divided into: pedagogical competence, personality competence, professional competence and social competence (Aan Hasanah: 2012).

Furthermore, Minister of National Education Regulation of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies has stated that there are five personality competencies that a teacher must have, including: (1) acting in accordance with Indonesian religious, legal, social and national cultural norms, (2) showing oneself as a person who is honest, has noble character, and is a role model for students and society, (3) presents himself as a person who is steady, stable, mature, wise and dignified, (4) shows a work ethic, high responsibility, a sense of pride in being teachers, and self-confidence, and (5) upholding the professional code of ethics for teachers (Permendiknas RI No. 16 of 2007).

Inspired by the publication of the Republic of Indonesia Minister of National Education Regulation above, the Ministry of Religion also confirmed the policy in the form of Decree of the Minister of Religion (KMA) of the Republic of Indonesia No. 211 of 2011 concerning Guidelines for the Development of National Standards for Islamic Religious Education in Schools regarding Islamic Religious Education teachers in schools which contain six personality competencies, namely: (1) act in accordance with Islamic religious, legal, social and national cultural norms of Indonesia (2) have the ability to maintain one's integrity as a GPAI, (3) Present oneself as a person with noble character, and a role model for students and society, (4) present oneself as a steady, stable, mature, wise and authoritative person, (5) demonstrate work ethic, high responsibility, pride in being a GPAI, and self-confidence, and (6) upholding the professional code of ethics for teachers (KMA RI No. 211 of 2011).

Then, Decree of the Minister of Religion of the Republic of Indonesia No. 1006 of 2021 concerning Guidelines for the Appointment of Teachers in Madrasahs organized by the Community in Chapter I, the Background section states that apart from carrying out their main duties, they also have other important roles, including being a role model, providing a good example or role model to students. Furthermore, in Chapter III concerning Mechanisms for Recruitment, Selection and Graduation of Teacher Candidates in the Selection for Interview section, one of the materials tested is related to Personality Competencies. And in Chapter IV concerning Appointment and Dismissal, the Dismissal of Teachers section states that one of the problems may be dismissal, namely violating the provisions of statutory regulations and/or the teacher's code of ethics (KMA RI No. 1006 of 2021).

Some people try to associate the term teacher with the terms someone who can be used (GU) and imitated (RU). The terms digugu and imitated indicate that the teacher is someone who has perfection in the moral aspect. So a teacher must be someone whose attitudes and behavior can be imitated and admired by students and even the community (Ahmad Suriansyah, et. Al: 2015). The positive behavior and negative behavior shown by teachers determines to a large extent their effectiveness in the learning process which ultimately has the impact they have on student achievement (James H. Stronge: 2013).

The teacher is an architectural figure who can shape the soul and character of students. Teachers have the power to shape and develop students' personalities into people who are useful for the religion, homeland and nation. Teachers are tasked with preparing competent human beings so that they can be expected to develop themselves and build the nation and state (Maimun: 2015).

Several forms of immoral cases that are spreading in national and social life today indicate that education is considered to be unable to optimally and significantly create generations of people with personalities who have a social, humanitarian spirit and uphold moral values. It is not surprising that the world of education is currently receiving quite sharp attention because education is seen as experiencing stagnation if not to say it is experiencing a decline with the erosion of moral and moral values (Syamsu Nahar: 2015).

When a teacher's personality competency is questioned, while the principal is part of the assessment team, he actually gives a good assessment, of course it is worth questioning the accountability of the principal, because teacher certification results in allowances that must be obtained by the teacher on a regular basis with personality competency that is still intact not good.

Based on several statements that have been put forward, it was found in the field that several things were deemed not to be in accordance with the theory and regulations above, including: first, the lack of communication between the principal and several teachers when they were in the school environment. Apart from that, the principal is

also rarely seen around the school to pay attention to the condition of the school environment or to observe the teachers carrying out the learning process in the classroom. Then, there was also a teacher who stated that the principal always gave excellent grades without thinking twice when there was momentum for a teacher to ask for an assessment from a direct superior such as the principal.

While in the field, the author observed a teacher who was angry with several of his students because of the noise they were making which caused a commotion in the class while the teacher was delivering the lesson. As a result, several of the students were given sanctions. The author also found a teacher who attended the Monday morning routine, namely the flag ceremony at 07.10 WIB, who should have been present at school at 07.00 WIB. He reasoned that he had to take his child to school first because the traffic on the road was very busy. Similar to this, the author also observed a teacher asking permission to leave during the learning process with the school security officer in order to pick up his child who was coming home from school at that time. No less important, the author also observed when it was time for midday prayers in congregation at the school prayer room. There were several teachers in the teachers' council room, some of whom were just sitting in their places, some were doing certain work, and some were also chatting with each other.

In connection with several of the symptoms that the author observed above, it is interesting for the author to find out how school principals are accountable in detail regarding the competency of State Madrasah Tsanawiyah teachers in Jambi Province.

Based on the results of the grand tour above, the author is increasingly motivated to find out more to conduct research with the title "Accountability of School Principals in Improving the Competency of State Madrasah Tsanawiyah Teachers in Jambi Province".

### RESEARCH METHODOLOGY

This research is field research using a qualitative approach. Kirk and Miller in Moleong say that qualitative research is a particular tradition in social science that fundamentally relies on observing people in their own region and relating to those people in their language and terminology (Lexy J. Moleong: 2011). Creswell states that qualitative research is methods for exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems (John W. Creswell: 2014). The qualitative approach is expected to be able to produce an in-depth description of the speech, writing and behavior that can be observed from an individual (Basrowi and Suwandi: 2008).

The social situation is the established setting for conducting research. Because the research is social research or the human environment or culture, it is called a social situation (Mukhtar: 2013). This research is qualitative field research. According to Bogdan, quoted by Mukhtar, qualitative field research is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed (Mukhtar: 2017). Researchers chose to be located at Madrasah Tsanawiyah Negeri 1 Tebo, Madrasah Tsanawiyah Negeri 1 Jambi City, and Madrasah Tsanawiyah Negeri 1 Batanghari.

The research subjects were people at Madrasah Tsanawiyah Negeri 1 Tebo, Madrasah Tsanawiyah Negeri 1 Jambi City, and Madrasah Tsanawiyah Negeri 1 Tanjung Batanghari. This research uses purposive sampling in determining the sample, considering that the research subjects the researcher takes are considered to know best or what the researcher hopes.

Primary data in this research is data that concerns the problems faced and is obtained directly from the source. Secondary data includes documents regarding: historical and geographical madrasah, organizational structure, condition of teachers, administration, students, as well as facilities and infrastructure.

The data source is the subject from which the data can be obtained (Suharsimi Arikunto: 2010). The data sources in this research can be humans, such as: madrasa heads, administrative staff, some teachers, and some students. To obtain the data needed and relevant to the problem, the researcher used several methods, namely observation, interviews and documentation.

Data analysis is carried out by organizing data, breaking it down into units, carrying out synthesis, arranging it into patterns, choosing what is important to study, and making conclusions that can be shared with others (Albi Anggito and Johan Setiawan: 2014). Meanwhile, Miles and Huberman view data analysis as consisting of three lines of activity that occur simultaneously, namely; data reduction, data presentation and drawing conclusions/verification (Matthew B. Miles, A. Michael Huberman, Johnny Saldana: 2014).

After analysis, the data needs to be checked for validity. In this case, researchers used triangulation techniques. According to Moleong in Iskandar, triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of data (Iskandar: 2019).

### RESEARCH RESULT

Erdag wrote in his research that "...educational and public institutions in this era lost others' trust because they had not been able to keep up with the changing conditions, had not been able to meet public expectations, and had been involved in bribery and corruption. (Coskun Erdag: 2019). This means that educational institutions and public institutions in the current era have lost public trust, are unable to make changes, are unable to meet public expectations and are actually involved in embezzlement and corruption (as stated by previous research from Erdag. The Erdag's article emphasizes how much society has lost trust and hopes for the government and schools, in fact they have a

negative view of these institutions which are only always involved in corruption. The emergence of negative issues related to the accountability of school principals was preceded by previous research from Earl, 1995; Hood, 1991, 1995; Kuchapski, 2001; Nagy, 1995; O'Day, 2002. Thus, accountability is seen as not being able to work as it should.

Accountability is the obligation to be responsible for the tasks carried out by a particular person or organization, whether related to success or failure. This means that a person or an organization in carrying out the mandate given can either bring success or end in failure.

Anderson said, In the field of education there are three main types of accountability system: (a) compliance with regulations, (b) adherence to professional norms, and (c) results driven (Jo Anne Anderson: 2005). This means that in the world of education there are three types of accountability systems: (a) compliance with regulations, (b) compliance with professional norms and (c) results.

Then in her book, Sudarmayanti puts forward several things which are seen as principles with the following statement:

1. Commitment from the leadership and all agency staff to manage the implementation of the mission so that it is accountable;
2. Several systems that can guarantee the use of resources consistently with applicable laws and regulations;
3. Shows the level of achievement of the set goals and objectives;
4. Oriented towards achieving the vision and mission as well as the results and benefits obtained (Sudarmayanti: 2012).

Meanwhile, a school principal is someone who is given the task of leading an educational institution where the formal learning process is held in seeking to improve the quality of education for students. Therefore, every school principal should have competencies: personality, professional, social and pedagogical.

The main duties and functions of the school principal as stated by Sudrajat in his book are:

1. School planning in the sense of establishing the school as an educational institution by formulating a vision, mission, goals and achievement strategies.
2. Organizing the school/madrasah in the sense of creating an organizational structure, determining staff, and determining the duties and functions of each staff.
3. Mobilizing staff in the sense of motivating staff through internal marketing and providing examples of external marketing.
4. Supervise in the sense of supervising, controlling and guiding all staff and school residents.
5. Evaluate educational processes and results to serve as a basis for improving and growing quality, as well as carrying out problem solving both systematically analytically and creatively solving problems, and avoiding and overcoming conflicts (Hari Sudrajat: 2015).

After learning from the field, the Principal of the State MTs in Jambi Province has undergone a principal assessment and also has an educational certificate which shows that the Principal of the State MTs in Jambi Province has been deemed to have mastered the four competencies discussed previously, namely: personality, professional, social and pedagogical competencies.

Responding to what Sudrajat revealed, the Head of the State MTs in Jambi Province has formulated the school's vision, mission, goals and strategic plan. In fact, the school principal opens communication to his personnel to formulate the vision, mission, goals and strategic plan. Then, the school principal has also created a structure and divided the tasks of each of his personnel and carried them out as they should. Furthermore, the school principal also motivates his personnel to maintain good communication in carrying out their duties. Apart from that, the school principal also supervises his personnel who are deemed ready to carry out their duties during the effective period. And finally, the school principal evaluates the educational process and results as a guide in improving and developing the quality of education in the school.

After referring from the field, it can also be seen that the school principal has complied with the regulations that have been implemented. Then, the school principal also complies with all applicable norms and codes of ethics outlined by the government, school and society. Finally, the school principal is results-oriented, meaning that improving and progressing the school is the main focus for achieving this accountability. So it can be said that the Head of the Jambi Province State MTs has complied with what Anderson said, while at the same time refuting the Erdag which tends to position school principals as leaders who bypass accountability and even fall into the abyss of corruption.

With the findings in the field, the Head of the Jambi Province State MTs has proven that they have carried out the government's mandate by heeding the Republic of Indonesia Government Regulation No. 28 of 1990 concerning Basic Education in Article 12 paragraph 1 which states that school principals are responsible for organizing educational activities, school administration, developing other educational staff and utilizing and maintaining facilities and infrastructure (PP RI No. 28 of 1990).

Likewise, what Sudarmayanti stated, when we learned from the field, it was discovered that the Head of the State MTs of Jambi Province was committed to managing and realizing the vision, mission and goals of the school. Apart from that, the school principal has also made efforts and empowered his personnel such as teachers and staff to carry out their duties in accordance with their educational qualifications. Then, the school principal can guarantee that the policy is supported by the government because it is in accordance with educational qualifications. And the principal knows the progress in achieving the school's goals. And finally, the school principal has always tried to carry out the school's vision, mission and goals in the hope of providing benefits and satisfying results.



Furthermore, the competencies described by McAshan are: "... is a knowledge, skills, and abilities or capabilities that a person achieves which become part of his or her being to the extent of her or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors. (Siti Zulaikhah: 2015).

Competence is the knowledge, skills and abilities mastered by a person that have become part of him, so that he can carry out cognitive, affective and psychomotor behaviors as well as possible. From McAshan's statement, it is known that competence is mastery of knowledge, affective and psychomotor skills and being able to implement all three in everyday life.

Nessipbayeva added, "Some characteristics of a competency are as follows: (1) A competency consists of one or more skills whose mastery would enable the attainment of the competency, (2) A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude, (3) Possessing a performance dimension, competencies are observable and demonstrable, and (4) Since competencies are observable, they are also measurable. (Olga Nessipbayeva: 2004). This means that the characteristics of competence include: (1) competence consists of one or several skills that are mastered, (2) competence is formed from knowledge, skills and attitudes, (3) competence can be observed and demonstrated, and (4) ), apart from being observable, competence can also be measured.

Meanwhile, a teacher is a person who has authority and is responsible for guiding and developing students, both individually and classically, inside and outside school (Rusydi Ananda: 2015). This means that a teacher is a person who has the right and is responsible for the knowledge and character of students both individually and in groups, with his role as stated by Adams and Dickey in Ananda covering four things, including: as a teacher (teacher as instructor) providing teaching in schools or class means delivering lessons so that students understand all knowledge well, as a teacher (teacher as counsellor), providing assistance to students so that they are able to find their own problems, solve their own problems, know themselves and adapt to their environment, as scientists (teacher as scientist) develops knowledge and continually cultivates the knowledge he already has, and as a person (teacher as person) has qualities that are liked by his students, parents and society (Rusydi Ananda).

Then, Newcomb revealed in Asmani that personality is an organization of attitudes (predispositions) that an individual has as a background to behavior. So, personality is the organization of a person's attitudes to do, know, think and feel, especially when it comes to other people or responding to a situation (Jamal Ma'mur Asmani: 2009).

So, teacher personality competency can be said to be a competency related to the teacher's personal behavior which in the future must have commendable moral values so that beauty will radiate in their daily behavior in their social attitudes, friendships, and also when carrying out their duties. learning process (M. Hatta Hs: 2018). At least these personality competencies include: (1) Having noble character, (2) Steady, stable and mature, (3) Disciplined, wise and authoritative, (4) Exemplary, (5) Self-development, and (6) Evaluation of one's own performance.

After obtaining data in the field, it was discovered that State MTs teachers in Jambi Province could be seen as quite competent teachers as described by McAshan and Nessipbayeva who mastered the cognitive, affective and psychomotor aspects and were quite capable of implementing them in everyday life.

Then, State MTs teachers in Jambi Province also answered Adams and Dickey's conundrum in Ananda that they could carry out the role of teachers either as instructors providing teaching, as counselors providing guidance, as scientists developing knowledge, and as persons as individuals who please students.

Likewise, regarding personality, State MTs teachers in Jambi Province should be considered competent enough in mastering personality by: having noble character, steady, stable and mature, disciplined, wise and authoritative, exemplary, developing themselves and evaluating their own performance in accordance with what Hatta said.

Hatta's statement also shows that there is harmony between the personality competencies of state Islamic secondary school teachers in Jambi Province and the Minister of National Education of the Republic of Indonesia Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies: (1) act in accordance with Indonesian national religious, legal, social and cultural norms, (2) present oneself as an honest person, with noble character, and an example for students and society, (3) present oneself as a steady, stable, mature, wise and authoritative person, (4) demonstrate work ethic, high responsibility, pride in being a teacher and self-confidence, and (5) uphold a professional code of ethics Teacher. Apart from that, it is also in harmony with the Decree of the Minister of Religion (KMA) of the Republic of Indonesia No. 211 of 2011 concerning Guidelines for the Development of National Standards for Islamic Religious Education in Schools, namely that teachers have acted in accordance with Islamic religious, legal, social and national cultural norms of Indonesia, have the ability to maintain their own integrity as GPAI, present themselves as individuals with noble character, and role model for students and society, presenting oneself as a steady, stable, mature, wise and authoritative person, showing work ethic, high responsibility, a sense of pride in being a GPAI, and self-confidence, and upholding the professional code of ethics for teachers (KMA RI No. 211 of 2011).

Meanwhile, the accountability of school principals in improving teachers' personality competencies, it can be seen how commitment, transparency, achievement and community satisfaction add value to teachers' personalities in schools. After spending several months collecting data in the field, it was concluded that there was a commitment built by school principals that inspired noble morals, role models, discipline and upheld the professional code of ethics for teachers in schools.

Then, the establishment of transparency by the school principal makes teachers become figures who are able to motivate themselves in honesty, responsibility, can develop themselves, and evaluate their own performance. The

achievements that the school principal has obtained also give rise to stability, stability and teacher authority. Their motivation is also supported in showing a person who has a work ethic, self-confidence and is proud to be a teacher. And community satisfaction also results in an increase in teachers' personalities in being wise, exemplary, disciplined, responsible, upholding the teacher's professional code of ethics, developing themselves and evaluating their own performance.

Based on the results of research regarding the accountability of school principals in improving the personality competence of State Madrasah Tsanawiyah teachers in Jambi Province, several statements can be concluded as follows:

1. The Head of the State Tsanawiyah Madrasah in Jambi Province is considered quite accountable. This can be proven by: (1) experience and educational certificates, (2) openness in the formulation of vision, mission, goals and strategic plan, (3) openness in RKAS and DIPA, (4) preparation and development of curriculum according to BSNP, (5) knowing the size of students' abilities, (6) highlighting the Islamic and cultural side, (7) not acting freely on authority, (8) caring about the environment, (9) friendly community service, and (10) bringing about positive change without reducing values and norms that already exist in school.
2. The personality competency of State Madrasah Tsanawiyah teachers in Jambi Province can be said to be good after knowing that there are positive attitudes and actions when they are at school, including: (1) having a neat appearance, (2) being disciplined in carrying out their duties, (3) caring about the neatness of the classroom environment, (4) never complain about problems in front of students, (5) do not hold resentment, hate and grudges with students who have problems and even forgive them, (6) are friendly, (7) are open to helping other people's problems, and (8) can comply promise.
3. Heads of State Madrasah Tsanawiyah in Jambi Province can be said to be accountable in improving teachers' personal competence, because they have presented and cultivated: (1) commitment, (2) transparency, (3) achievement, and (4) community satisfaction in the schools they lead each. As a result, teachers are also embedded in: (1) discipline, (2) care for the environment, (3) diligent in worship, (4) respect for leaders, (5) motivation to carry out their duties, (6) continue to hone themselves and learn, (7) enterprising, active and creative, and (8) patient and sincere in carrying out their duties.

### IMPLICATIONS

Based on the research results previously presented, it is deemed necessary to conduct research on the accountability of school principals in improving teachers' personal competence and give rise to implications which state that:

1. This research has direct implications for school principals who are expected to be able to demonstrate and be accountable for their competencies as passed during the principal assessment to be proposed to carry out this mandate. The Head of State MTs in Jambi Province has undergone a principal assessment and has also held an educator certificate which shows that the Head of State MTs in Jambi Province has been deemed to have mastered the four competencies discussed previously, namely: personal, professional, social and pedagogical competence.
2. The accountability of the school principal is expected to be able to answer complaints that arise both from each school personnel and from the community in order to act as social control over policies or authority that at times receive little attention. In this case too, the Head of the Jambi Province State MTs was able to answer Anderson's theory. In the field of education there are three main types of accountability system: (a) compliance with regulations, (b) adherence to professional norms, and (c) results driven. This means that in the world of education there are three types of accountability systems: (a) compliance with regulations, (b) compliance with professional norms and (c) results. In fact, the Accountability of the Principal of the Jambi Province State MTs has refuted the Erdag's opinion that it tends to position school principals as leaders who bypass accountability and even fall into the abyss of corruption.
3. This research also directly highlights teachers to be more appropriate and proper so that they can become role models for students and not least the community, and even become a culture that can raise the image of the school in the eyes of the public. Meanwhile, what is happening in the field is that the personality competency of state Islamic secondary school teachers in Jambi Province has made efforts to implement and comply with the Minister of National Education of the Republic of Indonesia Regulation No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies: (1) act in accordance with Indonesian national religious, legal, social and cultural norms, (2) present oneself as an honest person, with noble character, and an example for students and society, (3) present oneself as a steady, stable, mature, wise and authoritative person, (4) demonstrate work ethic, high responsibility, pride in being a teacher and self-confidence, and (5) uphold a professional code of ethics Teacher. Apart from that, they also agree with the Decree of the Minister of Religion (KMA) of the Republic of Indonesia No. 211 of 2011 concerning Guidelines for the Development of National Standards for Islamic Religious Education in Schools, namely that teachers have acted in accordance with Islamic religious, legal, social and national cultural norms of Indonesia, have the ability to maintain their own integrity as GPAI, present themselves as individuals with noble character, and role model for students and society, presenting oneself as a steady, stable, mature, wise and authoritative person, showing work ethic, high responsibility, a sense of pride in being a GPAI, and self-confidence, and upholding the professional code of ethics for teachers .

## AWARD

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