

Implementation of Quality Management in Improving Teacher Pedagogic Competence at SMP Negeri 2 Banjaran, Bandung Regency

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Abstract

The purpose of this study is to determine the implementation of quality management, and teacher pedagogic competence through its stages. The research method uses a qualitative approach, which narrates pedagogical science. Data collection techniques are in-depth interviews, field observations, and documentation studies. Validation after the data is collected is then analyzed through data reduction, data presentation, and data verification, concluding. The results show that the quality management of educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency is already running, but not optimal, because there are still elements that do not meet the requirements, such as (1). Analysis of HR quality management at the stages of planning, placement, development, and assessment, as well as creating harmonious relationships between school members. There is still administrative staff who are not following their areas of expertise. (2). Teachers on average already have pedagogical competence although there is still one element that has not been implemented properly, due to limited school facilities. And educational and dialogic learning, learning evaluation, in developing students to actualize their various potentials, all have been done, but the utilization of learning technology has not been maximized. (3). Efforts to improve teacher pedagogic competence at SMP Negeri 2 Banjaran, Bandung Regency, have been running because there was encouragement from the school principal to increase competence and academic qualifications in using the facilities to the fullest, but learning was still limited.

Keywords: Implementation, Quality Management, Pedagogic Competence, Teacher

1. Introduction

The quality of education is now becoming a national issue, the urgency of which cannot be ignored. Many aspects contribute to the quality of education, but studies on quality management in school environments are still rarely carried out because in general they still think that implementers in the field just carry out their duties according to existing guidelines. Aziz, A., & Basry., (2017). Various attempts have been made to improve the quality of national education, for example developing national and local curricula, increasing teacher competency through training, procuring books and learning tools, teacher certification, procuring and repairing educational facilities and infrastructure, and improving the quality of school management. But it seems that all these efforts have not shown encouraging results. Society still talks about low-quality school graduates, even from a moral point of view it seems to be declining.

Development, carried out holistically and simultaneously, should not be partial even though it may be done in stages. Improvements in the curriculum sector, teaching staff, and learning facilities and infrastructure will not bring about significant changes if they are not accompanied by improvements in management patterns and culture that support these changes. The teacher's dynamics in the

development of learning programs will not be meaningful for improving student learning processes and outcomes if the school management does not provide opportunities for the growth and development of the teacher's creativity. Fatthorrahman., (2017). Likewise, adding and strengthening learning resources in the form of libraries and laboratories is not very meaningful if the school management does not pay serious attention to optimizing the use of these learning resources in the student learning process. Management is indeed very meaningful in a change towards an improvement.

Improving the quality of education seems to be starting to be real even though it has not been able to outperform other developed countries. The birth of various Government Laws and Regulations that emphasize the importance of education, and so entering the reformation period until now, the government has made great efforts to pay specific attention to the world of education as an indicator of the existence of a theoretical basis for increasing the quality of education. The government's efforts to improve the quality of education through various policies, among others, can be seen in the passage of RI Law Number 22 of 1999 concerning Regional Autonomy.

The teacher must be an expert in his field, according to the word of Allah swt in QS. al-Isra; (17:36). Explaining that we do what Allah commands and avoid what is inconsistent with Him and do not follow what we do not know, do not say what we do not know, do not claim to know what we do not know or hear what we do not hear. From this it can be understood that a teacher must know everything related to his profession as a teacher, he must know how to teach or educate properly so that delivering learning material is not making it up and a teacher must be professional in carrying out his duties as an educator. In the Hadith of Rasulullah saw: From Abu Hurairah r.a. he said: Rasulullah saw. said: If an affair is handed over to someone who is not an expert, then wait for destruction.

The competence of teachers is generally quite complex, so both in pre-service education and while in their jobs a certain amount of knowledge and a set of skills is required regarding their position. Happy, Fitri, et al. (2019). Teachers are required to carry out various educational tasks and administrative tasks. Each teacher has strengths and limitations in carrying out his duties. This is determined by background knowledge, skills, and motivation. The teacher's ability to carry out his duties can be improved through regular and planned competence and supervision. Teacher competence is related to the authority to carry out their duties, this is in using the field of study as learning material which acts as an educational tool, and pedagogic competence is related to the teacher's function in paying attention to student behavior in learning.

2. Research Methods

The type of research used in this research is qualitative research because this research aims to examine phenomena that occur in SMP Negeri 2 Banjaran Bandung Regency related to quality management in improving teacher pedagogical competence. Lexy J. Moleong;., (2018;87). Defining that qualitative research is a mental tradition depends on the setting in humans both in its field and in terms of it.

2.1. Data collection technique

- a. Observation is used to collect data in a study, which is the result of active and attentive mental actions to become aware of a certain desired stimulus. Observation is a deliberate and systematic study of circumstances or social phenomena and psychological symptoms by observing and taking notes. Retnawati, H., (2016). Furthermore, it can be said that observation is another standard tool for this purpose. In this observation activity, the researcher made observations of problems related to quality management, especially the management of educators and educational staff, teacher pedagogic competence, and efforts to improve teacher pedagogic competence.
- b. Interview One method of collecting data is by way of interviews/interviews, namely obtaining information by asking the informants directly. The interview is a process of interaction and communication. Furthermore, it is explained again, that in this process, the results of the interviews are determined by several factors that interact and influence the flow of information. These factors are interviewers, informants, research

topics listed in the questionnaire, and the interview situation.

- c. Documentation The documentation method that the author used in this study was to collect data from Banjaran 2 Public Middle School, Bandung Regency as complementary data, for example; student data, and teacher data, and includes data about the general description of the existence of the school.

2.2. Processing Engineering and Data

Data processing in this study was carried out by systematically organizing written and non-written data observation notes. Sugiyono. (2018). As well as predicting the results of interviews.

- a. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and removing unnecessary ones. In the research that the authors conducted, the data obtained from the field was quite a lot, for this reason, it was necessary to record it carefully and in detail. Because the longer the author is in the field, the more complex and complicated the amount of data will be. For this reason, it is necessary to immediately carry out data analysis through data reduction.
- b. Data Presentation In qualitative research, data presentation is done in the form of short descriptions, charts, relationships between categories, flowcharts, and the like.
- c. Data verification. The third step in qualitative data analysis is drawing conclusions and verification. Conclusions in qualitative research may be able to answer the formulation of the problem that was formulated from the start, but maybe not, because the problems and formulation of the problem in qualitative research are still temporary and will develop after the researcher is in the field.

3. Results and Discussion

3.1. Profile of Banjaran 2 Public Middle School, Bandung Regency

Banjaran 2 Public Middle School is a state school that is the pride of Banjaran District, Bandung Regency, with academic and non-academic achievements. Gofar, A., (2018). The environment of SMP Negeri 2 Banjaran is filled with various types of plants that create a shady atmosphere. Our school's vision is "Excellent in achievement in mastering science and technology, religion, and creating a beautiful, shady and comfortable environment". Our school has entrepreneurship in the form of oyster mushroom cultivation and processed products such as oyster mushroom nuggets, mushroom meatballs, mushroom bakwan.

3.2. Vision and mission

- a. Vision. Liliya, Vulkanscience., et al., (2017). Excellent in the achievement of mastering science and technology, religion, and creating a beautiful, shady and comfortable environment
- b. Mission namely; (1). Realizing increased academic and non-academic achievements (2). Realizing dynamics in the process of implementing effective learning (3). Realizing the implementation of the assessment with a variety of techniques (4). Realizing a significant increase in the professionalism of educators and education staff. (5). Realizing a complete learning administration document set. (6). Realizing the provision of complete and IT-based learning facilities and infrastructure. (7). Increasing the application of religious values in dress, behavior, speech, and worship. (8). Creating a beautiful, shady and comfortable environment.

3.3. Implementation of Educational Quality Management in Improving Teacher Pedagogic Competence at SMP Negeri 2 Banjaran, Bandung Regency

The existence of SMP Negeri 2 Banjaran, Bandung Regency, is the case with schools that are generally oriented towards improving the quality of educators and education staff to produce quality output. Because the quality of graduates of an educational institution is a top priority in maintaining its existence. Tafonao, T., (2018). Educational institutions that have graduates who can meet the expectations of the community will become favorites and excel and will always receive attention. The tendency is short-term, instantaneous, wanting to get certainty over the results of the struggle, so that the views of the public are so simple, if there were educational institutions that offered schools while working and earning, then such institutions would be in demand in society.

The existence of such an educational institution may be difficult to find, if there is one, it will be very difficult to enter it. For this reason, educational institutions must be able to provide quality learning that can attract community interest / meet community expectations. Tholani, M.I., (2013). Moreover, this era of very tight competition requires every educational institution to offer a variety of choices that suit the needs of the community. As for those who are unable to do so, they must accept the fact that the number of students will always decrease. Because the community does not find real benefits or advantages from these institutions.

The ability of educational institutions to present various images to the community regarding the principle of benefits that can be an opportunity to enter the world of work will make these institutions look attractive. Wardoyo, C., et. Al., (2017). This can only be realized through quality management of educators and education personnel starting from the planning, placement, development, assessment, provision of compensation and health to the stage of relations between employees. All of that requires a process and careful consideration, not just installation or take-off. An overview of the quality management of educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency.

3.4. Human Resource Planning Through the Selection Process According to the Standard of Needs at SMP Negeri 2 Banjaran, Bandung Regency

Planning is one of the important elements in management to get the needs according to the portion. In human resource quality management, planning is the fulcrum for obtaining quality human resources to be further regulated according to the main tasks and functions of each. Syarifudin, A. S., (2020). H. R planning is carried out by the Head of the School who refers to the Regional Government and the Office of Education and Culture while the school only knows about this. According to Andi Bakti, the process of selecting human resources, in this case, educators and education staff who are civil servants, is the right of the Regional Government, schools can only propose to the Regional Government according to the personnel needed. The non-PNS workers were immediately accepted by the school after several considerations and adapted to their needs.

The implementation of selection for educators and education staff always takes into account the potential and educational background of the candidates who have submitted applications. Because as a formal educational institution that expects quality graduates who can meet society's expectations for the present and the future, quality must be prioritized. Warul, Walidin, et al., (2017). The same thing was expressed by Asri, deputy head of SMP Negeri 2 Banjaran, Bandung Regency: The process of planning educators and educational staff at SMP Negeri 2 Banjaran, Bandung Regency began with paying attention to the staff needed, then it was proposed to the Regional Government. If the Regional Government is unable to

fulfill it, then the school will look for non-PNS personnel by looking at the competencies they have.

HR planning at SMP Negeri 2 Banjaran Bandung Regency pays attention to several things, namely needs analysis, alumni empowerment, competence, and kinship. So, for non-PNS, if there are alumni who are competent in a field that is needed, they will be recruited first. An example of alumni empowerment is the recruitment of security and administrative staff at SMP Negeri 2 Banjaran. Yanti, M. T., (2020). This view shows that the implementation of HR planning at SMP Negeri 2 Banjaran, Bandung Regency for non-PNS remains based on a needs analysis by prioritizing alumni who have the necessary staff competencies. Fulfillment of the required labor standards is still viewed from various directions, both from the governmental ceiling and educational institutions, meaning that it may be weak from the government's perspective, but it is needed institutionally or it may be strong from the government's assessment, but because the workforce has been provided from the start because Therefore, it is not automatically the same as other state schools

3.5. Placement of Employees following Job Descriptions According to Capabilities Possess by SMP Negeri 2 Banjaran, Bandung Regency

After implementing the selection and acceptance of employees, the next step is the placement of employees. Showing and introducing new employees to their duties and work environment is something that must be implemented so that these employees can carry out their duties to the fullest. Gabena, P., (2017). The placement of employees needs to pay attention to the competencies possessed by these employees. In the placement of employees at SMP Negeri 2 Banjaran, Bandung Regency, they pay close attention to their competencies, in the sense of the word that those who have an educational background as a teacher will be given the task of teaching according to their scientific background, while those who have a background as administrative staff will be placed accordingly. His educational background is administrative/administrative staff. If there are employees who do not understand their duties, they will be allowed to attend training.

The placement of employees at SMP Negeri 2 Banjaran, Bandung Regency is simply more emphasized in the hope of carrying out tasks with the maximum effort they have. It means trying to do the best. This view shows that there is an emphasis on educators and education staff in carrying out tasks that are always directed at quality improvement. Susiatin., (2019). This certainly encourages the enthusiasm of new educators and education staff to hone their skills so that they can carry out the mandate as well as possible. Placing educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency is carried out after taking into account their abilities. Ability is a top priority in placing employees, but the most important thing is morals. This means that he can be a good role model for students.

This statement shows that the placement of educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency, is adjusted to their abilities. Murdaningsih, D., (2019). As for those who occupy positions that are not following their academic abilities, they will be directed to attend education and training as a form of adjustment to the tasks or positions being carried out. The placement of educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency prioritizes ability, even though academic qualifications are sometimes not following the position held, but through certain considerations and for the sake of improving the quality of education, the task is handed over to be carried out, because it is considered to have competence in the area that the task can be completed effectively and efficiently.

3.6. Development and Assessment in Improving Teacher Performance at SMP Negeri 2 Banjaran, Bandung Regency

Development is an effort made by the institution to reduce employees who have competence not following their duties and responsibilities. Ramli, M., (2015). Because institutional development will have an impact on adding several tasks that must be completed by employees, thus demanding the development of skills and knowledge to complete these tasks quickly and precisely. To find out the level of success of the development that has been carried out at SMP Negeri 2 Banjaran, Bandung Regency, an evaluation of employee performance is then carried out.

This view necessitates the existence of the development and evaluation of employees at SMP Negeri 2 Banjaran, Bandung Regency, which is carried out internally by old employees. Similarly externally it is carried out by supervisors from the Office of Education and Culture and the Ministry of Religion and institutions related to education. Roman, A. Pandianto., et al., (2019). In the development and evaluation of educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency, this is also the hope of the Department of Education and Culture. Moreover, this aims to organize and increase the creativity of educators and educational staff in carrying out their duties. This means that this is a potential that must get support. But in terms of assessment, of course, the Education and Culture Office will still carry out the assessment, but through reports submitted to the Education and Culture Office, especially the annual report which is the basis for assessing the improvements or achievements achieved by schools.

Evaluation of the performance of educators and education staff is carried out every year to measure the work performance of educators and the results are followed up with self-development of educators and education staff in the form of workshops and training. At SMP Negeri 2 Banjaran, workshops and training are often held, such as workshops on developing learning tools and training on IT-based learning media. Nurhamidah, I., (2018). This view shows that the performance assessment of educators and education staff has been carried out, followed by development based on the results of the assessment. Efforts to develop the knowledge and skills of educators and education staff are carried out solely to improve the quality of work of educators and education staff. This means that the effort is carried out to assist teachers and education staff in carrying out and completing assignments properly. While the assessment is carried out to determine the level of success of educators and education staff in completing tasks effectively and efficiently.

3.7. Compensation in Maintaining and Maintaining the Performance and Motivation of Employees of SMP Negeri 2 Banjaran, Bandung Regency

Efforts to maintain and maintain employee morale are always made to maintain the existence of educational institutions. So that various efforts are carried out including the provision of compensation and health for work safety for employees. Kurniawan, R. Y., (2016). Compensation at SMP Negeri 2 Banjaran, Bandung Regency needs to exist to motivate carrying out their duties. Civil servants are the responsibility of the local regional government, although the school often provides compensation to them. Meanwhile, compensation for non-PNS staff is the full responsibility of the school. As for health problems for educators and education staff in schools, specifically for PNS staff, it has been regulated in Law no. 14 of 2005 article 14 paragraph 1. Health for non-PNS workers is the responsibility of the school.

This view necessitates compensation and health for educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency, both civil servants and non-civil servants, compensation and protection are the responsibility of the Regional Government and the SMP Negeri 2 Banjaran, Bandung Regency. Sobron, B. Rani, et al (2019). Compensation for educators and educational staff at SMP Negeri 2 Banjaran, Bandung Regency, especially civil servants, is

provided by the local regional government, and for non-civil servants, it is provided by the school, this is adjusted to the school's financial capacity. As for health problems for educators and education staff in schools, this also exists, both from the school side as well as from the government. This view necessitates compensation and health for educators and education staff. Civil servants are given by the government, and those who are not civil servants are given by the school according to their abilities. Likewise, the problem of protecting educators and educational staff is that civil servants are held by the regional government, while non-civil servants are held by the school.

Compensation at SMP Negeri 2 Banjaran, Bandung Regency is given by the school as a reward and reward for the achievements or work done by educators and education staff so that they are increasingly motivated to further improve their performance in the future. Likewise, health for them aims to encourage them and feel that they are cared for by the school. Sumiarsi, N., (2015). This statement shows the high concern of the school regarding dispensation and health for educators and education staff who have carried out their duties properly. As well as the magnitude of the influence of dispensation and health on the performance of educators and education staff. Compensation and health are one of the reasons for educators and education staff to carry out their duties properly. With the attention of the school through dispensation and health.

3.8. Staffing Relations and Motivating in Conducting Guidance at SMP Negeri 2 Banjaran, Bandung Regency

Maintaining a harmonious working relationship between employees is an aspect that must be maintained properly, especially in terms of work professionalism. Because it can be a way to motivate and empower employees properly. Puspitaningtyas, A., (2016). Conversely, if the relationship is not well established, it will have an impact on the work performance of each employee. At SMP Negeri 2 Banjaran, Bandung Regency, the problem of staff relations is very much maintained, so if there are problems regarding the relationship, a solution is immediately sought to overcome it so that it doesn't drag on. Employee relations are very well maintained to maintain work performance between them so that if there is a problem with their relationship it will be resolved as soon as possible so that it is not prolonged so that they are no longer focused on their work.

The relationship between employees does look small, but it cannot be underestimated, because the impact is very large, especially on morale. For example, someone who works in an environment of people he likes, of course, will feel calm, at ease, and comfortable and want to linger and always want to come to work or can't wait to get to work immediately. Dewi, W. A., (2020). But on the other hand, if these people always view every action they take as a mistake that has no right, then of course it will create feelings of anxiety, worry, disturbed and want to leave the workplace immediately. So the relationship between employees is something that should not be forgotten and must be considered to maintain the existence of the institution.

The educational environment is inseparable from interactions that have the potential to cause conflict. For this reason, a harmonious relationship between employees is one of the guarantees for the smooth running of learning programs that will improve the quality of education. Small conflicts are also often seen between educators and education staff, but potential conflicts can be dealt with immediately and muted before they get bigger and affect morale. Lestari, D. W., (2018). So that the relationship between educators and educational staff is well established and tries to motivate each other to be able to complete tasks properly and improve the quality of education at SMP Negeri 2 Banjaran, Bandung Regency. The togetherness that is owned by every educator and education staff evokes enthusiasm and a sense of comfort or friendliness in the workplace environment.

3.9. Teacher Pedagogic Competence at SMP Negeri 2 Banjaran, Bandung Regency

Among the several competencies that must be possessed by an educator is pedagogical competence. Ibda, F., (2015). In the RPP about teachers, it is stated that: pedagogic competence is the teacher's ability in managing student learning which includes at least 8 things, namely: Understanding of insights or educational foundations, understanding of students, Curriculum/Syllabus development, learning design, Implementation of educational learning and dialogue, use of learning technology, learning evaluation, development of students to actualize their various potentials such as:

- a. Insight Understanding or Educational Basis As educators in a school to be able to carry out their duties properly, it is necessary to have an insightful understanding or educational foundation. Educators at SMP Negeri 2 Banjaran, Bandung Regency are mostly civil servants who have been appointed for a long time, so they automatically understand the insights or foundations of education, although there are still some people who do not have this.
- b. Curriculum development is the design of several programs that are arranged systematically and must be taken by students and become learning guidelines to achieve educational goals. Rasid, A., (2018). Every educational institution is inseparable from the curriculum as a guide for learning activities. So that educators are required to master the curriculum. Educators' mastery of the curriculum is the basis for the success of an educational institution. Curriculum changes that occur are a form of government attention in managing and improving the quality of education.
- c. Learning design is one of the pedagogic competencies that must be owned by a teacher, which will lead to the implementation of learning. Learning design includes at least three activities, namely identification of needs, formulation of basic competencies, and preparation of learning programs. Regarding the problem of learning design, the teachers at SMP Negeri 2 Banjaran, Bandung Regency, on average, have implemented it, this can be proven by the existence of learning tools owned by these teachers, and when they were supervised by the school principal or supervisor.
- d. Implementation of educational and dialogic learning. To be able to carry out effective and efficient learning, teachers must be able to apply educational and dialogic learning, especially at this time besides teachers are expected to provide knowledge to students, and teachers are also required to be able to instill good character or exemplary in students. Minanti, T. Yanti., et al. (2020). At SMP Negeri 2 Banjaran, Bandung Regency, teachers always try to guide students in the form of knowledge, attitudes, and skills. Teachers at SMP Negeri 2 Banjaran, Bandung Regency, besides trying to impart knowledge or understanding to students, also try their best so that students can also apply the knowledge gained by guiding and familiarizing students in their daily lives.
- e. Learning evaluation. Measuring the level of progress achieved from student learning outcomes according to the criteria and within a predetermined time frame requires evaluation. Likewise to determine the level of ability of educators in teaching. So evaluation does not only function to assess the achievements of students, but also to measure the potential of an educator. Because basically, the progress achieved by students is very dependent on the expertise of an educator in presenting the subject matter.

3.10. Development of Students in Actualizing the Potential Owned by SMP Negeri 2

Banjaran, Bandung Regency.

As educators in an educational institution, they are not only required to provide knowledge and understanding to students but are also required to be able to develop the potential of students according to their talents. Ekawati, S.D., (2019). The development of this potential can be done with various extra-curricular, enrichment, and remedial activities or with guidance and counseling. That the teachers of SMP Negeri 2 Banjaran, Bandung Regency always try to develop students by carrying out additional activities outside of class hours or extracurricular activities such as religious guidance, art guidance, and sports guidance. As a teacher, we must be able to develop the potential of students. To be able to do this we always carry out additional activities in the form of extracurricular activities and self-development outside of school hours.

Educators must understand the development of students as an effort to master the differences in character that are each formed from their family environment and where they live. Because the differences in the character of each student greatly affect the ability to absorb the teaching material presented and have an impact on student learning outcomes. Khadijah, S., (2017). The statement explains that a teacher in carrying out his duties as a teacher, educator, and mentor must be able to understand the development of students to actualize their potential. The potential possessed by students must be developed so that those who have talents and interests in certain things can be developed through the guidance of a teacher who is competent in that matter. Through extra-curricular activities, a teacher can guide students according to their talents and interests.

3.11. Efforts in Improving Teacher Pedagogic Competence at SMP Negeri 2 Banjaran, Bandung Regency

In improving the competence of teachers at SMP Negeri 2 Banjaran, Bandung Regency, especially in terms of pedagogic competence, the school carried out various activities, including recruiting teachers who already had adequate competence. Cut Fitriani, et al. (2017). Education, training, monitoring, supervision, and certification.

- a. Teacher recruitment is one way to increase teacher pedagogical competence in an educational institution. Recruitment was carried out at SMP Negeri 2 Banjaran, Bandung Regency specifically for PNS teachers, the recruitment was through the Regional Government or the local Education and Culture Office, while for non-PNS teachers it was carried out by the school itself. In recruiting teachers who will teach at the school, the school must also consider the competence and personality of the prospective teacher so that later they can carry out their duties properly. Teacher recruitment carried out by the school is only for teachers who are not civil servants, the recruitment is carried out by the Regional Government or the Education and Culture Office, the school can only propose to the Education and Culture Office if it needs teachers.
- b. Monitoring and supervision. Teachers as teachers in schools, of course, are expected to increase in terms of carrying out their duties as teachers and educators. Therefore teachers must be guided, evaluated, and controlled by the principal and supervisor through supervision. The need for supervision to develop teacher resources in the classroom, both administratively and in action. Mulyasari, I., (2019). So teaching improvement must begin with coaching and developing the teacher's resources. Supervision can also be a medium to motivate teachers to improve their professionalism. Monitoring activities are carried out by the principal at the beginning of each new semester to find out the progress of teachers in carrying out their

educational tasks and also to find out the tools or equipment of teachers in carrying out their duties.

- c. Certification is a government program to improve the quality of education in Indonesia. Schools propose their teachers take part in the certification program through the District Education and Culture Office for general teachers and through the District Ministry of Religion for PAI teachers. Sutikno, A., (2019). Until now there are only a few people who have not participated in the certification program, and even then they have not met the requirements to be certified. This view shows that the school in improving the competence of its teachers is trying as much as possible to involve all of its teachers to take part in the certification program so that until now almost all the teachers in the school have taken part in the certification program.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the descriptions and all of the discussion above relating to quality management in improving teacher pedagogical competence at SMP Negeri 2 Banjaran, Bandung Regency. Then some conclusions can be drawn, namely as follows:

- a. The quality management of educators and education staff at SMP Negeri 2 Banjaran, Bandung Regency, in the planning section has gone well, such in placement, development and training, employee health and safety, and the relationship between educators and education staff has been going well.
- b. Teachers at SMP Negeri 2 Banjaran, Bandung Regency, on average, already have pedagogic competence. This can be proven because all teachers at SMP Negeri 2 Banjaran, Bandung Regency no longer teach subjects that are not following their majors, they already have on average 8 pedagogical competency standards such as understanding insights or educational foundations, understanding students, curriculum/syllabus development, learning design, implementation of educational and dialogic learning, utilization of learning technology, learning evaluation and development of students to actualize their various potentials.
- c. Efforts to improve the pedagogic competence of teachers at SMP Negeri 2 Banjaran, Bandung Regency. It has been implemented, although there are still several elements that have not been fulfilled due to limited procurement of school facilities and infrastructure. However, when viewed from the side of encouragement and motivation from schools to educators and education staff to improve academic competence and qualifications, both through training and professional development in their respective fields and there is flexibility for educators and education staff to make the most of learning facilities and infrastructure the amount for the benefit of learning, but facilities and infrastructure are still limited.

4.2. Suggestion

Based on the findings, discussion and conclusions, it can be recommended in the form of several suggestions, namely as follows:

- a. For school principals, implementing quality management and developing teacher professionalism, must be intense and comprehensive. Along with the rapid progress of science and technology, quality management is demanded to be carried out on an ongoing basis, to achieve the expected results, namely professional educators. Seeing the important role that SMP Negeri 2 Banjaran has, in Bandung Regency, the authors suggest to the school always cooperate with the Bandung Regency Government and

the school committee to pay attention to and help procure school facilities and infrastructure. Efforts should be made so that each room has adequate learning facilities, for example, an LCD, and each educator gets 1 unit laptop to manage and provide teaching materials.

- b. For Teachers of SMP Negeri 2 Banjaran, Bandung Regency. (1). Teachers should always strive to improve and develop their professionalism. (2). Teachers must be proactive in seeking information related to the profession they are engaged in, to further increase their scientific insights. (3). Garus must be disciplined and responsible in carrying out his duties.
- c. Future researchers, should continue and add research methods to develop the quality of education, especially the pedagogical competence of teachers so that they are consistent and sustainable, and there are links in research findings to be developed.

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