

School Strategy in Shaping the Program Through Teacher Training Programs in Sdit Adzkie II Padang

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Abstract-This article aims to convey the school strategy in shaping the program through a teacher training programme in SDIT Adzkie Padang. For that the data in this article is discussed through a qualitative approach by collecting data on field observation results, interviews and documentation studies. The results showed that the school program in shaping the teacher in the Integrated Islamic Elementary School (SDIT) tends to be focused on shaping the teacher's morality, speech, action, and good manners. This is manifested in the teacher's coaching program which is held by the school in the form of Halaqah as and Ligo ' and IHT (in house Training).

Keywords - *Strategy, Transparency, Coaching.*

I. INTRODUCTION

In LAW No. 20 of 2003, about the national education system stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have The power of religious spritual, self-control, personality, intelligence, noble morality, as well as the necessary skills of himself, society, Nation and State (Nurchaili, 2010). According to the LAW on Sisdiknas that has been established by the Government has an objective for future in the world of education, where the character is more in the highlight. This has been confirmed in the decree of the President No. 1 year 2010 that every education level in Indonesia must conduct character education (Yulia Citra, 2012). Schools are one of the institutions that play a vital role in the creation of student characters. There are many

ways to build students' character in school, among them through the internalization of value, habituation and transparency. In building the character will not reach the goal if given theories alone, but also needed Habituation of attitudes and behaviors of learners, to reinforce the character needed habituation until eventually the character will be attached to him.

Good habituation will form a good character anyway, so good habits if it is done repeatedly will indirectly be embedded into someone it will then form into character. Teachers as educators who Gerak-geraknya become the center of attention and as an example for students should reflect an honest, helpful attitude, good speech tolerant, embarrassment dholim-defamatory-Gibah, shame Being lazy, and ashamed of letting the environment dirty. With the

student Baegitu not lose figure who will be their role model in ACT and action.

But in reality the character crisis reflects the failure of the education system implemented in the school. The education system has been applied only to rely on and prioritize the achievement of knowledge but forget about the planting of personality values, so that human beings resulting from such a school system can ruin the moral. Schools are one of the institutions that play a vital role in the creation of student characters. The problem that struck the Indonesian nation very much, among others, the moral decadence of Indonesian students such as free sex, drug abuse, increase in people of HIV-AIDS, interstudent Brawl, cheating on the exam, and others, Similarly, the moral damage of the nation of Indonesia also struck in every line of life such as the culture of corruption, asusila, crime crimes, still high numbers to the as of the Indonesian population (Abdulloh Hamid, 2013). Poor character (non-characteristic) can be seen carefully with the growing rise of brawl, free association, socio-economic gaps in the community, demoration of the various, environmental damage throughout the country, Legal injustices and arbitrariness of judicial goalkeeper, violence and unrest, widespread corruption and encroaching on all sectors of community life, anarchist actions, conflicts, whether involving teachers, government figures, religious figures, and community leaders (Harsono, 2017)

There are many ways to solve students ' character problems in schools, one of which is through the internalization of value, habituation and transparency. In building the character will not reach its goal if given theories alone, but also needed habituation of the attitude and behavior of the learners, to strengthen the character needed habituation until the character will eventually Attached to him. Modeling or exemplified

Strategies are widely used because it is considered effective in shaping the character of learners (Asaduddin Luqman, 2014). SDIT Adzkia II is one of the integrated Islamic elementary schools in the city of Padang, where the school emphasizes Islamic character as a tool and means to foster the education of children's character from an early age. To grow a child's character is not an easy thing because it essentially requires habituation as well as examples and good transparency. School environment is one of the impact that also affects attitudes and character, where the child spends more time in school than in the home especially the school that implements full day. Teachers become one of the everyday objects that are met in the school environment,

ranging from the small to the big thing, without realizing it is a concern for the child with so much that the teacher has done that will be in the example and imitated. As such, teachers or educators are expected to provide good transparency, teach positive things to children so that children do not lose a figure they can emulate attitudes and behavior. This is also true in SDIT Adzkia II Padang, the character and the transparency of being an inseparable unity, the school's concern for the issue is undoubtedly because the school designed a special program about the education of the teacher is Talaqi, Liqo ' and IHT.

This is a routine meeting that is held every week. Liqo ' is implemented in the form of conveying material in accordance with the study of Halaqah. Liqo ' activity is not as a transfer of science only, but as a means of personal coaching, all aspects are constructed ranging from intellectual, thought, emotional and the most important spritual, which is most preferred to build and have the spirit of In the activities of worship and preaching, therefore in the implementation of activities LIQO ' conducted evaluation related to the activities of the day. While IHT (in house training) contains about the training of teachers ranging from the evaluation of the curriculum to the achievement of teachers, who provide training not in the area only not also from the foundation but in the data trainers from outside the city.

II. LITERATURE REVIEW

a. Definition of example

It is an act or thing that should be imitated or in an example by someone from another person. Terminology is derived from the word example which means deed or item and so on that should be imitated or exemplified. Imitating is doing something like other people and so on, sampling, exempted (KBBI, 2002). General indicators that can be used to measure the teacher's accuracy are: a) give examples to be disciplined. b) say greetings and answer greetings. c) Give an example of wearing clothes and look neat. D) Give an example of speaking politely. e) Be friendly and compassionate. f) Give examples to pray before and after activities. g) Motivate students to always learn h) to reward the success achieved by his son (Galuh Widitya Qomaro, 2016).

Psychologically, apparently humans do require exemplary figures in his life. Taqlid (imitating) is a trait of human-carrying. The study was two kinds of deliberate and accidental. Unintentional transparency is an example of scholarly, leadership, sincerity, and its countrymen, while

intentional study is like giving examples of good reading and teaching the right thing. " The intentional example is the example of an explanation of order or exemplify. In education, both of these are equally important (Maimun). It is a person's behavior that is intentionally or unintentionally committed and made an example for the person who knows or sees it. In general, this is an example of the nature, attitudes and deeds that lead to good deeds to be imitated or exemplified (Akmal Hawi, 2013:93).

It can also be interpreted as a model or example of another party. Based on teacher and lecturer Law No. 14 year 2005 mentioned a teacher must have four competencies, namely professional competence, pedagogical, personal, and social. Of the four competencies, the most fundamental aspect to be a teacher who is able to educate the character of students is personality aspects (personality), because it is this personal aspect that becomes the forerunner of self-commitment, dedication, And strong willingness to continue to do the best in his education in the educational world. It can therefore be concluded that the teacher's example is a good deed or behavior, which should be imitated by a student who is done by a teacher in his duties as an educator, both from his speech or his actions can be applied in everyday life by students, both at school and in the community.

There are three models of teachers based on their quality levels: occupational teachers, professional teachers, and vocational teachers. An occupational teacher is a teacher who undertakes the profession of a teacher, without caring about her child. Professional teachers who have the responsibility of more qualified legislation and the requirements of the teacher's competence in accordance with the prevailing regulations. Meanwhile, vocational teachers are teachers who undergo their profession as a vocation so that the task is enthusiastically, patiently, committed, and continue to develop himself and his profession (Nurchaili: 2010).

Further, it borrowed the term Reza M. Syarif, grouping the teacher into five models seen from their existence and achievements (performance). The five teachers are: 1) what teachers are. The teacher of this model teaches merely the obligation, no matter the circumstances of the child outside the classroom or the problems in his home; 2) Teachers who have no nothing. Teachers like this in no way have the passion to make students smarter, especially with character; 3) Existing teachers. This master model is more of a negative effect than the positives. But it is usually very kasuistic, but it is very necessary to be wary because it can

smudge and destroy the world of education; 4) The teacher is more. It is a teacher who is aware of the basic task and function (auth) as a teacher. The teacher is more than a teacher who is interested to continue to care about the Development of his student; and 5) Teachers who are not merely exist, this is the figure of the super teacher, the teacher who is very conscious of his existence, his potential, his profession, his situation and condition, his vision and mission, his obsession, and the effectiveness of his actions (Nurchaili: 2010).

In the implementation of character education in schools is more precise through modeling approach, the example of (Uswah) performed by the teacher. Because character is a behavior (behaviour), not knowledge so to be internalized by learners, it must be exemplified rather than taught (Nurchaili: 2010). Similarly, according to Social Learning Theory by Hadiwinarto, human behavior is obtained through observing models, from observing others, forming new ideas and behaviors, and finally being used as directions for action. Because someone can learn from the example of what other people are doing, at least approaching other people's forms of behavior, and avoiding mistakes made by others.

b. Exemplary forms

According to Akmal Hawi, (2013: 94) there are two types of teacher exemplary forms, namely:

1. Deliberately act to be consciously imitated by students.

A teacher intentionally applies so that students imitate this action, for example the teacher intentionally reads the basmallah when he starts the lesson, while we say that they imitate our speech or the teacher gives an example of good reading so that students can imitate it.

2. Behave according to the values and norms that we will instill in the educated so that they accidentally become role models for the educated.

A teacher does not intentionally carry out certain actions, but his whole personality is in accordance with the norms of Islamic religion which can be used as an example for students. The pattern of influence exemplary moves to imitators through several forms, and the most important forms are:

- A. Giving influence spontaneously The implicit influence of an example will determine the extent to which a person has the traits that are able to encourage others to imitate him, whether in the superiority of science,

leadership, or sincerity. For example: a teacher behaves honestly and discipline. In such conditions, the influence of the example occurs spontaneously and unintentionally.

B. Deliberate Influence

Giving influence through exemplary can also be done intentionally. For example, an educator presents a reading model that is followed by students. Passing on this example is very influential in the formation and formation of morals, then an educator should have good character and personality. So the core of authority that is very important in education will come by itself.

III. METHOD

The type of research used is qualitative research using descriptive methods. According to Sudjana (2008: 72) "qualitative research is one form of research that is shown to describe or describe existing phenomena, both the phenomenon of events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups that are natural or human engineering ". This type of research is descriptive research. Descriptive methods can be interpreted as a problem solving procedure investigated by describing / describing the condition of the object / object of research (someone, institution, society and others) at the moment based on facts that appear or as they are. By using qualitative research, intends to multiply the meaning of behavior that lies behind human action, in qualitative research researchers as the main instrument of data collection. The involvement of researchers in the process of data collection will produce research that can be justified. Research on habituation through teacher exemplary in shaping the character of students in SDIT Adzkia II padang using data collection techniques including:

A. Observation

According to Sudjiono (1993: 31) observation is a technique of data collection conducted by observing the object of research, both directly and indirectly and recording the results of the observation systematically.

B. Interview

According to Basrowi and Suwardi (2008: 94) interviews are conversations with specific intentions by two parties, namely interviewers (interviewers) as applicants or givers of questions and interviewees (interviewee).

C. Documentation study

Documentation studies are a source of data that can be used to test, interpret and even predict. Basrowi (2008: 158) says this method is a way of collecting data that produces important records relating to the problem under study, so that it will obtain complete, valid data and not based on estimates.

IV. RESULTS AND DISCUSSION

1. Implementation Of Halaqah Or Ligo Teacher SDIT Adzkia Padang

Based on observations, the researchers conducted the implementation of halaqah and liqo on a program held once a month at the Adzkia mosque which is located at kuranji. Halaqah and liqo 'are group activities attended by teachers who have free time that day. Halaqah is a fostered group whose activities form a small group led by a murobbi (coach), which in the implementation has clear material. The part in halaqah consists of a murobbi, face to face and dialogue with murobbi is a picture of the implementation of halaqoh. The material presented by Murobbi is related to Islam which is the studies and beliefs of Muslims. In halaqah the themes discussed in a weekly meeting must be transformed from theory to practice, then from charity to a habit. One of the themes discussed in halaqah activities is about life in the world, whose material is about sincerity, theology, prayer, almsgiving, fasting, hajj, muamalat, marriage of jihad, judicial law and leadership.

Halaqah which is a routine meeting held every week. Ligo 'is carried out in the form of material delivery in accordance with the halaqah study. Ligo activity is not just a transfer of knowledge, but as a means of personal development, all aspects are cultivated starting from intellectual, thought, emotional and most importantly spiritual, which are most preferred to building and choosing spirit in worship activities and preaching, therefore in the implementation of liqo activities evaluation is carried out related to daily practice activities. From the observations it can be seen that liqo and halaqah are special programs related to teacher exemplary which were designed by the foundation for all networks of schools under the integrated Islamic school of Adzkia. This program aims to form the personality of the teacher in accordance with the personality of the Prophet, a good personality will reflect attitudes, behavior and speech that are also good, thus all the material obtained in the coaching will be exemplified and applied to the daily lives of children .

This teacher coaching program is accompanied by a mentor called murabbi, murobbi (teacher) who provides

guidance to students. A murobbi who acts as a preacher and lecturer for the teacher, who becomes a murobbi is a senior teacher chosen by the foundation based on the level of his religious knowledge. Usually those appointed to be murobbi have experience in giving da'wah and lectures and have strong religious knowledge. The implementation of the training is carried out once a week, the material delivered in the form of our daily practices starting from the attitude and speech all related to our spirituality, the material that has been obtained from the results of the training the teacher instills into their former self which then does not directly applied to the daily lives of children, so schools educate children in a good environment that aims to maximize character in children.

The teacher coaching program held at the school begins with school policies that require teachers to take part in the program. Fostering this example aims to shape the personality of the teacher in accordance with the personality of the Prophet, a good personality will reflect attitudes, behavior and speech that are also good, so that all the material obtained in the training will be exemplified and applied to the lives of children a day -day. This is in line with the statement expressed by Nurchaili that the implementation of character education in schools is more appropriate through the modeling, exemplary (uswah) approach carried out by the teacher. Because character is a behavior (behavior), not knowledge so that to be internalized by students, it must be exemplified rather than taught.

2. IHT (In House Training) Implementation

One of the next school programs is a special training for teachers, which provides training not only people in the area, not from the foundation but trainers from outside the city. In this program the material delivered starts from the spiritual, sports, skills, psychologists and how to patiently deal with children and all kinds. The IHT (In House Training) training schedule is held together with once a month. The purpose of this In House Training development can increase the knowledge and insights of teachers who come from non-education, because if the teacher is qualified it will produce quality students as well. Likewise with the assessment for the teacher, so every work on something has value, so what comes out of the teacher's words and actions will be a reference for the child. For teladanan teachers there is a reword, each semester is given as an achievement teacher, the assessment is done every month the teacher's assessment also we get and report complaints from students. The teacher only accepts the value every month. The

assessment process is only the leadership who knows. So indirectly the assessment process is to improve teacher performance which is judged by discipline, tarbiah, memorization, and worship. Exemplary teachers are the result of training and training. Coaching is not just his attitude but starts from how to dress, talk, and how to teach children to have a good attitude. Teaching children is not just an order but by applying it if only just ordering without action is just a lie, the teacher who first pointed out that the child will observe.

V. CONCLUSION

Based on the description of the results of the research and discussion, it can be concluded that the school strategy in shaping exemplary through teacher development programs at SDIT Adzkia II Padang, namely the amount of school care for the example of the teacher, was formed a special program for teachers namely halaqoh, liqo and IHT. Halaqah is a fostered group whose activities form a small group led by a murobbi (coach), which in the implementation has clear material. Whereas, Liqo 'is carried out in the form of material delivery in accordance with the halaqah study. Liqo activity is not just a transfer of knowledge, but as a means of personal development, all aspects are cultivated starting from intellectual, thought, emotional and most importantly spiritual, which are most preferred to building and choosing spirit in worship activities and preaching, therefore in the implementation of liqo activities evaluation is carried out related to daily practice activities. And then IHT (In House Training) specifically for teachers, in this program the material delivered starts from the spiritual, sports, skills, psychologists and how to patiently deal with children and all kinds. From the training program, the teacher aims to instill and cultivate attitudes and good deeds in the teacher first, because the teacher as a role model will be the center of attention for students and will be exemplified

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