

## **The Quality Development of Madrasah Ibtidaiyah Teachers through Dual Mode System at Tarbiyah and Education Faculty (FITK), State Islamic University of North Sumatra (UINSU), Medan, Indonesia**

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**Abstract:** The guidance of relevant academic qualifications conducted on the teachers will create qualified educators who are able to perform their primary functions effectively and efficiently in realizing the education and learning process to achieve the national education objective that is the developing potential of the students to become human beings who believe and be cautious, noble, healthy, capable, creative, independent and become democratic and responsible citizens. profession is the authority of the practice of a ministry that is the service of humanity in a very intellectual specific, supported by the mastery of skills knowledge and a set of attitudes and technical skills obtained through education and special training which the organization is delegated to higher education institutions together grant a practical permit or rejection and the feasibility of the practice is protected by the applicable laws and regulations, both directly supervised by the government and the relevant professional associations. The process of policy of quality teacher training of madrasah Ibtidaiyah has been conducted in FITK UIN SU Medan through the dual mode system so that the teachers will have pedagogical and professional competency in accordance with their course of assignment in madrasah ibtidaiyah.

**Keywords:** *quality development; madrasah ibtidaiyah; dual mode system; education*

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### **I. INTRODUCTION**

The renewal of the national education system is performed to update the vision, mission and strategy of national education development. National education has a vision that is the realization of an educational system as the role of strong social and authoritative to empower all the citizens of Indonesia developing into qualified humans, to be able and proactive to answer the challenges of the ever-changing era. Teachers are professional educators with their main task is educating, teaching, guiding, directing, training, assessing and evaluating the students on the formal education. The main task will be effective if the teacher has relevant academic quality as reflected by the qualifications and competencies accompanied by obeying the certain ethical norms.

In Law no. 14 of 2005 about Teachers and Lecturers Article 32 is described as follows:

- (1) The guidance and the development of teachers include coaching and professional development and career.
- (2) The guidance and the development of teacher profession as meant in paragraph (1) cover pedagogic competency, personality competency, social competency, and professional competency.
- (3) The guidance and the development of the teaching profession referred to in paragraph (1) shall be conducted through a functional position.
- (4) The guidance and the development of teachers' careers as referred to paragraph (1) include assignment, position upgrade, and promotion.<sup>1</sup>

Based on the above description, the teacher's relevant academic qualification development gives the government wide space for each educational unit to improve the the quality development of the teacher resources. This activity is more effective if it is performed by all parties who are the members of the education stake holder especially the Madrasah Principal as the highest policy maker for the school/Madrasah level.

The guidance of relevant academic qualifications conducted on the teachers will create qualified educators who are able to perform their primary functions effectively and efficiently in realizing the education and learning process to achieve the national education objective that is the developing potential of the students to become human beings who believe and be cautious, noble, healthy, capable, creative, independent and

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<sup>1</sup>Departemen Agama RI, *Undang-undang...*, p. 70

become democratic and responsible citizens. Furthermore, in Law no. 14 Year 2005 about Teachers and Lecturers Article 34 is described as follows:

- (1) The government and regional governments shall foster and develop the academic qualifications and the teacher competency in educational units organized by the government, local government and the community.
- (2) Educational units organized by the community shall foster and develop the academic qualifications and the teacher competency.
- (3) The government and regional governments shall provide the budgets to improve the professionalism and devotion of teachers to the educational units organized by the government, local governments and/or the public.

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Law No. 14 Year 2005 about Teachers and Lecturers explains that the local governments are required to foster and develop the academic qualifications and the teacher competency in order to improve the professionalism in educating the teachers of Madrasah Ibtidaiyah Negeri Medan. The basic education service by municipalities is the number of each group studying in Madrasah Ibtidaiyah does not exceed 32 students, for each study group there is available one classroom equipped with enough tables, chairs for the learners and the teachers and blackboards.<sup>3</sup> Educational services should be able to develop appropriate quality in the rules of the learners both in the classroom and outside the classroom. In developing the teacher's academic qualification, there are three strategic policies taken by the Directorate General of Primary and Secondary Education as follows:

1. School-based quality management in which the schools are authorized to self-plan the efforts of quality improvement overall.
2. The community-based education in which there is a positive interaction between the school and the community, the school is a community learning center.
3. By using a learning paradigm, it will make the learners to be empowered human beings. Besides that, the government has announced a national movement to improve the quality of education, as well as to expand the Broad Base Education System approach that provides the learners with the opportunity to be ready to work in establishing a prosperous family. With that approach each student is expected to get a briefing of life skill that contains a broad and deep understanding of the environment and their ability to be familiar and mutually beneficial. The surrounding environment can obtain new input from the human beings who love them, and the environment can provide the life support that leads the loving man to enjoy the prosperity of the afterlife.<sup>4</sup>

The learning will make the learners become human beings who are capable to be empowered for the future in improving the quality of education. For the development of academic qualification and the improvement of the teachers' quality, Sudarwan Danim explains that the teachers are required to perform continuous professionalization. In the initial phase, ideally the institution takes the leading role. This essential reason is the cause of the need for guidance and the development of the teachers' quality that is the characteristic of the task that continues to grow in harmony with the development of science and technology, besides the internal reform of the education itself.<sup>5</sup>

In an effort to improve the teachers' quality, they are required to follow the development of Madrasah Ibtidaiyah through dual mode system. In the professionalism of the Madrasah Ibtidaiyah, the teachers continuously take part in the guidance and the development of teachers' quality by taking part in the trainings and the lectures at FITK PGMI.

In the quality development and improvement efforts, each teacher is given the opportunity to improve the academic qualifications and competency, and to obtain the training and the professional development in the field. The teachers with high levels of cognitive qualifications will tend to think abstract, imaginative, creative and democratic. This kind teacher is more flexible in performing their duties.

Furthermore, Farida Sarimaya explains that the development and the improvement of academic qualification for teachers who have not fulfilled the undergraduate qualification or diploma four (D-IV) is performed in order to fulfill the requirements needed. The competency development and improvement for the teachers who already have educational certificates are performed in order to keep their professional competency in accordance with the development of science and technology.<sup>6</sup>

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<sup>2</sup> *Ibid*, h. 70-71

<sup>3</sup> Darda Syahrizal, *Undang-Undang Sistem Pendidikan Nasional dan Aplikasinya* (Undang-undang Republik Indonesia No 20 Tahun 2003 Tentang System Pendidikan) (Yogyakarta: NiagaSwadaya, 2003), p. 32

<sup>4</sup> Sudarwan Danim, *Pengembangan Profesi Guru Dari Prajabatan, Induksi, ke profesionalan Madani* (Jakarta: Kencana, 2012), p. 83

<sup>5</sup> *Ibid*, p. 85

<sup>6</sup> Farida Sarimaya, *Sertifikasi Guru, Apa, Mengapadan Bagaimana*, Cet. I ( Bandung: CV. YramaWidya, 2008), p. 54

From the above description, the competency development and improvement for the teachers who already have educational certificates are implemented in order their professional competencies are in accordance with the alumni owned. Besides improving the teachers' quality through the enhancement of academic qualifications, it can also be performed through trainings. Training is a process by which the organization used to change the workers' behavior that contributes to the overall mission of the people, and the professional development of the individuals involved.<sup>7</sup> In the implementation of the training conducted to the teachers, there has been a very significant effect on the effectiveness of a school. The training provides an opportunity for the teachers to gain new knowledge, skills and attitudes that change their behaviors which in turn will improve the students' achievements. According to Armstrong in Jejen Musfah, the training is useful to help the teachers to develop the teachers' skills and the ability level.<sup>8</sup>

## II. METHODOLOGY

### Understanding the Education Policy

According to H. M. Hasbullah, policy means taking care of the problem or the public interest and it also means the administration of the government. The policies in education are often referred to the term of educational planning or educational master plan on education, education arrangements and education policy. The education policy is an attitude and action taken by someone or with an agreement of policy maker group as an effort to overcome the problems in education.<sup>9</sup>

In an effort to realize the education policy that has been planned for the development of education in schools, a plan used to organize the education and to overcome the problems. According to Oxford dictionary "policy" means 'activity plan' or 'statement of ideal goals'. Furthermore, the policy in education is determined by the government who organizes the management of the government schools that is regulated not only the curriculum, pedagogy, and assessment, but also the condition of the teachers and the maintenance of school physical facilities. The functions of policy in education are 1) to provide the accountability of cultural norms that according to the government it is required in education, 2) to institutionalize the accountability mechanisms for measuring the performance of the students and the teachers.<sup>10</sup> In the effort to make the policy in education for managing the school management and to manage the teachers until the physical school obtained according to the wishes of the government and society.

Policy is a socio-cultural process in which the intellectual process is inherent. It does not mean the relative effectiveness of the intellectual process cannot be improved. The education policy consists of two words namely 'policy' and 'education'. Policies are defined as intelligence, skill, wisdom, or set of concepts and principles that outline and plan the basis for execution of a job, leadership, and how to act in the statement of ideals, objectives, principles, as guidelines for management in an effort to achieve the goals. Meanwhile education is defined as human rights and key to the sustainable development, and peace as well as stability within a country. The education policy is the whole process and the outcome of the formulation of educational strategy steps described from the vision and the mission of education in order to realize the achievement of educational goals within a community for a certain period of time.

In order to actualize the improvement of academic qualification for non-PGMI Madrasah Ibtidaiyah teachers through Dual Mode System, the government pursues the following policy steps: Issuing Government Regulation Number 32 Year 2013 about Amendment to Government Regulation Number 19 Year 2005 about the National Education Standard reinforced by Permendiknas Number 16 Year 2007 on Teachers Qualification and Competency Standards, it is stated that a SD/MI teacher should have at least a *sarjana* (S1) or D-IV academic qualification and a professional certificate for SD/MI teachers.

The Government Regulation No. 19/2005 about National Education Standards reinforced by Permendiknas Number 16 Year 2007 about Teachers Qualification and Competency Standards, that the Teachers Qualification and Competency Standards must have undergraduate academic qualifications and certificates of Madrasah Ibtidaiyah teachers. (MI). Furthermore, to improve the academic qualification of Madrasah Ibtidaiyah (MI) teachers, the government made a policy through Government Regulation No. 19/2005 about national standard education Article 29 paragraph (2) a teacher of Madrasah Ibtidaiyah and PAI at madrasah or school must have S-1 academic or sarjana and PAI certificate for MI teacher. Furthermore, the Ministry of Religious Affairs of the Republic of Indonesia issued Decree of Minister of Religious Affairs No. 179 Year 2008 about the implementation of the program of qualification for the teachers of Madrasah

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<sup>7</sup> JejenMusfah, *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Teori dan Praktik* (Jakarta: Kencana, 2011), p.16

<sup>8</sup> *Ibid.*, p. 62

<sup>9</sup> H. M. Hasbullah *Kebijakan Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2014), p. 37.

<sup>10</sup> Nanang Fattah *Analisis Kebijakan Pendidikan* Cet.3, (Bandung: RemajaRosdakarya, 2014), h. 131.

Ibtidaiyah, Raudhatul Athfal and PAIS non PGMI through the dual mode system program which then called DMS in order to provide the academic education to the teachers of Madrasah Ibtidaiyah with general courses. The above information in conducting the undergraduate qualification program for non-PGMI Madrasah Ibtidaiyah teachers through a dual mode system provides additional useful learning for classroom teachers by obtaining the general lessons to be implemented in their students.

### **Understanding the Professional**

Professional is derived from the word 'profession' which means a field of work that want or will be studied by someone. Professions can also be interpreted as specific positions or occupations that popularize the specialized knowledge and skills gained from intensive academic education. Etymologically the term profession derived from English, or Latin, *profecus* which means to acknowledge, the recognition, to declare to be able or expert in doing a job. While the terminology 'profession' means a work that requires higher education for the perpetrators who emphasize the mental work, namely the existence of theoretical knowledge requirements as an instrument to perform practical acts, not manual work.

Furthermore, according to Rusman profession has the understanding of someone who goes through a work based on the expertise, abilities, techniques, and procedure based on the intellectuality. Meanwhile, according to Jasin Muhammad, profession is a field of work in doing a job it requires scientific technique and procedure, has a dedication, and how to respond to field oriented work that is expert service

According to the above statement, profession is like a person who pursues work based on his skill. In Rusman, profession is the authority of the practice of a ministry that is the service of humanity in a very intellectual specific, supported by the mastery of skills knowledge and a set of attitudes and technical skills obtained through education and special training which the organization is delegated to higher education institutions together grant a practical permit or rejection and the feasibility of the practice is protected by the applicable laws and regulations, both directly supervised by the government and the relevant professional associations.

The description above states that the profession is a vocation that serves to humans perfectly because the skills gained through education and training. Rusman says that professional as someone who performs a special task that has a difficulty level more than usual and requires preparation and education time long enough to produce high achievement of skills, skills and knowledge.

### **III. DISCUSSION**

The quality development of Madrasah Ibtidaiyah teachers through the dual mode system started after the PMA issued 179 Year 2008 and the Decision of Directorate General of Islamic Education Number: DJ.I / Dt.I.IV / 470/2009 about the guidance of financing management of the qualification program for *Sarjana* Degree (S1) for Madrasah Ibtidaiyah teachers and PAI teachers in schools through dual mode system. Through interview with DMS Chairman at FITK UIN SU Medan, it explained:

*"Many madrasah teachers are not yet qualified through DMS. The purpose of the dual mode system is to increase the knowledge of the teacher so that he becomes a sarjana (scholar). Lecturing time has two models and from high school and D2. The second S-1 teacher is a teacher who does not fit the qualifications (PAI teacher but teaches in the madrasah, it is not appropriate) so he is enlivened through a dual mode system. There are two models of face-to-face lectures and independent learners with the terms BM and TM. In performing the courses, the lecturers go to class and learn to use the Modules. The problem of lecturing management faculty is who manages it. Because this is in the area we work with Mapenda. In Binjai there are two classes and in Asahan there are two classes and in FITK there are three classes of the second S-1 and the the lecturing time is three semester ". (CLW.1.H.229).<sup>11</sup>*

From the above explanation we can know that the implementation of quality teacher development policies in madrasah ibtidaiyah Medan City through the program of qualifying second S1 teacher for the teachers of madrasah ibtidaiyah and the PAI teachers it is known from the interviews conducted with the Chairman of the dual mode system program that the policy which has been implemented can be sustainable. The above facts are reinforced by field interview as described by the dual mode system chairman, as follows:

*"PAI Teachers can study the lecturing module of IPS, IPA, MM, Bahasa Indonesia, PKN plus Thematic and PTK. These are the three-semester courses. The benefits for teachers are extraordinary as an additional science in teaching so that it can meet the provisions of the applicable law in accordance with the provisions to actually become a quality teacher even they have a S2 degree like Mr Misman, Mrs Pesta Berampu and they even have certifications. All of them aim to improve the teachers' quality which is extraordinary. Associated with the completion of the teachers' study in making scientific work (PTK) and they obtain a certificate. With*

<sup>11</sup>Mardianto, *Ketudual mode system*, Interview in the room of FITK UIN SU Medan City on Tuesday 16-12-2014 at 13.30.

the costs from the government to the teachers who take the courses through DMS of 6,000,000/year multiplied by 200 teachers and each teacher received 300,000 for transport and 400,000 for the module per semester that cost 1.400,000 per year for the management of FITK including the financing of lecturers teaching, ADK. Although the actual cost paid by the government is very less for one year they are studying three semesters but it can be said in taking part in the lecture through dual mode system it is very much beneficial by receiving the knowledge which produces the professional qualified teachers not because they obtain the cost but because their knowledge is very useful. ". (CLW.2.H.230).<sup>12</sup>

Interview with MI Medan Sunggal who was just appointed, Mrs. Azizah who attended the lectures through DMS on Thursday 5-2-2014 at 12-12.30 pm as follows:

*"In the communication process, the vision, mission and objectives to the staff in implementing the policy of quality development of MI teachers as well as the exemplary benefits delivered at regular meeting in Madrasah, MIN Medan then informed through bulletin board in madrasah wall. The exemplary of the leader in MI is what I say is what I carried out first. I do frist then instruct the board of teachers do it for example the head of the madrasah must teach 6 hours in the class. This thing I must do first by attending first and go home latter and so are the other disciplines. The constraints experienced during to be the leader there must be but Alhamdulillah they can be resolved and safe in other words in advancing Madrasah education related to the quality policy of MI teachers who are accomplished the teachers are rewarded in various events. Sometimes I announce in the meeting who are the qualified teachers that need to be emulated as consideration."*

Based on the interview above about the second S-1 and the PAI teachers, the PAI scholars or *sarjana* who teach at madrasah ibtidaiyah as the classroom teachers may know to perform and to implement the lessons to the students as what they obtain through the dual mode system implemented at FTIK as described above.

*"The S1 PAI teachers who have not taken part in the dual mode system program can be very harmful to their children and their professionalism. After participating the dual mode program of this system the teacher is fully able to teach general lessons as I think will be a positive impact on the students from the teachers who are undergraduate S-1 PAI and can teach in public schools especially the classroom teachers. Through this dual mode system we are very grateful with the running rules of the dual mode system program. The program like this is very beneficial to us and to the students and alhamdulillah by the students of the dual mode system who follow the lecture at FITK UIN SU ". (CLW.4.H.232).<sup>13</sup>*

Based on the observation results, generally *madrasah ibtidaiyah* teachers are able to apply the learning outcomes of school through PGMI lectures and the implementation of learning to the students, among others are:

- a. Delivering the learning objectives and motivating the students, at this phase the teachers convey all learning objectives to be achieved on the lesson and able to motivate the students through learning in the dual mode system program.
- b. Organizing the students into working groups and learning through the learning group system that the learning materials have been set up.
- c. The teachers evaluate the learning outcomes about the material they have learned, each group improves their work.
- d. The teachers give rewards to the students, this makes the students are always eager in learning and keep on competing to achieve better achievement and the success belongs to the teacher and the students.

The above description explains that the teachers who participate the second SI program are able to make various ways in motivating the students through the dual mode system program and this can open more opportunities to master the general lessons that will be taught maximal by the teacher as a classroom teacher who has taken part in the dual mode system program.

**Table 1:** Course Groups

No	Course Group	Load of Credit Study (SKS)
1	Social Sciences	9
2	Natural Sciences	9
3	Maths	13
4	Bahasa Indonesia	9

<sup>12</sup>Mardianto, *Ketuadual mode system*. Interview in the room of FITK UIN SU Medan City on Thursday dated on 18-12-2014 at 10.00-10.45 wib.

<sup>13</sup>Pesta berampu, the Head of Madrasah Ibtidaiyah MIN Medan Sunggal also as a student of *dual mode system*. The interview was on Tuesday dated on 16-12-2014 at 11.30-12.00 wib

<b>5</b>	<b>Education of Pancasila and Citizenship</b>	<b>8</b>
<b>6</b>	<b>Integrated Thematic Learning</b>	<b>4</b>
<b>7</b>	<b>Classroom Action Research</b>	<b>2</b>
<b>8</b>	<b>Skripsi/Thesis</b>	<b>6</b>
	<b>Total Amount</b>	<b>60</b>

From the above explanation it can be seen clearly about the clarity of the dual mode system. As a madrasah ibtidaiyah teacher, the teacher must have qualifications in implementing and planning the lessons which are related to the subjects of the teachers conducted lectures on Saturday and Sunday. In order not to interrupt in teaching at the madrasah, each zone is made in Asahan, Padang Sidempuan and Medan. FITK itself designs the zones and out of the lesson, the teachers attend the course where the zone is set on Sunday and Saturday and the data can be taken in the PGMI room from all who participate in dual mode system.

The dual mode system started in 2013 and the learning duration is 3 semesters, associated with PAI teachers and some even the teachers who have S-2 degree teach in Madrasah Ibtidaiyah but it does not match with the policy and through FITK the Madrasah teachers are really grateful to be able to teach the general lessons let alone the teachers who serve as the headmasters, they should be able to motivate other teachers to participate in the lecture through the dual mode system. Thanks to the head of education division and the educational personnel for the information provided which is useful for the writer to do further research and it is very important for the writing as a responsibility in the field research and very useful for the writer that the benefits of the dual mode system has a very positive impact for the classroom teachers in Madrasah Ibtidaiyah of Medan City so that it is very profitable for all madrasahs especially the headmaster and the society around its environment. The knowledge which is owned from FITK of Medan City through the dual mode system is very much beneficial for all parties.

Besides, the data obtained from the Ministry of Religion Affairs of North Sumatra Regional Office as the next reference, then each zone is made in Asahan, Padang Sidempuan and Medan and FITK design the zones as seen in the following table.

**Table 2:** FITK IAIN SU Medan Academic Year 2009 / 2010  
The Recapitulation of the Participants of the DMS FT. IAIN. SU Program

No	Location	SMT/Department	Male Female	PR	Amount	Note
1	Medan	III/PGMI-1	8	34	42	
		III/PGMI-2	13	26	39	
		VII/PGMI	4	16	20	
		VII/PAI	6	37	43	
Total			31	113	144	
2	Tanjung Balai	III/PGMI-1	7	33	38	
		III/PGMI-2	10	26	36	
		VII/PGMI	7	28	35	
		VII/PAI	2	27	29	
Total			26	114	138	
3	Simalungun	III/PGMI	11	19	30	
		VII/PAI	8	14	22	
Jumlah			19	33	52	
4	Padang Sidempuan	III/PGMI	7	13	20	
		VII/PGMI	6	13	19	
		VII/PAI	1	24	25	
Totalh			14	50	64	
Total Amount			90	310	398	

Through the DMS program organized by FITK IAIN SU conducted in various locations as found in the above table, the madrasah teachers who graduate D2 or D3 are selected to take part in this program as well as the qualified *madrasah ibtidaiyah* teachers.

**The result of the quality development policy of Madrasah Ibtidaiyah teachers through dual mode system**

The educational policy to develop the teachers' quality is the overall process and the outcome of the formulation of educational strategy steps which is described from the vision and the mission of education in order to realize the achievement of educational goals within a community for a certain period of time.

The quality development policy in improving the teachers' qualification implements the education system in Madrasahs until the quality can be implemented in a comprehensive manner. In an effort to improve the implementation of the education system, innovation is needed through government policies that directly fulfill the needs to improve the quality of the schools, because the contents related to the process of culture. Therefore, the role of teachers will be enhanced in line with the increasing challenge faced by every school in the globalization era, even in the current autonomy era.

The implementation which is carried out for the teachers of Madrasah Ibtidaiyah and PAI in schools through dual mode system is an education implementation program which is specifically for the teachers in the Ministry of Religious Affairs of the Republic of Indonesia. This program is implemented by Perguruan Tinggi Agama Isla (PTAI) which is established by the Directorate General of Islamic Education. The Islamic education which in its lecturing process uses a dual mode system approach through the integration of conventional learning system (face to face) and self-learning system, the dual mode system chairman explains that:

*"The purpose of the dual mode system has two big goals, first to produce the graduates who are academically qualified for MI and PAI teachers in schools. Second to provide the accelerated services in improving the qualifications of madrasah ibididaiyah and PAI teachers in schools with the background of SLTA and the equals and D-2 and D-3 as mandated by the regulations. The learning period is adjusted for the input, if he is a D-1 graduate then his lectures are three years, if the D-2 graduate then his lectures are two years or more if the D-3 graduate lectures one year or more. About the lecture system, the implementation is one face to face, it is equipped with the materials prepared by lecturers main source of learning Modules and Journals also the materials prepared by the students for 12 to 16 meetings in one semester of one SKS 15 minutes, The face-to-face lessons were held at UIN SU and our partner campus in Padang Sidempuan. The second face to face of self-learning is conducted four times for one course that is one time at the beginning of the lecture and twice in the middle before UTS and after UTS, one time before the end of the final semester exam. In each tutorial activity, the lecturer submits the assignments according to the number of modules in each course. (CLW.8, H.235).*

Based on the above description, the face-to-face lecturing is for 12 to 16 times in one semester of one credits 50 minutes. The face-to-face learning is conducted at UIN and the campus partners in Padang Sidempuan.

The effect of the lecturing policy through the dual mode system for educational institutions is very positive which is an important lesson for every school that would like to grow and progress - despite the learning on Saturday and Sunday for some teachers is not very precise when compared to or associated with vacation hours, and educational institutions. Madrasah Ibtidaiyah aims to improve the teachers' qualification through dual mode system that has been undertaken by the madrasah ibtidaiyah teachers who have high behavioral value, and of course able to obtain the satisfactory results for the students to achieve a good achievement based on the results of the achievements shown by the students. To improve the training quality, the madrasah has performed a good job by giving the permission for the teachers to teach through a dual mode system or the training which is much needed to do the learning well.

The purpose of the second S-1 course for religion teachers through the dual mode system is very positive, especially for the religion teachers whose background is not as a classroom teacher and the lecture is one year to take general subjects and teach as a classroom teacher and this teacher will teach according to the subjects. With the dual mode system, the teachers are equipped with general knowledge and will master the general lesson to enter the classroom as a classroom teacher so that the quality of the teacher is more confident and qualified. Then the certificate can be submitted based on the background and what he taught is in accordance with the certificate he got because it has been aligned. The dual mode system chairman explains:

*"The learning system has three, first to face to face learning and second self study and third practice. The practice is performed to assist the students in planning the practice, supervise the implementation of practicum activity, give aids, direction and suggestion in any problem in the practice activity and assist student in the practice. The final study activity using skripsi/thesis and non-skripsi/thesis. And there is also named monitoring the professional skills of PKP or PPL. Here it is called PKP. Surely that learning activity is for the achievement of professional competence of the teachers. The management begins with the student recruitment. The recruitment of the students is available through the acceptance of students to be proposed in cooperation with the Regional Office of the Ministry of Religious Affairs and then the criteria of prospective teachers of Madrasah Ibtidaiyah and PAI at school. For the teachers who do not have an academic qualification S-1 or D-4 from accreditation LPTK will obtain the recommendation from the head of madrasah. The maximum age is fifty-eight years at that time for the year 2012 is proved by his health letter and able to read Al-Quran through a test. Then it continues with the recruitment and the orientation of lecturers. The lecturers who teach have S-2 degree with a relevant study program to have a minimum of ten years teaching experience, then the success indicator of the program also has a measurement tool." (CLW 9.H. 235).*

Based on the above description, the process of policy quality development in madrasah ibtidaiyah Medan is very beneficial for teachers and the students. In responding to the policy in the quality development is mostly positive for the teachers who take the lecture through dual mode system at FITK UIN SU Medan in performing the rules in Madrasah Ibtidaiyah and the various activities that are positively pleasing with the teacher. Developing the quality is an integral part of the whole human development which is also the central point of national development that must be reflected from a leader through the dual mode system that has been running in FITK SU Medan. It has been very beneficial especially for the teachers as well as the leader. The students of S-1 Religion by following the dual mode system program will know how to develop their quality that should be done including the teachers, As a classroom teacher, he should teach in accordance with his certificate but due to discrepancy in teaching is less maximum. This is because the teacher does not own the related knowledge. Through dual mode system, a classroom teacher can improve his academic qualifications.

The chairman of dual mode system through interview explains:

*"The advantages of dual mode system for teachers is very useful in improving the academic qualifications and for schools it will help to improve the Human Resources and will be very helpful in extracurricular, for the Ministry of Religious Affairs it will be very helpful to improve the qualifications of teachers. If the teachers are good in teaching surely the students will be smart and have achievements as well as to their academic who believe in the graduates competency from the dual mode system they obtained. For the community if the teacher is good in teaching, it will be good in quality as well and the students will achieve the results as expected. They are also very satisfied with the results given through questionnaires distributed to the teachers who tak part in the dual mode system. The students have already known the knowledge they get it can seen from before and after following the lecture. (The Dean I FITK UIN SU)*

#### IV. CONCLUSION

By viewing, observing and analyzing the facts, the writer can find in this dissertation which contains the policy of developing the quality of MI teacher through dual mode system in FITK UIN SU then can drawn the following conclusion: the process of policy of quality teacher training of *madrasah Ibtidaiyah* has been conducted in FITK UIN SU Medan through the dual mode system so that the teachers will have pedagogical and professional competency in accordance with their course of assignment in *madrasah ibtidaiyah*. The teachers who have qualified professionalism then have the competency as a class teacher in *madrasah ibtidaiyah* Medan City. They are able to carry out the teaching of five major subjects in MI, namely: Natural Sciences, Social Sciences, Mathematics, Indonesian Language, and Education Pancasila and Citizenship.

Evaluating the improvement policy of the teacher's quality through dual mode system at FITK UIN SU in the face to face learning activities are held to strengthen the student's mastery on the materials presented in self-study materials (BBM) through a series of direct meetings between the students and the lecturers, The concepts in self study materials which are difficult and still not understood by the students there will be a class discussion group, lecturing and the question and answer, guidance of practical and practicum activities, guidance of completion the tasks, discussion structured assignments, face-to-face learning conducted by the qualified lecturers who have S2 degree set by the Dean. The For PTAI Mitra, the appointment of the lecturer is conducted by PTAI Induk based on the proposal of PTAI Mitra, the learning resources in the form of books and journals, prepared materials which are prepared by the students.

The face-to-face learning is conducted 12-16 times per subject in one semester. The duration of face-to-face learning meeting is fixed to the corresponding credits of the subjects (1 SKS = 50 minutes). The face-to-face learning is conducted at the campus of PTAI, both PTAI Induk and PTAI Mitra. At the beginning of the lecture, the lecturers in the module also described the explanations on how to learn independently in more detail in accordance with the characteristics of each course.

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