



QUALITY
JOURNAL OF EMPIRICAL RESEARCH IN ISLAMIC EDUCATION
<https://journal.iainkudus.ac.id/index.php/Quality/index>
P-ISSN 2355-0333; E-ISSN 2502-8324
Vol. 10 No. 2 Tahun 2022 | 185 – 202
10.21043/quality.v10i2.17169

Strategy in Developing Teacher Professionalism Competency to Improve Education Tadika Malay School in South Patani Thailand

Ainham Taye
Tadika School, Pattani, Thailand
Hang99457@gmail.com

Abdurrohman Kasdi
Institut Agama Islam Negeri Kudus, Kudus, Indonesia
abdurrohmankasdi@iainkudus.ac.id

Abstract

This study aims to find out in-depth about how the Perkasa Institute leadership strategy steps in developing teacher professional competence to improve the quality of education in schools Malay TADIKA. The type of research conducted by the author is field research, and the approach used is qualitative. The sources in this research data are primary data sources and secondary data sources. The data collection technique of this research is interviews, observation, and documentation, using inductive qualitative data analysis techniques. While the data validity test uses triangulation, namely re-examination of data that has been obtained previously with different techniques or sources than before. The results of this study indicate that: The leadership steps of the Perkasa Institute concerning developing the competence of a teacher with good goals for them are as follows; a. Discipline at work, b. Generating work motivation, c. Awards in improving work, d. Holding Teacher Training Seminars, e. Hold a Curriculum Development Seminar.

Keywords: Education; Strategy; Teacher Competency Development.

Abstrak

Strategi Pengembangan Kompetensi Profesionalisme Guru untuk Meningkatkan Pendidikan Sekolah Tadika Melayu di Patani Selatan Thailand. Penelitian ini bertujuan untuk mengetahui secara mendalam tentang bagaimana Konsep, langkah-langkah strategi kepemimpinan Lembaga Perkasa dalam Peningkatan profesionalisme guru agama Berbasis Nilai Islam Melayu Patani di Sekolah Melayu TADIKA. Adapun jenis penelitian yang dilakukan oleh penulis adalah penelitian lapangan, pendekatan yang digunakan adalah pendekatan yang bersifat kualitatif. Sumber dalam data penelitian ini adalah sumber data primer dan sumber data sekunder. Teknik pengumpulan data penelitian ini dengan wawancara, observasi, dokumentasi, dengan menggunakan teknik analisis data kualitatif yang bersifat induktif. Sedangkan uji keabsahan data menggunakan triangulasi Yaitu pemeriksaan kembali terhadap data yang sudah didapatkan sebelumnya dengan teknik atau sumber yang berbeda dari sebelumnya. Hasil penelitian ini menunjukkan bahwa: a. Pembinaan disiplin dalam kerja, b. Membangkitkan motivasi kerja, c. Penghargaan dan peningkatan kerja, d. Mengadakan seminar Pelatihan guru, e. Mengadakan seminar pengembangan kurikulum.

Kata Kunci: Strategi; Pendidikan; Pengembangan Kompetensi Guru.

A. Introduction

TADIKA is a short form of TA is Park, DI is Education, and KA is childhood. And that implies the daily schedule set by the local community, the school is near a mosque or musholla as a place to learn the principles of Islamic religious knowledge for Malay Muslim children in Patani aged 5 to 12 years. Concentrate on the schedule on Saturday and Sunday. Simultaneously they are still studying at the Thai government primary school, from Monday to Friday. But the use and difference of this term in Indonesia. The word TK in Indonesia means daycare for children aged 4 to 6 years.

TADIKA Malay School Intended to show the basics of religious learning including learning the Qur'an, Malay Language, Culture, and different abilities from the beginning, as well as getting the basics of good Islamic information in kindergarten, basic or known as Madrasah Ibtidaiyah, more precisely, specifically provides information about Islamic teachings in building the personality of the descendants of the Malay Islamic Patani country in Southern Thailand.

In realizing the nature of TADIKA schooling, it is very necessary for a teacher who has the ability, skill, and high dedication to carry out his expert obligations (Kundar, 2008, 40). Educators or teachers are the way to achieve instructive formation. The luck or misfortune of an educator or the way the instructor educates greatly affects the picture of the instructive organization. Without human resources as expert educators, the nature of schooling will not work as expected (Buchari, 2009, 123). Because in carrying out learning in schools it must be emphasized to have quality improvements due to growing needs and social elements so that the nature of training can be achieved through a good instructive cycle.

Teachers are at the forefront of creating quality education. The teacher deals directly with students in the classroom through the teaching and learning process. It is in the hands of the teacher that quality students will be produced, both academically, skillfully, emotionally and morally, and spiritually. Thus, it will produce future generations who are ready to live with the challenges of their times.

The teacher is also a profession, which means a position that requires special skills teacher and cannot be done by anyone outside of education (Hamza B. Uno, 2008, 15). The task of the teacher as a professional includes educating, teaching and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology, while training means developing skills in students (Moh. Uzer Usman, 2008, 7).

In this era of globalization, advances in science and technology are increasingly sophisticated and experience very fast exchanges. Professionalism in this field is very much required, especially the professionalism of teachers. Teachers who are sensitive and responsible for changes, renewal as well as science and technology that continue to develop in line with the needs of the community and the quality of education so that what is taught is clear and can be absorbed by the students (Moh. Uzer Usman, 2008, 3).

Schools are the determining institutions in the quality of education, because of the ranks related to the quality of education, schools are the implementation of all planned educational programs from the central level to the operational level in schools. The progress of education is largely determined by the implementation in the hands of educators in schools. Therefore, without neglecting the importance of other factors that also affect the quality of education, elements of educators and education personnel in schools must receive optimal management and development.

The main key to that planning and educational development programs in schools run optimally is in the hands of educators at these institutions. Thus it is clear that the problem of improving the quality of education is very important to pay attention to. In this regard, it has been stated in detail in PP 19 of 2005 article 28, and article 29 regarding academic qualifications and competencies that must be met as teachers. Competencies that must be met include 4 competencies, namely: a. Pedagogic competence; b. Personal competence; c. Professional competence; and D. Social competence. More detailed provisions are described in Permendiknas No. 16 of 2007 concerning Academic Qualifications and Teacher Competencies. Regarding the duties of teachers, it is explained in Law No. 14 of 2005 article 1 as follows: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students" (Ali Riyadi, 2006, 45). This provision is certainly a reference for teachers who hold degrees and are worthy of the status of professionals.

It should also be realized that to ensure the continuity of educational activities in schools, the human element is very important because the smooth implementation of school programs depends on the people who implement them. Thus, it must be realized by all school personnel, so that with all his abilities and guidance a teacher will continue to strive to guide existing students to improve the quality of education in schools. All personnel in the school must adhere to the principle as stated by Hari Suderadjat:

"How complete and modern are the facilities in the form of buildings, equipment, work tools, work methods, and community support, but if students are not able to run the school program? Therefore, it will be difficult to achieve the stated educational goals" (Hari Suderadjat, 2005, 29).

Personnel or education personnel referred to here are all people who join together in a school to carry out tasks to achieve educational goals. Personnel or education personnel in schools include principals, vice principals, teachers, administrative staff, and planters (*office boys*). For school activities to take place in harmony, all existing personnel must have the ability and willingness, and work in synergy by carrying out their respective duties seriously and with full dedication (E. Mulyasa, 2006, 29).

Educators are at the forefront of understanding the nature of the school. Educators manage students in the homeroom through a learning system. It is the ownership of educators who will give birth to quality generations, both scholastically, practically, spiritually, ethically, and deeply. In this way, it can deliver future people who are ready to face the difficulties of their times. In general, to get quality teaching and quality schools, it is important to screen school

personnel resources. This is important because every school personnel resource in the school, accepts no quality share of the workforce, and it is very challenging to have the option to complete quality preparation. Therefore, the researcher is interested in researching how the Perkasa Institute leadership strategy steps in developing teacher professional competence to improve the quality of education in schools Malay TADIKA.

B. Discussion

1. The Concept of Teacher Professional Competence.

a. Definition of Teacher Professional Competence Development

Ability is a combination of information (thinking power), attitude (heart power), and ability (actual strength) which is manifested as an activity. Overall, capability is a combination of information authority, ability, value, and perspective which is reflected in the tendency to think and act in doing business or work. It is also conceivable that capacity is a combination of limitations, data, capacities, points of view, assumptions, acquisitions, appreciation, and assumptions that underlie individual characteristics to act in doing work or trying to achieve quality rules in actual work. So the ability is a collection of information, abilities, and practices that must be mobilized, and mastered by educators to have the option to complete the effort (Syaiful Sagala, 2009, 23). Educators are vocations, and that implies a place that requires unique abilities as educators that are not possible for just anyone in the field of schooling. Although there are still things outside the field of training (Hamza Uno, 2008, 15).

In the national education standard, the explanation of Article 28 paragraph (3) letter c states that what is meant by proficient skills is the ability to master the subject matter thoroughly and deeply which allows students to direct them to meet the ability guidelines set out in general teaching (E. Mulyasa, 2006, 135).

From the explanation above, in general, it will be obtained that what is meant by qualified ability is the ability to master the material completely and thoroughly, as well as guide students by fulfilling the capacity rules that have been set in the daily preparation standards.

b. Characteristics of Professional Competence of Teachers Competent

Educators who work to carry out the capacity and objectives of the school must have the skills needed so that instructors can complete their obligations as well as expected. Without ignoring the opportunities for contrasts in the social climate of each school institution as a guide, an instructor who is considered an expert if:

- 1) The teacher can develop responsibilities as well as possible.

- 2) The teacher can carry out his roles successfully.
- 3) The teacher can work to achieve the educational goals (instructional goals) of the school.
- 4) The teacher can carry out his role in the teaching and learning process in the classroom (Oemar Hamalik, 2004, 38).

The function and role of a teacher are very influential in the implementation of education in the school environment(Oemar Hamalik, 2004, 38). For this reason, the functions and roles of the teacher are as follows:

- 1) Teachers as educators and teachers, this role will be carried out if the teacher meets the requirements of personality and mastery of knowledge.
- 2) The teacher is a member of the community, which means that the teacher must be open, not domineering, not arrogant, friendly to anyone, like to help anytime anywhere, and empathize with the leader. colleagues and students.
- 3) Teachers as pioneers in positions of authority will succeed if educators have character, for example, are healthy, confident to work and passionate about loving work, and quick to make decisions. reason knows control. sentiments and act politely and fairly.

Educators as authoritative implementers, especially instructors will anticipate that organization must be pursued in schools. Therefore, school faculty must have a sincere, principled, and constant character; diligently dominate the study of light cooking, and the ability to record correspondence and campaigns and other educational organizations (42-44).

From the explanation above, it tends to be completed and it is felt that the characteristics of the competitive ability of educators are that instructors can fulfill their obligations well, instructors can complete their tasks effectively, educators can work with the ultimate goal of achieving training goals, and teachers should be praised by students because they are teachers. Must have behavior that can be imitated by students and school residents, so with the quality of expert abilities, teachers must have the option to supervise learning exercises appropriately.

c. Types of Teacher Competencies

In the Law on Teachers and Speakers, it is emphasized that educators are expected to have scholastic abilities, affirmation of teacher skills who are serious and intellectually strong and can understand the goals of general schooling. Competencies include (E. Mulyasa, 2006, 75):

- 1) Professional competence.

- 2) Social competence.
- 3) Pedagogic competence.
- 4) Personal competence.

Educators who are good examples for students must have total attitude and character so that they can be good examples for their glorified image in all parts of their lives. Because educators must constantly strive to choose and take positive steps to work on their image and authority, especially before students. Usman's (2008, 76) own abilities include :

- 1) The capacity to develop students with character.
- 2) Ability to speak and communicate with students.
- 3) The capacity of the ability to conduct guidance and counseling for students.

Personality competence refers to the teacher's appearance as a beautiful, responsible, committed and exemplary individual.

d. Teacher Professionalism Development Strategy

For the training to carry out the school program as expected, it largely depends on the individual who does it. Teaching staff or training staff, hereinafter referred to as all individuals who are individuals from a school, complete tasks together to achieve instructive goals. The workforce or teaching staff in schools includes school administrators, vice presidents, educators, regulatory staff, and growers (*office boys*).

Hari Suderadjat clearly states this in his book as follows: "The principal is the first and foremost person in charge of improving the quality of education in schools together with teachers as facilitators and motivators of student learning. The educational leadership of the principal is the cornerstone of the success of school management" (Hari Suderadjat, 2005, 18). The things that are supervised by the principal are not fully determined by the success of the principal in dealing with the teaching staff available in the school (Oemar Hamalik, 2004, 25).

- 1) Decide on the number, quality, and arrangement of staff on a case-by-case basis and taking into account; the set of responsibilities, job details, job requirements, and job appraisals.
- 2) Deciding on the withdrawal, determination, and situation of work staff taking into account the standards of the perfect man perfectly placed and the ideal man in the right job.
- 3) Deciding on government assistance, upgrade, termination and progress.
- 4) Carry out the needs of future workforce members.
- 5) Filter regulations and government strategic policies.

2. Concept of Quality of Education

a. Understanding the Quality of Education

The quality of education in a strong setting, and its structure can be a fulfillment. This fulfillment must be seen from different sides, the first from the manufacturer's side and the second from the client's side. Quality is dynamic considering the proportion of fulfillment will always change quickly according to changes in schedules and changes that occur in the eyes of the community. Therefore, the idea of value must be associated with continuous and *continuous quality improvement*.

From the perspective of the maker, quality can be described in such a way that it matches or exceeds what is in the program plan. The preparation program in question includes sources of information, processes, and the achievement of predetermined goals or results. However, quality or satisfaction from the manufacturer is not the same as quality or customer satisfaction. It should be at its best as demonstrated by the client if the exercise program and the results obtained are anything that closely resembles or exceeds what the client or customer expects.

To work around this so that there is a match between the quality expected by the client, for situations like this the school needs cooperation between the school and the training client in deciding and making an exercise program that will be carried out at the school.

The quality estimate from the manufacturer (school) is called quality in fact, while the quality estimate from the client side is called *quality in insight*. The guidelines used in estimating quality are indeed the norms in the cycle and administration, especially those shown by the determination to prepare, according to targets and carried out without errors (*zero defects*) or achieve something right from the beginning onwards (*right first time and every time*).). Norms used to measure quality are seen as client guidelines, to be more specific consumer loyalty can increase the requirements and assumptions of clients or customers (Hari Suderadjat, 2005, 2).

b. The Role of Teacher Professionalism in Improving the Quality of Education

Improvement in the field of training is an absolute necessity that must be completed on an ongoing basis so as not to be separated from the progress of science and innovation that is developing so rapidly. Instructors in schools are a central point in the field of training. This is a direct result of his vital work on the nature of teaching because schools can progress and develop on the assumption that they are supported by great instructors. Therefore, every

school that wants to progress in total must focus on the education and learning factors and supervise them ideally.

Overall, working on the nature of training, instruction and instructors is very important in schools. The basic principles that a teacher instructor must adhere to include the following:

- 1) Educators are the main part of efforts to foster teaching in schools.
- 2) Educators are ideally effective if they grow expertly.
- 3) The use of boards in schools will greatly affect the nature of teaching in these schools.
- 4) Basically, teaching is a movement that relates to all staff in a school so that they can work together synergistically to achieve predetermined goals (Moeheriono, 2009, 9).

Soekidjo Notoamodjo (2003, 71) emphasized again that: "One of the most decisive factors in efforts to improve the quality of education is the teaching staff (teachers/lecturers), through them education is implemented at the micro level, this means that how the quality of education and learning outcomes will lie in how educators carry out their duties professionally and based on the basic values of life which are not only material values but also transcendent values that can inspire the educational process towards an ideal and meaningful condition for the happiness of life for students, educators, and society as a whole.

From the description above, it is clear that instructors play an important role in improving the nature of training, so it is clear that to achieve this goal, skilled educators are needed. Without efforts through good administration, of course, quality teaching will not be achieved. Therefore, to keep up with the HR nature of teachers in schools, efforts must be made together all the time to work on the outstanding skills of their exhibits.

3. The strategy of Teacher Professionalism Competence Development in Improving Education Quality

a. Professional Competence of Teachers

Competence etymologically means "skills or abilities". While the terminology means knowledge, skills, and basic values that are reflected in the habits of thinking and acting. Habits of thinking and acting that consistently and continuously enable a person to be competent in the sense of having the basic knowledge, skills, and values to do something" (Abdul Majid, 2005, 9). Another definition states that competence is:

"knowledge, skills and abilities that are mastered by someone who has become part of him, so that he can perform cognitive and psychomotor behaviors as well as possible" (E. Mulyasa, 2005, 38).

According to Moh. Uzer Usman(2007, 4) implies something that describes an individual's ability or capacity, both subjective and quantitative. Meanwhile, in the Constitution of the Republic of Indonesia Number 14 of 2005 concerning Educators and Teachers and the Law of the Republic of Indonesia Number 20 of 2003 concerning the Public Schooling System, it is affirmed that ability is a collection of information, abilities, and practices that must be mobilized, and dominated by the teacher or speaker in carrying out proficient obligations (UU RI No 14, 2006, 4).

From several explanations about abilities, it can be said that skills are a set of abilities that must be mastered and felt that can be accessed by them in carrying out educational tasks. In this way, the ability of the educator is the premise of his devotion to his vocation. A good instructor knows and needs to do his job and duties. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, has regulated and explained that: "competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and controlled by teachers or lecturers in carrying out professional duties" (E. Mulyasa, 2008, 25).

Competence or ability is a combination of information (thinking power) mentality (heart strength) and ability (actual strength) that is raised as an activity. Overall, the capability is the aggregate amount of information authority, ability, value, and mentality that is reflected in their attitudes and activities in completing work capacity. Ability can also be said as the absolute number of abilities, information, abilities, mentality, gain, appreciation, and assumptions that underlie individual qualities. achieved in the performance of tasks or work to achieve quality guidelines in the original work. Thus, the capability is a collection of information, abilities, and practices that must be mobilized, and dominated by educators to have the choice to carry out their expert obligations (Syaiful Sagala, 2009, 23).

From the description above, it tends to be felt that proficient skills are considered expert abilities, especially the ability to master a problem thoroughly and deeply and direct students to achieve the norms of ability, which are stipulated in national education standards.

b. Standards for developing professional competence of teachers

To increase the capacity and capability of teachers in completing their expert obligations, expansion of the capacity and capabilities of educators must be made possible by including exercises that are planned to increase and develop the capacity of perspectives and abilities. These exercises, it is believed will bring about changes in the behavior of educators

which as a whole will affect the further development of the instructor's implementation in the teaching and learning process in the room.

Expanding the boundaries of teaching is a way to meet the norms of educator skills following the demands of the calling and progress of science, innovation, and artistic expression. Improving teaching skills is an important part that must be carried out continuously or unceasingly to balance the extraordinary abilities of educators.

c. Teacher Competency Development Model for the Millennial Generation.

The model of professional competence development of teachers leads to the human growth and professionalism of teachers (Mantja 2002, 23). In this situation, the relationship between capital and teachers is dynamic in seeking to increase abilities and strengths that develop by taking into account possible gifts and interests. Individual. That is, the principal must be concerned about the human needs and extraordinary skills of the instructors from three points of view. First of all, the interest of the instructor with all the extraordinary talents of his character to seek fair progress considering the limits of the educator's work. Second, concerns about cash flow for coaching instructors. Third, the instructor's exceptional skills improvement program is assisted through coordinated efforts between school administrators and educators to improve school viability. The three points of view in the administration cycle are dynamic and powerful autonomous.

The development model used is in the form of a 4-D model consisting of 4 stages of development, namely: Definition, planning (*design*), development (*develop*), and dissemination (*disseminate*). The definition stage *defines* the requirements for the learning time. The planning stage (*design*) is to prepare a prototype of learning media. The development stage *is* to produce learning media that have been revised and evaluated based on input from experts. The dissemination stage (*dissemination*) is the stage of using anal media on a wider scale (Trianto, 2011, 189).

d. Improving the Quality of Education.

Quality is a strong setting, its structure can be consumer loyalty. This fulfillment must be seen from different sides, the first from the manufacturer's side and the second from the customer's side. Quality is the main driver considering the proportion of fulfillment will continue to change rapidly in line with changes in schedules and changes that occur in the public arena. Therefore, the idea of value must be associated with consistent and continuous quality improvement efforts. According to the author's perspective, quality can be described in such a way that it equals or exceeds the capability of programming. The preparation program

in question includes sources of information, processes, and the achievement of predetermined goals or results. However, quality or compliance with the manufacturer does not exactly equate to quality or compliance with the client. It should be best according to the client if the exercise program and the results achieved match or exceed what the client expects.

To beat the quality provided by the client, in this situation, there must be participation among the school and training the client to recognize and implement the training program to be carried out in the school. The estimation of quality on the part of the maker (school) is called quality in insight. The standard used to measure quality is the standard of interaction and administration, that is, standards that comply with detailed arrangements that correspond to the focal point and are carried out without errors or getting things done without preparation. (correct the first time and without fail). The principles used to measure quality are seen as the client's norm, especially customer loyalty can increase customer needs and assumptions (Hari, 2005, 2).

4. Geographical conditions and general education system in Patani

a. Geographical Conditions of southern Patani Thailand

In Muang Thai, the orientation of the Muslim and Buddhist worlds is different, according to their respective life journeys. The descendants of Thaiu-Buddhists near China, India, Japan, and Sri Lanka because they are Theravada Buddhists while the Patani Malay Muslim community is close to the Archipelago of Malay Culture and Islamic civilization in Arab countries. In studying or analyzing the origins of Muslim descent in Thailand as a whole, it can be divided into three groups, namely (Niaripen Wayeekao, 20016):

- 1) The gathering of relatives of Sheikh Ahmad and Muhammad Sa'id from Persia, known as Kheak Cou Sen (part of the Shia sect in Muang Thai), who lived and exchanged Muang Thai since the Ayudya line kingdom, in the 13th-century Promotion. Because of their commitment to Thai Nature and their support of the Rulers, Sheik Ahmad was given a significant situation in the region and awarded the title Phra Ya Sheik Ahmad Ratana Raja Setthi in charge of local and international concerns. These were the forerunners of Muslims in Muang Thai, and nowadays their relatives are scattered in the limelight of Muang Thai.
- 2) Most of the south are Malay Muslims (Pattani, Narathiwat, Yala, Satun, and parts of the Songkla Region). The southern part of Muang Thai home to the Malay Muslim group is an area of intense cultural and regional questioning with strict ethnic and social starting

points. The southern district is the focal point of Malay Muslims, from the Malaysian border to the Kho Kra (Segenting Kra) region.

- 3) The northern group is a minority ethnic group known as people of Ho Chinese descent in addition to the Indian or Pathan ethnic groups, a rare type of people who embrace Islam and Confucianism.

The idea of Malay in this language is increasingly known as Thai Muslim or Thai Islam by the Thai government. In the 1945 Constitution of the Republic of Indonesia, the withdrawal of Muslims in Thailand officially become Thai individuals who embraced Islam (Pracachon Chau Thai Thi Nabtue Sasna Islam), until the term Thai-Muslim triggered logical inconsistencies between Thai-Muslims. with Thai-Buddhist, because the term Thai in the understanding of Islamic community groups is the equivalent of the word Buddha, while the word Malay cannot be separated from Islam at that time.

b. Education System

Patani's historical background in the Malay Peninsula Islamic Education System is remarkable. At the peak of Parrani, the peak of instructive progress and an increase in thought and passion for Islamic studies was reached. In addition, there are also highly commendable positions of researchers and heads of Islamic development. The peak of the power of the Malay Islamic Sultanate of Patani Darussalam, in the mid-XVII century, became the basis for the improvement of Islamic knowledge. The initial improvement of the Islamic school system in Patani gave the impression of continuing the concentration of traditional huts on the focus applied in the framework of learning and learning at the Grand Mosque of Mecca. This can be imagined as a result of the undeniably increasing relations between the Arab states which are the focal point of the Islamic religion. In the nineteenth century AD, Patani emerged as the focal point of Islamic research and grants in the Malay Peninsula, which gave birth to unmistakable researchers, so that Patani is considered the position of a logical Islamic movement that shows strict regulation in the view of the Qur'an and the hadith of the Prophet, followed by the establishment of the study of the Pondok, as well as the development of the Arabic-Jawi language.

At that time Patani Darussalam had produced many Islamic researchers who compiled works and strict interpretations of the works of Arab researchers.¹⁴ The experience of strict teaching in the Patani Malay group was completely different from the experience of teaching Muslim groups in various countries such as Indonesia and Indonesia. Malaysia. While the strict school systems and public schools in Indonesia and Malaysia are dualistic in southern Thailand, they are more incompatible. Pondok and Madrasah educational institutions that

provide a clear picture will quite often become the focus of the state-funded education system. The Patani Malays are more comfortable with the existence of huts and madrasas due to the language used (Niaripen, 2016).

c. The education system in Thailand in general

The school education system in Thailand is guided by the law on the national education system in 1999 AD. Based on the law of the national education system, there are three forms of education, namely; formal, informal, and informal.

- 1) Formal education: This consists of two levels, namely the basic level and higher education. The basic level is carried out for 12 years consisting of 6 years of low education, 3 years of upper secondary education, including kindergarten education, and higher education levels.
- 2) Non-formal Education: This non-formal education is the education of children up to the age of 6 years, then literacy education for people aged 14 years and over.
- 3) Informal Education: This education is education that requires a person to learn on their own, according to their interests, potential, readiness, and opportunities, such as; education in libraries and museums. Education through community learning networks, for example, community learning centers, village reading centers, and others.

5. Research Results

The steps of Lembaga Perkasa's leadership strategy in developing the professional competence of teachers to improve the quality of education in TADIKA Malay Schools. Based on the results of observations, observations and in-depth interviews with the sources that were completed with documentation, the results of the research related to the Leadership Strategy of the PERKASA board in developing the professional competence of teachers to improve the quality of Education in the Malay schools TADIKA Patani Selatan Thailand, which include; conducting teacher training, Teacher training Seminars, and imparting PERKASA curriculum knowledge. The steps of Perkasa's leadership in developing teacher professionalism. Display delivered by Ustadz Dr. Abdulmuhammad Saleh as Chairman of the PERKASA Board, he stated:

“of course, the principal is a manager in the school, he must be responsible for the planning, implementation, and evaluation of changing times or improving the attitude of a teacher, and training in developing the competence of our teachers has been held since 2007, by holding this program the quality of learning and the ability of teachers in teaching children

can produce a little more to enlighten the nation's children. And teachers can know the duties and functions of a teacher, the programs we provide are; 1. Give an understanding of the duties and functions of a teacher. 2. Provide an understanding of the PERKASA education curriculum. 3. Teach teachers how to plan in learning (Interview with Abdulmuhammad Saleah)." Presentation delivered by Ustadz Ahmad Samoh As a member of the Perkasa Board and also a teacher in Kindergarten, He stated: "School is the tip of the spear for curriculum implementation, both curriculum from the government or local content, and in the preparation of the Kindergarten Education curriculum, we cooperate with certain institutions from the government and we adapt the education needed by the community in Patani in general and the steps in the preparation of the Kindergarten education curriculum: 1. Conducting Education curriculum development activities. 2. Examining the needs of the Patani community and 3. Compiling the education curriculum(Interview with Ahmad Samoh)."

The steps of curriculum preparation in Kindergarten education, according to a presentation delivered by Ustadz Ahmad Samoh As a member of the Perkasa Lembaga and also a teacher in Kindergarten, stated: "Schools are the spearhead of curriculum implementation, both curriculum from the government or local content, and in the preparation of the Education curriculum in Kindergarten, we work with certain institutions from the government and we adapt the education needed by the community in Patani in general and the steps in the preparation of the Tadiaka education curriculum: 1. Conduct education curriculum development activities. 2. Investigating the needs of the Patani community and 3. Compiling the education curriculum."

The teacher's perception of how to develop competence in improving teacher professionalism. Presentation delivered by Ustadz Mansor Hj Ishak As a member of the Perkasa Board and also a teacher in Kindergarten, He stated: "in developing the competence of teacher professionalism for the PERKASA board, for me as an educator it is very good and being able to multiply the potential of a teacher can also develop professionalism teachers in improving Kindergarten education in Patani."

By analyzing the documentation and observations I obtained that the role of the principal concerning the development of a teacher's competence is very necessary to understand that every leader is responsible for directing, guiding, and evaluating the work of teachers with what purpose is good for them, as for the steps taken by the leadership of Lembaga Perkasa in conclusion, as follows;1) Construction of Discipline in work: In this

regard. Leaders must be able to help teachers develop patterns and improve their behavior standards, as well as use the enforcement of rules as a tool to enforce discipline. 2) Arousing Work Motivation: Of the various factors, motivation is a factor that is quite dominant and can move other factors towards work effectiveness, in certain cases motivation is often equated with an engine and a car steering wheel, which functions as a driver and director. 3) Appreciation in Improving Work With appreciation, teachers can be stimulated to improve their positive and productive performance. This appreciation will be meaningful when it is linked to a teacher's performance openly so that every teacher has the opportunity to receive it, and it must also be done accurately, effectively, and efficiently so as not to cause a negative impact.

C. Conclusion

The development of teacher professionalism competence in this research is an effort to give high awareness to teachers that the development of teacher professionalism is the most fundamental thing to be able to improve the quality of education and strengthen the professional competence of a teacher. So after researching "Strategy of the PERKASA Board in the Development of Teacher Professionalism Competence to Improve Education (Case Study of a Malay Kindergarten School in Patai South Thailand)" the following conclusions can be drawn; The leadership steps of Lembaga Perkasa concerning the development of a teacher's competence with a good purpose for them, as follows; a. Construction of Discipline in work, b. Raise Work Motivation, c. Appreciation in improving work, d. Holding Teacher Training Seminars, e. Hold a Curriculum Development Seminar.

REFERENCE

- A.Malek, Mohd, Zambire. 1994. *Patani in Malay Civilization*, Kuala Lumpur: Dewan Language and Literature.
- Alma, Chari. 2009. *Professional Teacher*. Bandung: Alfabeta.
- E.Mulyasa, 2006. *Becoming a Professional School Principal*. Bandung: Remaja Rosdakrya.
- Edwar Sallis. 2006. *Alih Bahasa Ahmad Ali Riyadi and Fahrullozi*.
- Hadari Nawawi, 2005. *Social Research Methodology*. Yogyakarta: Gajah Mada Press.
- Hamalik, Oemar, 2004. *Teacher Education Based on the Competency Approach*, Jakarta: Bumi Aksara.
- Hamzah B Uno, 2008. *Education Profession*. Jakarta: Bumi Aksara.
- Hari Suderajat, 2005. *School-Based Quality Improvement Management*. Bandung: Cicta Cekasa Grafika.
- Imron Arifin, 1996. *Qualitative Research in Social Sciences and Religion*. Malang: Kalimasahada Press.
- Journal, Mr. Niaripen Wayeekao, *Islam and Statehood for Farmer Muslims* Vol. 5, No. 2, May 2016.
- Kunandar, 2008. *Professional Teacher Implementation of Unit Level Curriculum Education (KTSP) and Success in Teacher Certification*, Jakarta: PT. Raja Grafindo Persada.
- Lexy Moleong, J, 2002. *Qualitative Research Methodology*, Bandung: Remaja Rosdakarya.
- Mantja. 2002. *Teaching Management and Supervision*, Malang: Wina Media.
- Moehariono, 2009. *Competency-Based Performance Measurement*, Jakarta: Ghalia Indonesia.
- Notoatmodjo, Soekidjo, 2003. *Human Resource Development*, Jakarta: Rineka Cipta.
- Sagala, Syaiful, 2009. *Professional Ability and Teacher and Educational Energy*, Bandung: Alfabeta.
- Trianto, *Designing Innovative-Progressive Learning Models*, 2011, Jakarta: Kencana.
- Usman, Mr. Uzer, 2008. *Becoming a Professional Teacher*, Bandung: PT. Teenagers Rosda Karya.