The Management of Teachers' Empowerment of State Madrasah Aliyah in Banten Province

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Abstract

This study aims to describe the form and the effort of empowerment management in enhancing teachers' competence at three *Madarasah Aliyah* in Banten province. Meanwhile, the specific objective of this study is to find out the teachers' responses in the research site about the opportunity of the academic qualification improvement and the improvement of their competence as a teacher, as well as to understand the problems of empowerment management and the improvement of teachers' competence at three *Madrasah Aliyah*. Data collecting techniques used in the research were: interview, observation, and documentation study. The study revealed that: the improvement program of academic qualification and teachers' competence encouraged all teachers to minimally have graduate academic qualification; The improvement of teachers, competence was carried out in integration with the duties and the major functions of teacheras a professional educator and teacher; and the efforts done by the teachers to continue their study to the graduate program which was appropriate with their major.

Keyword: management, empowerment, teachers of madrasah

1. Introduction

1.1 Introduce the Problem

Teachers have duty and responsibility as the learning agent who motivate, facilitate, educate, guide and train students to become qualified people who optimally actualize their potency of humanity, at the formal, primary, and secondary education, including early childhood. In Article 1, paragraph 1 of Law No. 14 Year 2005 on Teachers and Lecturers in Indonesian, it states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early children education, formal education, primary education and secondary education.

The existence of teachers at school/madrasah, the empowerment can be done by the heads of the school/madrasah, starting from the school/madrasah committee, the school/madrasah principal, up to the homeroom teacher in order to build and develop the teachers' competence such as professional competence, pedagogical competence, social competence, and personality competence. The objective of the teachers' empowerment is to become a professional teacher. Professional teachers do not only have professional competence, but also have pedagogical competence, social competence, and personality competence.

The comparison of teachers who have been empowered and teachers who have not been empowered are as follows:

a. Teachers who have been empowered, have the following characteristics: have at least the graduate; have professional competence, academic competence, personality competence and social competence; have at least the position of III/c; and are certified as a professional educator.

b. Teachers who have not been empowered, have the following characteristics: do not have the graduate; do not have adequate academic competence, professional competence, personality competence and social competence; have not reached III/c position; and have not been certified as a professional educator.

Based on the background above, the management aspects of the teachers' empowerment need to be studied further. So that, the composition of the teacher approaches the optimal categories such as: no more diploma teacher, most teachers have graduate degree, and have been certified as the professional educator, some of them are studying at post graduate, and partly already have been post graduate.

In this study, the writer proposes some fundamental questions, namely: (1) How is the improvement program of academic qualifications and teachers' competence at three state madrasah aliyah in Banten province? (2) How are the teachers' efforts at three madrasah aliyah in Banten Province in improving academic qualification and competence? (3) Has the teacher competence achieved if teachers have graduate academic qualification? (4) What kinds of policy do exist at three state madrasah aliyah in Banten province in regulating the teachers' competence? (5) What factors do become the proponent and the obsruction of the teachers' empowerment management and the management of teachers' competence improvement at three state madrasah aliyah in Banten Province ?

1.2 Explore Importance of the Problem

The general objective of this study is to describe the form and the effort of empowerment management in improving teachers' competence at three state madrasah aliyah in Banten province, such as Madrasah Aliyah (MAN) 2 Kota Serang, Madrasah Aliyah (MAN) Kragilan Serang, and Madrasah Aliyah (MAN) Kota Cilegon. The specific objective of this study is to find out how theteachers' response from three state madrasah aliyah in the research site about the opportunity of academic qualification improvement and their competence improvement as a teacher, and to understand the problems of teachers' empowerment management at three state madrasah aliyah in Banten Province.

1.3 Describe Relevant Scholarship

In essence, the management activity exists in each school unit and madrasah. For example, at school/madrasah library, there is also management, because it can be viewed as an organization which is part of the school/madrasah organization. Similarly, guidance and counseling unit, laboratory unit, and all of them have the school/madrasah management. However in everyday life, the head of the work unit is not commonly referred as a manager, so it seems there is no management there, even if they do the job as the manager.

The manager duty is to prepare everything which is necessary before starting the job. The opinions about those kinds of duty are not similar for all experts. These different opinions are influenced by the administration development and the management as one of the activities as well as the factors that influence the developments.

The functions of management are various such as planning, organizing, staffing, directing, coordinating and controlling, recording and reporting, as well as arranging the budget. Then they are made into the simpler ones that consist of: planning, organizing, giving the giving command, coordinating, and controlling. In addition, they finally become four such as planning, organizing, motivating, and controlling.

1.3.1 Quality Management

Quality can be used as a concept which is jointly absolute and relative. Quality in everyday conversation is largely understood as something absolute (Edward, 2008), for example: the expensive restaurants and luxurious cars. As an absolute concept, the quality is similar with good, beautiful, and true character; it is an idealism that cannot be compromised. In absolute definition, something qualified is part of a very high standard that cannot be surpassed.

Quality can also be used as a relative concept. This understanding views the quality not as an attribute of the product or the service, but something which is considered to be derived from that product or service. Quality can exist when the service meets the existing specifications. Quality is a way of determining whether the final product is appropriate with the standards or not. In a relative concept, product or service that has a quality should not be expensive and exclusive. The product or service can be beautiful, but not necessarily always so. It does not need to be special, but it must be genuine, reasonable, and familiar.

To maintain and improve the quality of education, it requires quality control. The quality control is conducted by the organizers or leadership elements, such as: the school/madrasah principal, the school/madrasah vice principal, the elderof OSIS, the elder of scoutmaster, and the homeroom teacher. Quality control is also performed by the educational executors, such as teachers, researchers, librarians, laboratory staffs, and other education personnels.

Quality control involves all personnels of school/madrasah in all activity fields. It is because a good quality control should be total. That control model is called "Total Quality Control" which means the control of all activities in all areas of education by all personnels of school/madrasah. The leadership elements control the

activities of its members. Meanwhile, the executors control the activities that become their tasks and responsibilities (Syaodih, 2006).

1.3.2 Total Quality Management

Total Quality Management (TQM) is a practical approach, but it is strategic in operating an organization activity that focuses on customer needs. "Total quality is a much broader concept that encompasses not just the results aspect but also the quality of people and the quality of processes" (Besterfield, 1999). TQM is a management system that focuses on people or customers that aim to sustainably improve the satisfaction of customers at the actual cost that keep decreasing (Bounds in Mulyadi, 1998).

The word "Management" in TQM prevails to everyone, because every person in an institution, regardless of status, position or role is a manager for their own responsibilities. The objective of TQM is to provide the qualified products or services to customers, improve the productivity and minimize the price. With the high quality but low price, it will increase the competitive position in the market. TQM requires cultural change, towards continuous quality improvement. This effort cannot be done in a short time; it takes a long time.

The implementation of TQM requires a cultural change, this is not easy, and the realization requires a relative long time. TQM requires a change in performance, attitude and method. The performance of administrative staffs who works efficiently and appropriate the procedures, the attitude to prioritize the quality which is suitable withthe customer expectations. Administrative staffs need to understand and implement the moral message of TQMin order to give a meaningful impact. Cultural change also requires the change of method in directing the institution. The method change is characterized by the growth of understanding that people can produce quality. TQM to develop the culture of quality, it requires hard work and time. Quality improvement is a process that requires vigilance and caution.

1.3.3 Strategic Management

Strategic management is a systematic approach to the management responsibility, managing the organization to certain position that can achieve the objective, in a way that will assure the sustainable success and make the company (school or madrasah) guarantee or secure a surprising format (Ansoff, 1990). Systematic approach to make changes becomes important in strategic management. Through the strategic management approach, it should be ensured that the objectives will be reached.

Furthermore, Ansoff (Sagala, 2007) explains that the strategic management approach is to analyze the parts namely "strategy formulation". Formulation process is formulating a strategy together, called strategic planning. Strategic approach consists of: (1) positioning the company through a strategy and capability planning; (2) the responses of strategic issues warned by the management; and (3) the systematic management during the strategic implementation.

According Siagian (2005, p. 27), strategic management is a dynamic process, since it keeps continuing within an organization. Each strategy always requires reconsideration and even change in the future. One of the mainreasons is because of the conditions encountered by an organization, both internal and external character that always changes. In other words, the strategy management is intended to be a unit that is capable to perform high performance. Because a successful organization is an organization in which the level of effectiveness and productivity are getting higher and higher.

1.3.4 Performance Management

Performance management is the way on how to prevent poor performance and how to corporate in improving the performance of individual and group performance. The learning process happens between two or more persons through an intense communication, talk to each other, listen to each other, receive criticism and suggestions one another, motivate one another, and get ready to improve the poor performance for the common good. Robert Bacal (2005) states that performance management is a process of communication that run continuously between two or more persons which is conducted based on partnership, between the employee with the supervisor.

Performance management will help the employees to understand what they should do and why it should be done, give the authority to make everyday decisions, find out the way to improve their performance, develop new skills and abilities and enable to identify obstacles and barriers, including resources needed and how to overcome them. Employees gain the benefit from the better understanding about jobs and work responsibilities, they know the limits of work andauthority, and they can act more freely within the scope of performance parameters. Communication and regular interaction of personal/impersonal will ensure that all of the problems that occur can be overcome.

Performance measurement can be viewed from economy, efficiency and effectiveness. The elements of a performance measurement include: (1) determine the goal, the objective, and the strategy of the organization, (2) formulate the indicator and the measure of performance, (3) measure the level of goal achievement and the objective of organization, and (4) evaluate the performance (feedback, assessment of the organization progress, improve the quality of decision and accountability) (Mohamad, 2006). Meanwhile, the approach of performance measurement process includes input, output, outcome and impact (Mahmudi, 2005).

1.3.5 The Concept of Empowerment

The concept of empowerment came up around the 1970s and kept on growing throughout 1980s until1990s (late 20th century). This concept almost appeared simultaneously with the ideologies such as existentialism, phenomenology, and personalism. Followed by the emergence of neo-Marxist thought, Freudianism, including structuralism ideologies and sociological critique of Frankurtschool. Other concepts also came up such as elite, power, anti-establishment, populist movement, anti-structure, legitimacy, ideology, liberation, and civil society.

The concept of empowerment can be viewed as a part or a soul-blood with the ideology which appeared on half of the 20th century, known as the ideology of post-modernism. This ideology concerns on the attitudes and opinions which orients to the jargons like anti-system, anti-structure, and anti-deferminism which are applied toward the world of power. The emergence of the concept of empowerment is the result of and relation to the nature of thought, society system, and culture system that formerly developed in a country (Hikmat, 2006).

Conceptually, the empowerment is derived from the word "power" which means power or empowerment. Therefore, the main idea of empowerment relates to the concept of power. Power is often defined as the ability to make others do something we want, regardless of their wishes and interests. Power is assumed as something that is not changed or cannot be changed (Suharto, 2009). Empowerment as a process of change has a meaningful concept. The possibility of empowerment process depends on two things, namely: (1) the power can change. If the power cannot change, the empowerment will never happen in any way; and (2) the power can be expanded. This concept emphasizes on the meaning of power which is not static, but dynamic.

Furthermore, Suharto also concludes that empowerment is a process and a goal (Suharto, 2009). As a process, empowerment is a series of activities to strengthen the power or empowerment of vulnerable groups in society, including individuals who have poverty problems. As a goal, empowerment is the condition or the result that would be achieved by a social change, which is the empowered society, have the power or have the knowledge and the ability to fulfill their physical, economic, and social needs.

Empowerment will be problematic if it is conceptually a zero-sum. It means that the process of empowerment is accompanied by the presence of a group power to another group. Weber (Hikmat, 2006) defines power as the ability of a person/individual/group to fulfill his desire, even if it against the other.

Richard states that empowerment is facilitated by a combination of several factors, such as evolving values, leadership action, employment structure, training, and payroll system. While William (1992) defines empowerment as the engine which drives the society on track. The society is motivated to keep on conducting the continuous improvement since they enjoy this process fromthe work that should be accomplished.

Actually, what does the society need toward education? The possible answers are as follows: First, they need orders from superiors so that people work in its place; Second, they need different kinds of knowledge; Third, they need institutions that provide the appropriate resources such as facility, material, time and money; and fourth, they need support in the approval of authority and supporting, training, feedback, reinforcement and recognition.

In general, the empowerment is needed by a group of people who are less empowered to improve the performance, spirit and work motivation, and programmed by the empowered people. In relation to this research, the concept of empowerment plays an important role since the main focus is the management of empowerment and the improvement of teachers' professionalism.

1.3.6 Teacher Empowerment

In Article 7 paragraph (2) of Law Teachers and Lecturers in 2005, it states that the empowerment teaching profession is held through self-development which is done in the way of democratic, equitable, non-discriminative, and continuing to uphold human rights, religious values, cultural values, diversities of the nation, and the codes of professional ethics.

In order to make a school/a madrasah interesting and create a good image to the public, it requires qualified teachers that can be proud of. In this regard, students' perception about a good teacher, as stated by Alma (2008), namely:

1) Scientific Competence

A good teacher is a teacher who mastered the science and the material to be taught, teachers perform with confidence, no doubt, so the lecture material isnot deviate from what should be discussed. However, teachers are also expected to have a general knowledge.

2) Teaching Method Mastery

It is really expected by the students that the teacher can give the learning smoothly, systematically and easily to understand, can master the class, so it will notbe a noisy classroom, and students will not feel sleepy. Teachers must teach seriously. In addition, there is also a sense of humor, not monotonous, can read the situation or classroom atmosphere, and do not keep on teaching.

3) Emotion Control

Students mentionthat a good teacher is not emotional, not easily offended. He/she also does not have a scary face, not smarty-pants, and can communicate well with students.

4) Discipline

Students are happy with a discipline teacher who always attendsthe class for giving lectures and authoritative, and arrive on time. If the teacher cannot come, he/she should notify first, so that students do not waste the time.

In relation to this research, the quality of teachers will be used as a guideline for evaluating the teachers who have been empowered and who have not been empowered or the teachers who do not have a serious effort to empower themselves.

2. Method

This study used a qualitative research approach which focused on research issues about The Management of Teachers' Empowerment in Madrasah Aliyah (A Study at Three Madrasah Aliyah in Banten). Qualitative research aims to describe and analyze the phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people in individuals or groups of community. Qualitative research came from constructivist philosophy; it views the fact has the plural dimension, interactive and requires interpretation based on social experience. Qualitative research also come from the view that the fact has plural dimension, the researcher and the researched are interactive, cannot be separated, a fact is formed simultaneously, and this research involves the values (Sukmadinata, 2007).

By conducting qualitative research, the researcher can follow and understand the plot of events in chronological order, judge the cause and effect in the scope of local people, and gain a lot of useful explanations. Qualitative research tends to guide the researcher for obtaining unpredictable findings previously, and to form a new theoretical framework. Qualitative research helps researchers to step further from the presumption and the initial framework. This study is directed to describe real events on The Management of Teacher Empowerment at Three Madrasah Aliyah in Banten Province.

The object of this study was limited to the focus of the study, with the purposive sampling. The target of data collection was taken from a representative of Teacher Council and Principals at Three State Madrasah Aliyah in Banten Province. They were the representative of the Teacher Council and the Principalof Madrasah Aliyah (MAN) Kragilan Serang, the representatives of the Teacher Council and the Principalof Madrasah Aliyah (MAN) 2 Kota Serang, and the representatives of Teacher Council and Principal of Madrasah Aliyah Negeri (MAN) Ciwandan Kota Cilegon.

To obtain the data objectively, the main research instrument was the researcher, assisted by the interview, observation guideline, tape recorder, photographof resource person, the education and the learning atmosphere in madrasah aliyah, as well as field note. Data collection used were: interview, observation, and documentation. During the research, the researcher directly interacted with people who were associated with the situation being observed. At the end of the research, the researcher tried to find out the deep meaning of the phenomena found in the field.

3. Result

Based on the research question the researcher proposed in introduction, thus, this research result would discuss about:

3.1 The Improvement Program of Academic Qualification and Teacher Competence

Based on the National Educational System 2003, it states that teacher as an educator must have a minimum academic qualification of S-1. Meanwhile in Government Regulation on National Educational Standards, it is mentioned that a teacher must have four competencies such as personality competence, social competence, pedagogical competence, and professional competence. Based on both government regulations, the heads of the Madrasah Aliyah in Banten encouraged all of the teachers to have a minimum academic qualification of S-1. In this context, most of the teachers at three Madrasah Aliyah in Banten Province had S-1 academic qualification. Even some teachers were taking graduate program and have had S-2 academic qualifications.

Regarding the improvement of teacher competence, the heads of three Madrasah Aliyah in Banten Province emphasized on the mastery of pedagogical competemce, followed by the mastery of professional competence, personality competence and social competence. The improvement of pedagogical competence was focused on the ability to create lesson plans, implementthe learning process, conduct the mid-test and the final test and do the item analysis. The improvement of professional competence was focused on the development of knowledge in accordance with the subject taught, participation in seminars, workshop, and training. The improvement of personal competence was focused on how to be wise, prudent, mature, and passionate in teaching. Meanwhile, the improvement of social competence was focused on how to organize the ceremony every Monday, create the teaching materials, organize extracurricular activities, science Olympiad activities, as well as the realization of the study tour.

3.2 The Teachers' Efforts in Improving Their Academic Qualification and Competence

In order to improve academic qualifications, the teachers at three Madrasah Aliyah in Banten Province tried to continue their study to the higher level, graduate program and even post graduate program, supported by the ability to be self-financing. From the three Madrasah Aliyah used as the research sites, there were a number of teachers who were and had been following the graduate program.

3.3 Graduate Academic Qualification and Teacher Competence

By having S-1 degree, it already fulfilled the prerequisites to become a professional teacher in a broad sense. However, the professional degree achievement still needed to be struggled for within five to ten years. After reaching the degree of professional teacher, proven by the certificate from LPTK and the incentive as a professional teacher, the teacher should continue his/her study to the graduate program as a form of appreciation of knowledge in the subject he/she taughtand also the appreciationof prosperity as a professional teacher. Whereas, the teacher competence should continuously be improved in order to achieve the higher degree and remain committed, consistent, and consequently become a professional teacher in a certain subject.

3.4 The Policy of the Head of Madrasah in Managing Teachers' Competence

There were some policies of the head of madrasah in maintaining competence and also teachers' performance at three state Madrasah Aliyah within the research site.

3.5 The Supporting and Obstructing Factors of Teachers Empowerment Management

As an illustration of the existence of several supporting factors as well as obstructing factors on the implementation of the Teacher Empowerment Management at three Madrasah Aliyah as the research site, can be seen in the following Table 1.

Table 1. Supporting and obstructing factors of the teacher empowerment management

Number	Name of Madrasah	Supporting Factors		Obstructing Factors	
1	MAN Kragilan	a.	It was supported by facilities and infrastructures.	a.	The location of madrasah was not too strategic.
		b.	It was supported by the human resources of teachers and educational staffs.	b.	Line and transportation were limited.
2	MAN 2 Kota Serang	a.	It was supported by the human resources of teachers and educational staffs.	a.	The demand of society and parents were very high.
		b.	It was supported by facilities and infrastructures.	b.	The demand of the stakeholder was very high.
3	MAN Cilegon	a.	It was supported by the performance of teachers and educational staffs.	a.	The land of madrasah building was limited.
		b.	It was supported by the students' learning spirit.	b.	Line and transportation were limited.

4. Discussion

Based on the some questions in the introduction, the interviewee's answers, and the research findings, the following will discuss the results of the research, particularly on:

4.1 The Application of Education Foundation

The philosophical, psychological and sociological foundation of the teachers was quite strong. It could be seen in the establishment of Curriculum 2013 Socialization, the entire teachers actively participated in listening to the explanation of the resource person. After following the socialization, the teachers understood about the characteristics of Curriculum 2013. The problem was, there were still many obstacles in its implementation level. 80% of the teachers' educational background came from the alumnus of the Educator Institute (LPTK). With that background, most of the teachers had understood and implemented the educational foundation with the philosophical, psychological and sociological nuance.

4.2 The Application of Learning Theory

The learning theory developed in the research site basically followed the current development. Many teachers applied the inquiry learning theory by searching for the additional information from the internet about the knowledge which was appropriate with the subject, and then they downloaded the teaching materials which were appropriate to the theme and the subthemes of learning. Regarding to the learning theory developed by teachers, the head of madrasah gave "a freedom" to develop it. He/she expected to search forthe learning theories which tend to change towards the better one with technology-based communications. The learning theory developed at madrasah was a combination of traditional learning theory and modern learning theory.

4.3 The Development of the Subject

Most of the teachers carried out their duty as the educator and the teacher based on their expertise. The development of teaching materials in every subject was basically left to the individual teacher. There were teachers who continued their studyto the graduate and post graduate level. There were also teachers who followed the short-term training in the counseling field. The heads of madrasah facilitated the development of subject mastery for all the teachers by organizing the event: Self Developing Program, it was held every Saturday after 13.00 until 15.00. Within this forum, all the education problems and the learning process in the madrasah area were discussed among teachers with a relaxed atmosphere but serious. The teachers in the research site, half of them developed the knowledge of their subject by participating in the activity called Subject Teachers Conference (MGMP) at the circle of Regency/City on general subjects. Meanwhile, the teachers who taught religion subject developedtheir knowledge by following the activity called of the Working Group of Madrasah (KKM) in which this activity was held once in a semester.

4.4 The Application of Learning Method

The teachers implemented various learning methods which were suitable to the theme or sub theme of learning as well as the teachers' character. In general, they were able to apply the learning method by applying two to three methods in one meeting. For example, lecturing method with question and answer method, question and answer method with discussion method, tour work method with demonstration method, contextual teaching and learning method with brainstorming method, as well as inquiry method with discovery method. The learning methods used in the research site varied, between traditional method with modern method, there were also some teachers who combined traditional methods one another or modern methods one another too, even there were also teachers who combined certain traditional methods with certain modern learning method. Principally, the heads of madrasah encouraged the teachers to develop modern learning methods, without leaving traditional learning methods.

4.5 The Development and the Use of Various Media Learning

The teachers in the research site often used teaching media such as laboratory, natural environment around madrasah, worksheets, textbooks, information access from the internet through google program, reference books, as well as modules. Most of teachers at the research site already had their own laptop. They were given the facility by the school cooperation to make soft loans in purchasing the laptop. The learning media used in the research site principally combined traditional media suchas white boards, markers, charts as well as the modern media such as laptop, projector, and power point. Sometimes there were also teachers who combined between traditional and modern media.

4.6 The Organization and the Implementation of Learning Program

Almost all teachers made learning devices a few moments before the learning process started. Only certainteachers, who were already at the age of 50's, were slow in submitting learning device. Those teachers might be still "clueless" in optimizing laptop and other supporting tools in the learning process. All the teachers were expected to create lesson plans and other learning devices as the demand of professional duties. In reality, there were still some teachers who were slow in submitting lesson plans and learning device, so they usually needed to be reminded.

4.7 The Implementation of Learning Result Evaluation

The implementation of evaluation was in the form of daily test, the types of questions depend on the teacher and adapted to the character of the subjects as well as the theme or the sub-theme that became the material of daily test. In general, the forms of the test they usedwere various, and it combined essay and multiple choices. Most teachers were able to carry out the students' learning evaluation independently. When they had a daily test, the questions were mostly in the form of essay and the rests were the combination of essay and multiple choice.

4.8 The Ability to Grow the Students' Personality

Student's interest in studyingat the research site was very high, although the ability of cognitive achievement was not optimal yet. The activity of learning process started from 7:15 am until 14:15 pm. Most of students' personalities have the attitude, knowledge and skills which were relatively good compared to other schools. Their mentality was controlled by education and teaching program developed by the head of the madrasah. The learning process in the classroom, based on learning technology; meanwhile, the learning process outside the classroom included outbound, observation, visitation, and study tour. Students' motivation and interest at madrasah were generally good. Most students were interested in continuing their studies to pursue higher education, especially the state universities in Serang, Jakarta, and Bandung.

4.9 Teachers' Personality

The teachers' personalities were mostly good and conducive in carrying out their duty and its function as a public servantand as a non-permanent employee. There was no special treatment from the head of madrasahtoward teachers who were civil servants and non-civil servants. All teachers, even all employees were required to do the electrical attendance system. In general, the teachers' spirit at the research site was very good. They came before 07.00 am since the teaching and learning activity (KBM) started from 07.00 am. They left the school around 15:00 pm sincethe teaching and learning activity (KBM) ended at 14:45 pm, and they should dothe electrical attendance system.

4.10 Make the Teachers Disciplined, Discreet, and Wise

The learning activity started at 07:15 am and ended at 14:15 pm. Then, before 07:15 o'clock all teachers should be already in madrasah. Also, all students should be already in madrasah before 07:15 o'clock. When it was time to go home at 14.15 pm, then the activities of the learning process must end at that moment. In consideration when KBM ended the afternoon, the students and teachers would be stuck in traffic that occured almost every day from 16:00 pm until 18:00 pm. Most of the teachers at the research site had the high discipline in doing their duty as the educator and the teacher. The teachers are required to follow self-development program which started at 13:00 pm until 15:30 pm. In this activity, the personality and the knowledge of the teachers were nurtured, developed, and even empowered by the head of the madrasah.

5. Conclusion

Based on the descriptions and the findings of the research, it can be concluded as follows:

First, the improvement program of academic qualification and teachers' competence at three Madrasah Aliyah in Banten Province is to encourage all the teachers to have a minimum academic qualification of graduate which is suitable with their expertise from the accredited Institute of Teachers Education (LPTK). For the teachers who already had S-1 academic qualification and had been certified as the professional educator, were expected to continue to pursue graduate study, particularly the linear graduate study. The improvement of teachers' competence was integratively carried out with the duties and the major functions of teacher a professional teacher and educator.

Second, the efforts done bythe teachers at three Madrasah Aliyah in Banten Province in the improvement of academic qualifications by continuing their study to the graduate program which is appropriate to their main tasks in several universities in Serang, Jakarta, and Bandung. The improvement of pedagogical competence was focused on the ability in creating lesson plans, implementing the learning process, conducting mid-test and final test, and analyzing items.

Third, by graduate academic qualification, it did not mean that teachers' competence had been reached. It was because there were four key competencies that must be owned by a teacher such as professional competence, pedagogical competence, personal competence and social competence. The academic qualifications covered the fulfillment of professional competence which was the mastery of subject material. But other three competencies should not be abandoned.

Fourth, the policy of three heads of Madrasah Aliyah in Banten Province in regulating the teachers' competence: First, every teacher must follow extracurricular activities, use multiple choice questions and essays when creating the questions for daily test, mid-test, and final-test; Second, every teacher must follow regular meetings every Saturday, to discuss the issues related to education and learning; and Third, some teachers were willing to be a resource person at the education activities "life skill" after the implementation of National Examination, such as the computer training, the guidance of Hajj ritual, and the tutoring before the Selection of State Universities (SMPTN).

Fifth, the factors that becamethe supporter and the obstruction in the implementation of teachers' empowerment management at three State Madrasah Aliyah in Banten Province were: supporting factors include: facilities and infrastructure, human resources of teachers and educational staffs, teachers and educational staffs' performance and students' learning spirit. Whereas the obstruction factors were: the location of madrasah which was less strategic, the line and transportation facilities which were limited, the demands of society or parents which were very high, the demands of stakeholder which were very high, and the limited land of madrasah building.

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