

**IMPLEMENTATION OF NATIONAL EDUCATION STANDARD
AT MADRASAH ALIYAH NEGERI 1 MEDAN**

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Abstract

This research was conducted at Madrasah Aliyah Negeri (MAN) 1 in Medan through qualitative approach. There were four things which were described in research problems: (1) How is the formulation of national education standard policy at Madrasah Aliyah Negeri 1 Medan?, 2) How is the implementation process of national education standard policy at Madrasah Aliyah Negeri 1 Medan?, 3) How is the leadership's support against the implementation of national education standard at Madrasah Aliyah Negeri 1 Medan. The findings of this research as followed: First, formulation of national education standard policy at MAN 1 Medan was conducted through meeting that was attended by teachers, headmaster, school administration staff, and committee of madrasah (islamic high school) and they discussed every part in national education standard policy through small groups. Second, the implementation process of national education standard policy that was conducted generally well and it was in accordance with the standar in which it only needed to be improved further. Third, the leadership at Madrasah Aliyah Negeri 1 Medan really supported actively the implementation process of national education standard policy. The kinds of leader's supports such as: division of task, supervision, staff empowerment, motivation, decision making, and dividing the work group.

Keyword: *Implementation process, standadization education, standar policy, small group, discussion*

Introduction

Education is a basic method of either social or reformation progress. The remaining of all reformations only transpired to the law, or imposed certain penalties or for a change of mechanism setting or the outsider that was temporary and useless (Dewey, 1982). Based on this Dewey's statement, it was interesting to be researched regarding education policy, which was the method or way for reaching good social reformation and in this case, it was implemented by school as an institution of education. The quality of national education must be improved more and more by establishing standard in order to become a guidance in implementing managerial policy in every school because qualified education would guarantee the future of culture of the nation. In this context, it was presented that "Education is a socially facilitated process of cultural transmission (Jackson, 2012). The policy in developing education must be a foundation in order to do development in various fields. As we know that, essentially, the effort of developing education was in order to build human potency which later on, the human itself would become a development actor for various fields of other developments (Hasbullah, 2015). Actually, globalization had given significant influence for formulation and implementation of education policy for many countries and it was always resulted in change of emphasis from the policy that was related to the meaning/provision and to the policy that concerned with regulation. Economic challenge that was faced by the weakness of national environment had made it more difficult for a country to keep high cost for well being, including education field. If it was observed carefully, the correlation between politics and education, including Islamic education, was correlating and influencing each others, even, they needed each others. However, education problem could not be separated from politics problem because how the politics policy was, it really determined the direction of the guidance and development of education (Nurhayati, 2009). Conversely, education influenced how the nation was. The quality of education in a nation determined the nation's progress and index of human development (Tilaar, 2003).

The role of the Prophet as a teacher has been recognized not only among Muslims, but also by Western scholars. Rasulullah not only as servants and messengers of Allah on earth, but he is a statesman, father, husband and teacher (educator) of mankind all the time (Usiono, 2017). Education reformation had been done and regulation for the policy change of national education development had been began. The development of national education, which was a common effort of all components of the government and the people was done well in planned and systematically in order to realize learners to develop actively themselves for having spiritual power, self-control, personality, intelligence, noble moral, and skill which were needed by themselves, people, nation and country. He gave an example that many graduates of formal education institution either in school grade or university grade, were impressed that they had not been able to develop their creativity in their life professionally (Hamzah, 2008). According to Susilo, this was occurred because education orientation that was practiced all this time was valued to be over focused on intellectual development that did not work by individual development as a whole unity, personality, and tended to isolate self from real life in the outside of school field. Hence, it caused the knowledge that was learned at school was less relevant with people's daily life and the demand in career (Susilo, 2000).

Recently, we were not strange with the term of *madrasah* (Islamic school) and it taught either religious knowledge or non-religious knowledge. National education system of *madrasah* was a prestigious Islamic education system and taught either religious knowledge or non-religious knowledge since in the early XX century (Maksum, 1999). After \pm 14 years (1989 – 2003), term of *madrasah* was explicitly written in UUSPN Number 20 in 2003 which stated that *Madrasah Ibtidaiyah (MI)* and *Madrasah Tsanawiyah (MTs)* were basic education. Meanwhile, *Madrasah*

Aliyah (MA) and *Madrasah Aliyah Kejuruan (MAK)* were in the category of medium education. This was seen from the establishment of Government Regulation in Republic Indonesia Number 19 in 2005 regarding National Education Standard (PP, 2005). In content and context of *madrasah* development, PP Number 19 in 2005 directed to the creation of excellent *madrasah* in several implementation systems, in more futuristic language, Abdurrahman Shaleh stated as future *madrasah*. In contents perspective, PP Number. 19 in 2005 were: 1) Common Appointment; 2) Scope, Function, and Goal; 3) Content standard; 4) Process Standard; 5) Graduate Competence Standard; 6) Educator Standard and educational staff standard; 7) Facility and Infrastructure standard; 8) Management standard; 9) Financial standard; 10) Education assessment standard; 11) Institution of National Education Standard (*Badan Standar Nasional Pendidikan (BNSP)*); 12) Evaluation; 13) Accreditation; 14) Certification; 15) Quality guarantee; 16) Transitional provision; and 17) Closing appointment. In the vision, Government Regulation of Republic Indonesia Number 19 in 2005 was made for implementing the appointment in chapter 25 paragraph (4), chapter 37 paragraph (3), chapter 42 paragraph (3), chapter 43 paragraph (2), chapter 59 paragraph (3), chapter 60 paragraph (4), and chapter 61 paragraph (4) which were written in *Undang-undang Sisdiknas* Number 20 in 2003. By high optimism, Government Regulation (PP.)

In spite of scepticism and optimism, the Government Regulation (PP) was a guidance of minimal criteria regarding education system in Indonesia for either *madrasah* school or general school. According to this PP, all of education institutions in either Minister of Religious Affairs scope or Minister of Education and Culture scope must qualify Education Standard scope, including eight components: Management standard, educator and educational staff standard, facility and infrastructure standard, financial standard, process standard, content standard, assessment standard, and graduate competence standard. However in fact, the eight standards which became the requirement for all education unity, including *madrasah*, had not been completed. This was based on on research data in 2008 that titled *Madrasah Dalam Pemenuhan Standar Layanan Minimal Pendidikan (Kesiapan Pendidik dan Tenaga Kependidikan) says SNP di MI dan MTs* showed that the educator and educational staff in MI and MTs that was consisted of teachers, Madrasah headmaster, and new staff qualified SNP in 7,2 % (Balitbang Kemenag, 2012). Noticing the concept of maximalization of education quality, it became very interesting to be analyzed further in order to look deeply at the description of national education standard, particularly at *Madrasah Aliyah Negeri 1 Medan*. *MAN 1 Medan* gave own inspiration, which the owned support by *madrasah* was quite pleasant for either internal group (student's parents who were joined in school committee) or external group (government and other stakeholders), which had own notice. Besides, *MAN 1 Medan* had green environment although the *madrasah* was located almost in center of the city. However, the *madrasah* used its simple yard to be a cool environment by having quite good fence and gate, thus, it made the students and educators felt to have conducive learning and the student still focused to do learning activity well. In addition, only *MAN 1 Medan* which was the only *madrasah aliyah* in North Sumatera-Indonesia that had ISO 9000 award.

National Education Standard

Standard in *Kamus Besar Bahasa Indonesia* (Indonesian dictionary) was a size or something that was used as an example or legal base for measurement. Meanwhile, the meaning of national was a nationality. Tilaar (2006) explained that standardization was a manifestation from the concept of "all can be measured". Because all could be measured, it would be reached the efficiency and it was known the quality of something or a service. In line with this, in international world, it was known about the implementation of international standard. In this context, standard of international quality introduced what was known as the International Organization for Standardization (ISO),

which was a federation of national standard from the nations in the world. The institution of national standard in America was known as the American National Standards Institute (ANSI) (David et. Al., 2000).

Besides, its position with national education standard was a quality measurement that would be reached in the implementation of national education system in Indonesia. Meanwhile, in quality management had been introduced to ISO 9000, which was as a quality management standard and quality guarantee standard that became international standard for goods and service. Furthermore, national education standard was a minimal criteria regarding education system in law territory of Republic Indonesia. Hence, national education standard was a minimal limit regarding education system for educator in order to be able to do education process in Republic Indonesia.

Education had a very strategic role in developing the country. Various studies in several countries showed the strong correlation between education and development level of a country which was showed by various economic and social cultural indicators. The education that could facilitate change was homogeneous, valuable, and relevant education with the people's needs (Rusdiana, 2015). Based on the opinion above, it could be understood that education must be able to give provision for human life, thus, it would impact widely against nation development. Besides, education was an expected process so that the human could comprehend the meaning and life essence, and also what and how to do life correctly. Therefore, the focus of education was directed to the building of excellent personality through emphasizing the quality maturation process of logic, heart, moral, and faith. National education standard had function as a base in planning, implementing, and supervising education for manifesting valuable national education. The national education standard had function to guarantee valuable national education in educating nation life and forming personality and civilization of prestigious nation (Mulyasana, 2012). According to the explanation above, it could be concluded that national education standard in its implementation actually was not only for a tool for increasing education quality, but also for equality of valuable education.

Scope, Function, and Goal of National Education Standard

The scope of national education standard included (Rusdiana, 2015); Content standard, which was the scope of material and competence level that was presented in criteria about graduate competence, research competence, subject competence, and learning syllabus that must be completed by students in certain education level and certain education type. Content standard included material scope and competence level scope in order to reach graduate competence in certain education level and certain education type. This content standard contained basic framework and curriculum structure, study load, curriculum of educational unit level and academic/educational calendar.

The process standard was national education standard that related with learning implementation in one educational unit in order to reach the standard of graduate competence. In learning process, an educator gave exemplary. The learning process in education unity was conducted interactively, inspiratively, pleasantly, challengingly that motivated the students to participate actively and gave enough space for the initiative, creativity, and independence based on the student's talent, interest, physical and psychological development. Every education unity planned learning process, implemented learning process, assessed learning result, and monitored learning process in order to be implemented effective and efficient learning process.

Graduate competence standard was a qualification of graduate's ability that included attitude, knowledge, and skill. The graduate competence standard was used as a guidance in determining

the student's graduate from education institution. Graduate competence standard included competence for all subjects or subject group and the subject itself.

The standard of educator and educational staff was a criteria of pre-job training of education and either physical worthiness or mental worthiness and the education in profession. Moreover, the educators must have either academic qualification or competence as a learning agent, the educators must be either physically or spiritually healthy, and must have ability for realizing the goal of national education. Academic qualification as what it was meant was minimal education level must be qualified by an educator that was proved by educational certificate/diploma and/or relevant skill certificate based on the provisions of applicable legislation.

Facility and infrastructure standard was a national education standard that related with minimal criteria of study room, sport room, worship room (mosque, church, etc), library, laboratory, workshop, playground, place for creation and recreation, and other learning source, which were needed to support learning process, including the use of information and communication technology. Management standard was a national education standard that related with planning, implementing, and monitoring learning activity in education unity level, city, province, or national so that it was reached either efficiency or effectiveness of education implementation. The management of education unity in either primary school or secondary school level applied management in school base that was showed by independence, partnership, participation, openness, and accountability. The management of education unity in university level applied autonomy of university, which its limits were regulated in the provisions of applicable legislation and gave a freedom and supported independence in academic management, operational management, personnel management, financial management, and functional area of other managements which were managed by each university.

Financial standard was a standard that managed components and operational cost in education unity that was acceptable for a year. In addition, the operational cost in education unity was part of educational fund that was needed for paying operational activity in education unity so that it could be conducted education activity based on national education standard regularly and continuously. The education cost was consisted of investment cost, operational cost, and personnel cost. The investment cost included the cost of providing facility and infrastructure, developing human resource and permanent working capital. Meanwhile, the personnel cost included education cost that must be paid out by the students in order to be able to have learning process regularly and continuously. The operational cost included salary, operational education cost, and standard of operational cost in education unity.

Education assessment standard was a national education standard that related with mechanism, procedures, and the instrument of the assessment of student's learning result. In this case, the assessment was consisted of the assessment of learning result by educator, education unity, and government. Meanwhile, the function of national education standard as what was stated in Government Regulation (PP.) Number 19 in 2005 was as a base of planning, implementing, and supervising the education in realizing valuable national education. Hence, national education standard had a function as a reference for education organizer in order to realize valuable national education (Mulyasana, 2012). However, the goal of national education standard was in order to guarantee the quality of national education in improving nation life and building human personality and civilization of dignified nation. National education standard was perfected in planned, directed, and continuous way based on demand of change of either local, national, or global life. In order to guarantee the quality control of education based on national education standard, it was needed to be conducted evaluation, accreditation, and certification. By national education standard, it was expected that the education quality became more increase for having prosperity to Indonesia later.

Urgency of National Education Standard

Education was a process that had a goal. Every process that had a goal had a yardstick, which was how our efforts to reach the goal were. However, it was different with the physical goals, such as the distance of a place or a production target. The goal of education was an intangible one and it continuously changed and improved. The goal of education was always temporary. It meant that the goal of education everytime needed to be revised and adjusted with the demands of change. In addition, Tilaar (2006) explained that in national education context in Indonesia was needed a standard that needed to be reached in certain time for realizing education demands. This needed clear, planned, and visible formulation concerning with the goal of education. The formulation of education goal could be such as ideal goal, long-term goal, medium-term goal, and strategic plan that were visible with certain condition and time. If there was clear goal formulation, which as the main requirement in education process, for reaching temporary goal or strategic plan needed to be formulated strategic steps in reaching it. This strategic plans could be reached through several activities in education process. In this case, UUD 1945 had formulated an ideal goal, which was educating Indonesian people's life. National education system was an effort in order to realize ideal ambition, which was excellent Indonesian citizens. In order to know how far being reached excellent Indonesian citizen, we could look at the daily life in which being together with Indonesian society. Excellent Indonesian citizen was Indonesian person who had intelligence and skills as the moralistic human.

The explanation above showed that national education system needed a standard. The standard was not meant as the only inflexible standard, but as a standard that improved continuously. In other words, the quality of national education was as long as to be improved more. Based on this case, the meaning of standard could be viewed from several points of view, such as: 1) Standardization of national education was a politic demand. As a Republic of Indonesia, we needed a yardstick in order to grade how far the Indonesian citizen had similar vision, knowledge, and skills, that could develop the unity. 2) Standardization of this national education was a globalization demand. Recently, this world was a global neighborhood. In global life, it was occurred a competition that was harder and harder. Therefore, every citizen needed themselves in competitive life. 3) Standardization of education was a demand from progress. Every country did not want its own country to be left behind from other countries. We were as the citizen had ambition in order to increase the prestige in developed country.

Research Approach and Method

This research was focused against the implementation of education standardization policy at Madrasah Aliyah Negeri 1 Medan as the *madrasah* headmaster's response for macro policy that was made by government concerning with national education standard policy based on Indonesian Government Regulation, *Peraturan Pemerintah* Number 19 in 2005. This research utilized qualitative approach and the approach was chosen for this research because it was believed that it was the most relevant approach for studying the problem that related to policy of certain institution. In this case, the institution was MAN 1 Medan. The similar approach was also utilized by other researchers to study similar things.

A method of qualitative research that was understood was a method that was utilized to study on condition of natural object by taking the researcher as the key instrument. The technique of data collection was conducted in triangulation (combined), the data analysis was inductive, and the research result emphasized more on the meaning rather than generalization (Sugiyono, 2014). By focusing on the analysis against the implementation of national education standard policy at MAN 1 Medan, the actual study utilized embeded case. Creswell stated that if we would select a study for a

case, it could be selected from several study programs or a study program by utilizing several information sources, including: observation, interview, audio-visual material, documentation, and report.

The case context could condition the case in its setting, which consisted of either physical setting or social setting, and either historical or economic setting. Meanwhile, the focus in a case could be looked at its uniqueness, could need a study (intrinsic case study) or could become an issue by using instrument for describing the issue (instrumental case study). When a case was studied more than one case, it should refer to collective case study (Creswell, 1998). Therefore, Lincoln Guba stated that the structure of case study was consisted of problems, context, issue, and the learned study. According to Creswell, the approach of case study preferred for qualitative approach. As what had stated by Patton that the detail of a qualitative method was from minimum of case study (Patton, 1991). Therefore, a research of case study needed different long time with other major disciplines.

This research utilized qualitative approach and the approach was selected for this research because it was believed that it was the most relevant to study the problem that related to a policy of certain institution and in this case was MAN 1 Medan. The similar approach also had been used by other researchers to study similar things. In this research, the researcher would conduct analysis deeply against the fulfillment policy of national education standard at MAN 1 Medan, Jalan Williem Iskandar/Jl. Pancing, Medan, Indonesia by paying more attention to all conducted processes for being qualified the standard of minimal education. In this case, firstly, the researcher asked for cover letter from director of Post-graduate program at IAIN North Sumatera to have agreement. Then, the researcher met the headmaster of MAN 1 Medan for obtaining the permission of data collection that was needed. Then, it was conducted further interview regarding research focus against the key informant of *madrasah* headmaster, deputy head of *madrasah*, staff, *madrasah* committee, and the teachers. Then, it was strengthened by observing against various events and objects which related with the implementation of education standard policy and by collecting the documents such as government regulation, decision of *madrasah* headmaster, and the education guidance at MAN 1 Medan.

Finding and Discussion

First finding, formulation of national education standard policy at MAN 1 Medan was conducted through meeting that was attended by teachers, headmasters, staffs, and *madrasah* committee that discussed every part in national education standard policy through small groups. The formulation of national education standard policy was conducted in collaboration with several parties that had been concerned (stakeholder) at MAN 1 Medan for obtaining goal, improving *madrasah* quality, and reaching the expected goal of national education. National education standard was a government regulation that must be fulfilled by every education unity. Standard was how good was good. Standard supported all parties to do planned and systematic effort in order to reach it and standards were created because they improved the activity of life.

This was in accordance with what had been stated by Joan Dean in his book "Managing Secondary School" that the people's support in education could be seen in several things:

- a. Representation *madrasah* to the outside world. *Madrasah* had acknowledgement from the people in the outside of *madrasah*. The kinds of the acknowledgement were: (1) the members of *madrasah* attended meeting invitation from the outside, (2) the members of *madrasah* became a speaker in the outside of *madrasah*, and (3) the members of *madrasah* became organization committee in the outside of *madrasah*.

- b. Government's Support. The government supported the implementation of the programs in madrasah. That support included: (1) accepting the vision and mission, *madrasah* policy and its curriculum, (2) helping *madrasah* in making plan, and (3) providing training for *madrasah*.
- c. The involvement of the parents. The student's parents was involved as the real form of direct participation from the people. Moreover, the participations were like: (1) *madrasah* recognized parents as educator partner, (2) communication between the parents and *madrasah*, and (3) discussion about student's condition and madrasah policy.
- d. Building the relation with businessman/ company. For example: (1) the company involvement for supporting student's achievement, (2) the students invited company for assignment from *madrasah*, and (3) having good relation with company around *madrasah*.
- e. Supporting the use of society environment for subject material. For example: (1) Local people and environment gave valuable material for student's learning process, (2) Helping the student to be responsible against the environment, and (3) Giving attention for the students in society (dean, 1993).

In old paradigm, the family relation, school, and society were viewed as separate institution. Committee was consisted of student's parents unsure which did not become part in implementing education at school. In recent context, the openness from all components was a must for obtaining good quality. This could not be separated on education world for family, and the school committee had a right for knowing about what had been taught and done by teacher at school. In transitional paradigm, the relation between family and school had began to be created, but the people had not had contact with the school. In new paradigm, the relation of family, school, and society must be created synergistically in order to improve quality of education service.

The result of conducted research by *madrasah* committee was in accordance with Depdiknas theory, Mediator between government and society in education institution, such as: 1) Cooperating with the society, either personally, in government organization, or in society in order to the implementation of the education and valuable learning, 2) Containing and analyzing aspiration, idea, demand, and several needs of education that was presented by society. National standard education was a policy that was made based on aspiration and took a side to the school/ *madrasah* and its reality, responding several interest and minimizing the harm of certain parties. As well as with education policy, it should consider many things because it involved public interest that had great impact. The policy making process was a politic process that was occurred in stages of politic policy making, which this political activity was explained as a policy making process and being visualized as stages series interdependently, being managed chronologically, such as : agenda preparation, policy formulation, policy adoption, policy implementation, and policy assessment. Therefore, a policy would be easy to be understood if it was studied stage by stage, and made the public policy would be always full of colors and really dynamic study.

Second Finding, implementation process of national education standard policy, which was conducted at Madrasah Aliyah Negeri 1 Medan generally had been well and in accordance with applicable standard. However, it only needed to be improved further. According to Wibawa (1994), the implementation of policy was a manifestation of decision regarding basic policy, and usually, it was stated in Indonesian Regulation (*undang-undang*). Nevertheless, it also could be important executive instructions or legislation decision. Ideally, the decision explained the problem that would be handled, determined the goal in several ways in "structure description" of the implementation process. Meanwhile, Grindle (1980) stated that implementation of education policy actually was not the only concerned with mechanism of politic decisions clarifying into routine procedures through education bureaucratic channels rather than more than like that. The policy implementation also implicated the problem of interest conflict, decision conflict, and who had obtained what from the

education policy. The implementation measurement could be looked at its process by asking whether the program implementation had been appropriate with what had been determined or not, which was looking at the action of the program in individual project base and whether the program was reached or not. The measurement of the implementation of education policy became very crucial because education policy implementation was an important thing, even, it was more important if it was compared with its formulation. The policy implementation was one of components in policy process. Conducting a policy meant conducting a choice that had been settled from several alternatives in formulation and applicable legislation, being supported by professional personnel, and available facility and infrastructure. The policy implementation as what was stated by Sanusi (1998) was a process in doing, implementing, and trying alternatives that had been decided based on applicable laws.

Third finding, the leader at Madrasah Aliyah Negeri 1 Medan really supported actively the process of national education standard policy implementation. The form of leader's supports, such as : task division, supervision, staff empowerment, motivation, decision making, and dividing the work group. The headmaster of *madrasah* was a component that had important role in developing education quality. This headmaster had strong role in coordinating, activating, and harmonizing all available education resources in order to support the increase of education quality. The leadership of madrasah headmaster was one of the factors that could support school in order to be able to realize school's goals through the programs which were planned and in stages. *Madrasah* headmaster in determining the program's goal was in accordance with vision and mission of *madrasah* which in it was fundamental of *madrasah* that based on education base, Indonesian regulation, challenge in the future, society's value and expectation.

A leader was viewed as a core management and management behavior. The core leadership was a decision maker, including a decision to not decide. A leadership would be well if there was a decision that would be executed, as well as with management. It meant that the management would be reached its goal, which it was executed by the subject that had leadership characters. A leadership only could create actually if it was apperaed by a leader who had leadership characters. A leader was a person who had leadership skills and executed the leadership. He/ she had an ability to influence people's opinion or group's opinion without asking the reasons. A leader was an active person who made plans, coordinated, tried some trials, and led jobs for reaching together its goal (Dani et. al., 2012). Based on the statement above, it could be understood that a leadership was a spearhead success of an organization. Besides, it could be understood that a leadership was an ability in having effective relation with all of the organization unsure for reaching together goals.

Fourth Finding, Either government or *madrasah* committee gave full supports in order to fulfill national education standard policy at Madrasah Aliyah Negeri 1 Medan. The form of government's support was through making regulation about education, pro policy to education world by certification for teachers and trainings for headmaster and teacher in improving quality and help such as operational cost for school and several *madrasah* committee's supports, such as: financial support and facility and infrastructure support. Supervision was a part that could not be separated from all processes of education administration that was directed particularly for developing effectiveness of personal performance that related with main job in education. In this understanding, the supervision was viewed as subsystem from administration system which also involved to non-teacher. However, the central point of this supervision was the improvement and development of professional performance that handled the students. Through improving and developing their performnace, it was expected that guiding efforts, teaching efforts, and training for the students also could develop and directly, it could increase learning effectiveness (Pidarta, 1988). In addition, Sutisna also explained that supervision was a help in developing better learning

situation. In other words, supervision was a learning activity that was provided in order to help the teachers in implementing their jobs so that it would be better. The role of supervision was supporting, helping, and sharing, rather than commanding. Based on several views above, implicitly it had new perception and knowledge regarding supervision that contained main idea, such as encouraging the growth of professional teachers, developing the leadership of professional teachers, developing democratic leadership, releasing energy, and solving various problems that related with learning process activity.

Fifth Finding, The work performance of educators and educational staff increased after being implemented national education standard at Madrasah Aliyah Negeri 1 Medan. This could be looked at the result of student's national examination in last 2 years which increased until 50% and the MAN 1 Medan students' success to be able to pass the entrance examination at favorite university in Medan, Jakarta, Bandung, and others. The work performance was a general term that was used some or all activities of an organization in a period by showing on several standards, such as past cost or being projected in efficiency base (Soetjipto, Budi W, 1997). Work performance was a success sign of an organization or people who involved in the organization. According to Hitt, Ireland, and Hoskisson, person who was parties that had interest in the organization was worker. The interest included managerial interest and nonmanagerial interest (Hitt et. al., 2001).

Work performance, basically was what had been conducted or had not been conducted by employee. Work performance generally was for most of jobs that had unsure as followed: 1) Quantity of result, 2) Quality of result, 3) Punctuality of result, 4) Attendance, and 5) Cooperation ability (Mathis et al., 2006). Meanwhile, Debra stated that the term of result was mostly used in order to increase worker's efforts and motivation and also increase task performance (Debra, 2006). This was in accordance with Sahertian's opinion that performance was usually related with task position that related to knowledge, skills, and character of person's work behavior (Sahertian, 1994). Implementation of task and the responsibility were expression of all potencies and ability which were owned by a person and demanded to whole possessing. The measurement of performance according to T.R. Mitchell that was quoted by Rusman could be looked at quality of work, promthness, initiative, and communication. The four components were performance standard that could be became a base for knowing whether the teacher's performance was good or bad or effective. The performance standard needed to be formulated in order to be become a referral in comparing against what had been reached by what had been expected, or the performance quality was a kind of behavior or activity that was conducted and in accordance with expectation and needs or goal which would be reached effectively and efficiently.

Conclusion

Formulation of national education standard policy at MAN 1 Medan was conducted through meeting that was attended by teachers, headmaster, staff, and *madrasah* committee by discussing every part in national education standard policy through small groups. The resulted formulations were: **Graduate Competence Standard:** Deputy head of *madrasah* in MGMP field would become rayon coordinator of MAN 1 Medan to conduct meeting in determining the minimum comprehensiveness criteria (*Kriteria Ketuntasan Minimal (KKM)*) for every subject., **Content Standard:** For every teacher must finish document 1 and document 2 of a learning before the material in that semester was began, **Process Standard:** sending some teachers to join training regarding a learning in order to improve the quality of teaching, **Educator and Educational staff Standard:** Recruiting teacher must orientate to the teacher's appropriate background knowledge with the subject that would be taught although the teacher was non-civil servant status (non-PNS), **Facility and Infrastructure Standard:** Providing facility and learning support based on applicable

regulation, **Management Standard**: empowering human resource who had good competence to conduct task and made main task and function that became their job responsibility, **Financial Standard**: Coordination of school committee and the school staff in collecting SPP fund, **Assessment Standard**: Every teacher must observe continuously the progress of his/her student's learning by conducting examination, such as: mid-term examination, final examination, monthly examination, and other needed examinations.

The implementation process of national education standard policy that had been conducted at Madrasah Aliyah Negeri 1 Medan generally had been well in accordance with the applicable standard. However, it needed to be improved further. The forms of the leader's supports, such as: task division, supervision, staff empowerment, motivation, decision making, and division of work groups. Either government and *madrasah* committee supported full for fulfilling national education standard policy at Madrasah Aliyah Negeri 1 Medan. The performance of educator and educational staffs improved more and more after being implemented national education standard at Madrasah Aliyah Negeri 1 Medan. This could be looked at the result of student's national examination that was obtained in last two years, which improved until 50% and the MAN 1 Medan students' success to be able to pass the entrance examination at favorite university in Medan, Jakarta, Bandung, and others. In this case, it was suggested to the government that it was expected to make continuously the policies which supported the quality improvement of *madrasah*. Meanwhile, for Department of Education and Culture, and Ministry of Religious Affairs were expected to design correct formulation for improving education quality at *madrasah* in Medan. Besides, it was also expected active support and role from all unsure of the society in improving the quality of *madrasah*, particularly either *madrasah* committee's support or student's parents who were not member of *madrasah* committee, *madrasah* headmaster, teachers and educational staffs were expected to increase cooperation continuously in implementing education standardization at Madrasah Aliyah Negeri 1 in order to improve the quality of *madrasah*.

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