QUR'AN-BASED TEACHER DEVELOPMENT: QUALITY IMPLEMENTATION ANALYSIS TEACHER AT THE 'AISYIYAH EDUCATION AND TRAINING CENTER

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ABSTRACT

This study aims to examine the effectiveness of the teacher development model. Coaching with an Al-Qur'an based learning approach is offered. Al-Qur'an as the foundation of the learning approach puts forward the understanding of theocentric paradigm. A humanist theocentric paradigm is to provide opportunities for learners to independently construct their knowledge. This teacher development pays attention to aspects of personal character, life skills, and spiritual orientation. The Prophet's practice in educating and fostering became a concrete reference for the implementation of coaching.

The descriptive qualitative research method was used in this study along with the al-maudhu'i thematic method for the study of the Qur'an. This coaching model was piloted on a group of teachers from the Bali region who were trained at the 'Aisyiyah national teacher training center in Jakarta. This group was studied using purposive sampling and non-probability sampling with the results of increasing general literacy skills and Al-Qur'an literacy. Literacy skills marked by understanding surah Al-Alaq 96:1, communication skills with sura Luqman 31:19, and initiatives to innovate with surah An-Najm 53:39, 40, and 41. Improving communication skills and initiatives to innovate as well discovered after construction. This finding provides added value for teachers to be able to position themselves as fun and progressive learning companions , as reflected in surah Al-Mujadilah 58:11 .

This study also found the importance of fostering teachers by paying attention to the development of the ethical teacher's personality in the Qur'an . Personality with rabbani characters, humble, sincere, patient, empathetic, fun, and full of gratitude. Master general life skills , leadership, and management.

Keywords: Coaching, Teacher, Personality, Al-Qur'an

INTRODUCTION

Human Resources (HR) who have a work ethic, are productive, skilled, master technology and are able to adapt to changes in the world are the results of quality education. One of the seven national development agendas for 2020-2024 is increasing human resources to become quality and competitive human beings (Central Bureau of Statistics, 2020). Answering this agenda, the government together with various elements of society engaged in the education sector seek the availability of quality education services.

The era of globalization and digitalization with the distribution of data flows in various forms demands the need for agile human resources to face this era. Service progress and quality improvement in all fields are the impact of globalization and digitalization demands. Likewise with the world of education which is required to follow the dynamics that occur. Teachers as an important component in education must master the skills of educating and teaching to achieve the desired educational outcomes. Teacher quality can be said to be the most recognized measure for assessing student success (Blanton, Correa, & Sinder, 2008). The quality of teachers is directly related to the quality of educational outcomes in schools.

Teachers need to develop basic knowledge, creativity, and effective learning skills to be able to adapt to change. Teachers run an education system where the success of the system depends on the quality of their performance. Therefore, the education system also pays attention to aspects of teacher preparation and readiness. A well-organized education system pays attention to the quality of teacher performance (Jefferson, 2018). Likewise, the quality of educational outcomes is also a reflection of the quality of the education system. The teacher is the main actor in the success of an education system. The quality of teacher competence is not only to run the education system effectively, efficiently and accurately but rather to make it easier for students to learn. So that students become individuals who are happy and good at learning.

The government pays attention to the issue of teacher readiness. The teacher's duties are regulated in good legislation and the teacher's quality is also evaluated periodically. Teacher competency test (UKG) is one of the ways that the Ministry of Education conducts regular academic and non-academic (performance) measurements every year. UKG is run based on Law no. 14 of 2005 concerning Teachers and Lecturers and is part of the teacher competency certification. Implementation of UKG focuses on identifying teachers' abilities in mastering pedagogical and professional competencies.

Based on the 2018 UKG results, the national average achievement was only 53.02 or below the minimum competency standard set at 55.0. There are seven provinces that reach above the standard UKG score, namely Bali, Kep. Bangka Belitung, DKI Jakarta, West Java, East Java and DI Yogyakarta. The quality of teachers in most parts of Indonesia based on the results of the teacher competency test (UKG) is below the set minimum competency standard (Kemendikbud Balitbang, 2019). Furthermore, data on teacher qualifications, especially in early childhood education, which will be the focus of this discussion, shows that 72 percent of teachers in Indonesia, consisting of public teachers, private teachers, auxiliary teachers, teachers (regional honorary), and so on, have an undergraduate level of education. (Center for Education and Culture Data and Statistics, 2019). Previous data shows that the available teaching staff have met the academic qualification requirements, namely teachers who have a D4/S1 diploma or higher. The Ministry of Education and Culture classifies teachers as fit to teach (Central Bureau of Statistics, 2020). whereas if seen In terms of UKG results, teachers still need special coaching and assistance in carrying out their profession so that they can meet the ratio to achieve the quality of their assistance to students.

The discussion above shows the urgency of teacher development. Need the right way to be able to help teachers develop their potential. Self-potential is an important basis for teacher development that needs to be considered in its method. Theories of learning and coaching adopted as a basis for thinking about designing coaching methods are collaborated and adapted to references to the Qur'an. These theories are also seen for their suitability with the good practices that have been exemplified in the Sunnah by the Prophet Muhammad, as the best teacher model for Muslims. It is hoped that the method with a review of good practices and strong references will be able to make steady changes to the individuals being coached.

Selected theoretical approach in order to build the construction of a teacher development method that is in line with the guidance of the Al -Qur'an is as follows. The theory of constructivism is a learning psychology theory that has been used and developed since BC by Socrates and followed by Plato and Aristotle. Furthermore, in the following century this theory was developed by, Amos Comenius, Wolfgan Ratke, Piaget as well as the most popular by Vigotsky. The theory of constructivism is a generative learning process, namely an act of creating a meaning from what is learned. Some of the general concepts of the constructivism learning process are that students actively construct knowledge based on existing experience. (Saefudin & Berdati, 2016).

Other theory chosen is the theory of curriculum development. Hilda Taba's curriculum theory which was also developed by Ralp Taylor is used as a teacher development curriculum theory (Syaodih , 2006). The same theory was carried out by Wentling , Borg and Gall also reviewed for enrichment. The whole theory focuses curriculum development on analyzing the needs of the beneficiaries of the curriculum.

Islamic educational ideological theory is also adopted to be able to relate to the strengths and peculiarities based on the Qur'an .The theory that carries the paradigm of theocentric humanism popularized by Achmadi, Kuntowijoyo, and Abudinata. This theory connects about Islamic education in Indonesia which is in line with the basic values of the Indonesian state, namely Pancasila. The suitability of the theory of Islamic education is also reflected in the Law on the National Education System No. 20 2003.

The purpose of this ideological theory of Islamic education is to use the word ideology as a pointer to the concept of ideals and values that are explicitly formulated, believed and fought for. (Achmadi, 2008). In its implementation, the ideological theory of Islamic education is based on the theocentric humanism paradigm. This theocentric humanism consists of two meanings. Humanism itself as a popular humanitarian concept in the twentieth century explains the existence of several basic principles of humanity in the concept of humanism itself. Humanism in the view of Islam itself is always side by side with theocentric principles. So this paradigm is assembled into theocentric humanism. This means that the concept of humanity is based on universal human values and religion as well. Therefore the belief in "Tawhid" as the core of Islamic teaching, becomes the center of all value orientations. The value that shows clearly the purpose of the Islamic treatise is "Rahmatan lil'alamin (Achmadi et.al., 2008) This principle shows that the development of Al-Quran-based professional teachers relies on the essence of Islamic education. Islamic education is like the Islamic religion which is very concerned with humans, respects human dignity and values, and takes it to a high level of glory with the guidance of "tawhidi" divine values.

The theory chosen above is used in the formulation of learning approach methods in teacher development. The theory is examined for its accuracy with the verses of the Al-Qur'an and the suitability of its implementation with the best pilots Rasulullah General and specific theories regarding teacher development and teacher quality were also selected to enrich the analysis of research results. This study aims to analyze teacher coaching methods based on Al-Qur'an and its development to be an alternative to progressive teacher development.

METHOD

Approach used is a qualitative descriptive research. In this study the model of the teacher development method used in a group of teachers is the object that is the goal. The pilot training model was tested for its effectiveness on a group of teachers trained at the national education and training center for PAUD 'Aisyiyah teachers. Data collection methods include questionnaires, interviews, and observation, especially on activities respondents and their learning environment.

The data studied were answers to questionnaires and interviews with respondents, namely teachers and school administrators who had received special training. Data from interviews were also conducted in special groups as *key informants* (special informant) consisting of early childhood education experts and early childhood teacher development among 'Aisyiyah and others . Potential teachers who were specifically grouped in training as trainers at the training center were also interviewed as key informants. The interview process was carried out to strengthen the results of observations and to get a more complete picture.

The results of interviews with respondents who have received experience from Al-Qur'an-based education and training methods are analyzed for changes and paradigm shifts. This data is also used to see whether the Al-Qur'an-based basic coaching method can be an

effective basic coaching method. Coaching that provides a strong foundation for coaching other developments.

Main data as material for analysis are various interpretation studies selected verses in the Qur'an. Verses and interpretations relating to the coaching model studied. Interpretation seen from the side of the interpreter's background, the context of the era when the interpretation was popularized, the geographical and socio-cultural area in which the interpretation was written. The results of the interpretation study are linked to the results of field research so that they can be classified and understood as a method concept that can be used effectively. Not only legitimized by the eternal verses of the Qur'an but also validated by good practices in the example of the Prophet.

The classification of studies on the interpretation of verses of the Qur'an is also linked to the results of rational and contemporary scientific studies regarding coaching Teacher. Apart from that, the relationship is also seen with various good practice examples in countries around the world which are considered to have been able to strive for the quality of their teachers. The quality of teachers reflected in the results of a good global assessment of their educational outcomes.

Information and data obtained from various sources are used to realistically assess the coaching methods that have been used. The social reality which is the background of the problems in this research is seen as something holistic, complex, dynamic, full of meaning, and the relationship of symptoms is interactive (*reciprocal*). Based on the entire series of research activities, a new formula for teacher development methods was created which explained the Qur'an as the basis for its implementation.

RESULTS AND DISCUSSION
1. Pre-Coaching Strategy

The training recommended by the Qur'an-based teacher development method is based on Islamic education. Islamic education that carries the mission and spirit of long life education. As illustrated in various series of hadiths, one of which is about the primacy of seeking knowledge for Muslims. *u thlub-'ilm min al-mahdi ila al-lahdi (* Al-Albani , 2020) which is generally and popularly spoken as lifelong learning . Muslim scholars and intellectuals in Indonesia in the past, if you look at history, never stopped learning and even had a tradition of *scientific pursuits* (travels to study) to foreign countries, especially in Middle Eastern countries. One of these learning traditions is an effort to create a learning society. The limitations of the absorption capacity of the human brain, various scientific changes and the dynamics of the times can still be overcome because of the spirit of this learning culture. This is in accordance with the priority in education, namely so that students can acquire skills in harmony . Learning skills to learn isn't it master the knowledge proclaimed in the curriculum alone (Nata, 2016).

Coaching teachers should be able to grow skills and the pleasure of learning , because one indicator of a quality professional teacher is becoming a lifelong learner. Guidance that is not only delivered on coaching foundation material but ideally needs to be delivered periodically throughout the mentoring of teachers who are still on assignment. Building awareness of lifelong learning in teachers is building awareness of teachers on their role as educators.

There are two basic pre-professional teacher development strategies that need to be of concern to the management of education, namely: First, understanding the urgency of fulfilling the basic needs of teacher human resources; The second is the importance of paying attention to teacher HR selection strategies. Both are basically understood by the school, it's just that they don't get full attention. Therefore, if the quality of educational outcomes is to be improved through teacher training, these two things need to be resolved.

Innovative and strategic thinking is needed to make it happen as a foundation before coaching can be implemented effectively and efficiently.

Pre-coaching strategy is the result of the work of the education management in this case the educational foundation. The manager needs to raise awareness that there is a link between the creation of welfare, economic resilience and the management of selection of teacher human resources, to the realization of the overall quality of educational service outcomes. So that all aspects of management to improve the quality of educators and educational outcomes must complete the matter of these two aspects before moving on to the process of improving human resources with coaching.

2. Development Stages

In this coaching process, competency-based HR management will become the initial basis for the implementation and effectiveness of developing Al-Qur'anbased teacher resources. The competency-based management strategy was chosen because of the need to place an HR teacher in a position according to the quality of the teacher's ability so that he can compete and show good performance. As can be connected with the Prophet's example in the hadith of Bukhori number 6015: "if a matter is handed over to someone who is not an expert, then wait for the destruction" (Bukhari , 2015). Competency-based HR management support integrated planning that allows education management organizations to assess the current human resource capacity of teachers based on their competence. The overall quality of competence needed to achieve the vision, mission and goals of education in educational institutions. Therefore, the human resource management strategies, plans and programs used need to pay attention to strengths to overcome gaps. The gap is caused by the quality level of the teacher's own professionalism and the background of the teacher's personal life. If in the management of education , attention to teacher quality is also followed by attention to the quality of life of the teacher himself then this teaching profession will become an interesting profession to consider. The competitiveness of the teaching profession against other professions needs to be improved because the role of this profession is very strategic . These situations and conditions will attract the best human resources to occupy teacher positions.

Teachers as humans must realize their duties as *khalifah* (leader) on earth. As with the goals of education in Islam (Arief, 2002) that awareness will motivate them to claim their right to acquire knowledge. The caliph of Allah has many tasks in order to preserve his life on earth safely and happily. The trick is to have faith and do good deeds. Carrying out good and quality practices of faith and good deeds will cause his life and also the earth where his life is also sustainable. The sustainability of the earth is determined by the quality of the people who live in it and the quality of humans is determined by the quality of their educators (Shirley , 2016). The causal relationship above can also be a cause for humans as Allah's caliphs to learn to seek knowledge (QS. Al Baqarah 1:31) So that they are able to believe and do righteous deeds properly. Quality human beings who are prepared for high quality education can become responsible caliphs.

In order to achieve quality required educational goals, systematic steps in coaching are prepared with a series of inputs, processes, outputs and outcomes . Input explores all the potential needed as initial capital for the realization of coaching. The intended input is all teacher human resources and educational staff. Process is a series of coaching activities that are consciously designed in an effort to improve input competencies in order to produce quality *outputs* and *outcomes* . *The process* consists of *basic* management, *curriculum*, *training* design, and learning *methods*. The next is *Output* is the result of coaching activities. Among them is the achievement of *character building* (HR with character), *teaching skills* (teaching skills). Finally, *the Outcome* is the long-term effect of this coaching process. Outcomes can be in the form of *learning abilities* (learning abilities that make HR teachers

become lifelong learning teachers) and spiritual orientation (the development of a spiritual orientation as a professional teacher).

a) Development Design Model

Teachers as educators must have professional skills. As regulated in Government Regulation (PP Number 19 of 2005 concerning national education standards , especially article 28 paragraph (3) , that professional skills are obtained through a process of quality education, training and self-development. The government through educational and training institutions in under the Ministry of Education , Culture, Research and Technology, it also facilitates various coaching for teacher development. State and private universities either independently or in collaboration with the government and non-profit organizations also provide it. Like the women's organization 'Aisyiyah, it also provides similar training activities for teachers in charity, education and general business. The effectiveness of these various access to coaching opportunities needs to be continuously evaluated. The development program development team need to look at the situation and conditions and read the teacher's needs so that the coaching designed is right on target. Referring to Law No. 20 of 2003 article 36 paragraph (3) it is stated that the curriculum is prepared according to the level and type of education within the framework of the Unitary State of the Republic of Indonesia by taking into account: Increasing faith and piety; Improvement of noble character; Increasing the potential, intelligence, and interests of students; The diversity of regional and environmental potentials; Regional and national development demands; The demands of the world of work; The development of science, technology and art; Religion; Global development dynamics; and National unity and national values. Government policy regarding this curriculum is in accordance with the opinion of curriculum theorist Hilda Taba (1962) the curriculum model is an elaboration and development of Ralph W's curriculum theory Tyler (1949). In Taba's thinking, the basis for developing the curriculum consists of seven steps , namely : 1. Diagnosis of needs; 2. Formulation of objectives; 3. Selection of contents; 4. Content organization; 5. Choice of learning experiences; 6. Organization of learning experiences (method development); 7. Determination of what should be evaluated and how to evaluate it. Taba's curriculum theory approach reflects a teacher-centred approach. Taba believes that teachers better understand the needs of their students, therefore teachers must be the ones who develop the curriculum and implement it in practice.

The relationship between government regulations, Taba theory, and the formulation of teacher development models, found that the coach/trainer has a complex role. The trainer acts as a *coach,* as a curriculum maker, and as a researcher. As a coach, *the trainer* must be able to listen to and map the individual needs of the training participants. As curriculum makers, trainers must understand the rules for formulating curriculum and various aspects of its development. As a researcher, *the trainer* must be sensitive and understand well the philosophy of education. Therefore , the element *of the trainer* must be an expert who understands education as a whole so that they are able to develop a coaching plan, convey it properly. The curriculum is prepared according to the results of the needs analysis which is mapped from the reflection of the coaching participants. A coaching curriculum designed based on needs analysis will be able to provide a holistic and quality learning experience.

Coaching curriculum is built by classifying activities specifically according to the needs and goals that need to be achieved. The objectives set were obtained from the information collected from research on the needs of training participants.

This has been tested at 'Aisyiyah. The curriculum design and coaching methods used are adapted to the coaching needs of teachers and education staff. The coaching

that was carried out also met the knowledge needs of 'Aisyiyah leaders at every level (Nurmarina, 2020)

The basic training material in this curriculum model will be used as a standard model for Aisyiyah teacher development. This basic training is needed in order to achieve the basic standards of 'Aisyiyah teacher quality besides answering the need for the effectiveness of the next teacher development process. The need for further development of coaching materials is also mapped with the same pattern.

The basic coaching curriculum model was developed based on the results of observations at 'Aisyiyah PAUD. Observations were made on teacher workflow patterns and school governance. The results of the observations indicate that there are many obstacles affecting teacher performance and learning performance. This indirectly causes a decrease in the effectiveness of the learning and teaching process. The awareness of teachers as educators to be initiative and innovative in educating and learning is still minimal. This finding was also realized by the school management so that together with the teacher team they made time to study at the training center. The guidance provided is basic coaching which will provide a foundation for teachers to more easily adapt to various possibilities for developing their knowledge.

Coaching model is a basic training that functions to build habituation of learning patterns in teachers. The habit of relying on all the knowledge and skills learned is based on quality reference sources. Al-Qur'an in this case is only one of the literature which is put forward not only as a source of reference for thinking, but also used as training material to train self-character, literacy, adab, and enthusiasm for learning. Al-Qur'an literacy skills that are trained, for example, will also stimulate the teacher's thought process to always be able to make classifications and continue with making connections from the various knowledge acquired. The quantity and quality of knowledge mastered will become the basis for teachers to grow self-confidence and take the initiative to optimize their educational practices. This model is expected to be a door to open the horizons of teacher human resources to understand their profession which demands to become lifelong learners.

b) Coaching

The teacher development strategies in the table below are designed and recommended for application to the 'Aisyiyah teacher training center which manages teaching laboratories (*teaching school).* This laboratory school has a team of teachers who are considered capable of being an example as well as teacher mentors. There are three categories of coaching positions that need to be carried out, namely: 1. Pre-assignment coaching (new teachers); 2. Mentoring and supervising (teachers on duty); 3. Consistency of professional performance (during assignments).

In the implementation of coaching there is material that is prepared based on sources of study and expected competency achievements. The following are some classifications of material reference sources and competencies that are considered main:

Table 2 Material Sources and Competency Achievements

No	Source	Competence
1	Al-Qur'an	1. *Mu'allim* (Knowing and Teaching Science) 2. *Murabbi* (Growing) 3. *Murshid* (Guidance)
2	Example of the Prophet	1. *Siddiq* 2. *Trust* 3. *Tabligh* 4. *Fathanah*

3	Government	Standards of Educators and Education Personnel
		1. Have academic qualifications (the academic qualifications referred to above are the minimum level of education that must be met by an educator as evidenced by relevant diplomas and/or certificates of expertise in accordance with applicable laws and regulations).
		2. Competence as a learning agent.
		3. Healthy physically and spiritually.
		4. Have the ability to manifest national education goals.
		Four Basic Teacher Competencies
		1. Pedagogic Competence
		2. Personality Competence
		3. Professional Competence
		4. Social Competence
4	21st Century Competence	1. *Creativity* (creative and creative in all aspects of life)
		2. *Collaboration*
		3. *Communications*
		4. *Critical Thinking* (able to think critically)
		5. *Compassion* (compassion, empathy)

Based on the material sources and competency classifications above, a basic coaching material is designed to serve as foundation material. The Foundation Material is derived into three coaching material clusters as follows: This model has been tested at the 'Aisyiyah PAUD teacher training center in Jakarta.

Table 3. Classification of Foundation Material Clusters

No	Material Group	Indicator	Discussion
1	**Al-Qur'an** Able to understand thoroughly and reflect on the morals of the Qur'an. Able to Build AlQuran Morals in students. In order to build sensitivity to the work object of educators, namely in the form of human beings with extraordinary potential.	Al-Qur'an and Sunnah 1) Get to know the interpretation and how to use it in understanding the verses of the Qur'an related to the task or exercises carried out during training. 2) Translating the noble character of Muhammad SAW. (*learning with meaning* / learning by understanding meaning). Look for verses of the Qur'an that explain noble qualities. 3) Observe properties the students in the class to	• The Essence of Taqwa and the Urgency of Taqwaan • The Essence of Worship • Tilwah • 20 noble attitudes in the Koran

		practice the skills of conducting classroom action research with reports with references. 4) Build a habit that the main reference for all things in teaching and life is the Qur'an.	
2	**Adab Material** Understand the right manners in behaving both individually and socially.		
3	**Communication Skills and Literacy** Mastering reading, language, writing and public speaking skills.	1) Measuring language skills in writing, reading and public speaking exercises. 2) Make learning materials for students. 3) (art of language, articulation, vocabulary) etc.	• Build the habit of reading, writing. • Make fun learning presentations with public speaking skills.
4	**Human Body Anatomy**: Get to know the whole body system, nervous system etc., Neuroscience. Among them by building and maintaining the executive functions of the brain etc.	1) Healthy and fit 2) Able to take care of yourself 3) Able to build self-care skills in his students 4) Understand the stages of self-concept and selfconfidence. 5) Able to build yourself to work to achieve the best performance. 6) Work wholeheartedly (Mindfulness)	Main material: a. Anatomy and Physiology of human body systems b. Types of neurotransmitters and their functions. c. Understanding the learning process and its relation to the development of Myelin and Synapses in the Brain. d. Seven Essential life skills maintain executive function of the brain.
5	**Management and leadership strategy:** Formulate mission and vision, values (philosophy). Make a factor analysis support for success. Technology mastery	1) Improve social and leadership skills. 2) Basic managerial knowledge.	a. Able to work in a team by building skills c. Interpersonal and d. intrapersonal. e. Ethics as a person, educator, and coach.

			f. Media Use g. Build a progressive learning atmosphere h. Researching and Evaluating Skills

The development material in the table above was formulated from the results of observations and interviews with key informants *on* a number of teachers, parents, observers, and education activists who had attended various training models at a number of *training centers* at home and abroad . Based on the interview responses, it was found that the respondents' learning experiences were very diverse and not all models were truly effective. The model that is most needed is the one that provides the right stimulus and moves the teacher personally to be more aware and responsible in being part of education.

The material clusters in the table above are all processes of habituation training, and learning to connect with the Al-Qur'an. The Al-Qur'an as a learning reference is understood in the coaching process. So that participants get the right stimulation to grow their passion *and* enthusiasm *for* the joy of learning and the need for Al-Qur'an guidance. As in the previous discussion, coaching that inculcates Al-Qur'an literacy not only provides an increase in the professional awareness of teachers but also forms new skills in making relationships carefully.

The foundation material begins with character education in which the learning process uses an approach that carries the concepts of *recitation, tazkiyah, ta'dib and taklim*. **Recitation** concept is an effort to make the Qur'an as the main source of reading. The meaning needs to be understood not only by reading it correctly. *Recitation* in the meaning of the Arabic word means: following, replacing, reading, reading aloud, declaring. The word *recitation* means to follow, read and understand the meaning of what is read. (Nahlawi, 1995). Reading which is also synonymous with other words such as *qira'ah* and *tartil*. Reading from the point of view of *recitations* is aimed only at reading the holy verses of the Qur'an because it contains the meaning of believing in and following what is read. This *recitation* makes the Al-Qur'an the most ideal scientific guide to become (realistic) form (Hatta, 2017) .

Tazkiyah concept is a learning method that aims to shape and develop good attitudes and behavior in students. (Maman, 2012). This method emphasizes religious education, because educating with worship will renew the soul. This worship education is not only because in it there is a light charge of strength , feelings , and hope, but through worship a Muslim has the means to express his repentance. (Nahlawi, et.al., 2017). The *tazkiyah* method can be interpreted as moral development. In moral development , the Qur'an is an educational resource in which there are sophisticated and unique methods. The Qur'an is able to knock on the mind and heart at the same time. This *tazkiyah* method is closely related to the process of *reciting learning methods* .

Draft **Ta'dib** according to Al-Attas is seeding and cultivating adab in a person. In the Qur'an the ideal example for a civilized person is the Prophet Muhammad. (David, 1998). Ibn Maskawaih in Daud, uses the term *ta'dib* to denote intellectual, spiritual and social education, both for young people and adults. Al Farabi in Daud also defines *ta'dib* as an activity that aims to produce a character that originates from a moral attitude. Ibn 'Abbas interpreted in Daud surah AlTahrim 66:6 that teach your family with (*faqqihuhum*) and educate them with adab (*addibuhum*) (Daud., et.al, 1998). Education must be based on good and correct manners as in the context of *ta'dib* which contains

the true aims and methods of education. An educational process will achieve its goals better if it emphasizes adab education over other sciences.

Draft **Ta'lim** in language and the Qur'an means teaching or learning. Teaching efforts that are giving or conveying understanding, knowledge, and skills. This *ta'lim* can be carried out through the guidance of someone as a companion or teacher or individually. Thus, *ta'lim* can also be interpreted as a continuous human effort from birth to death to move from a position of not knowing to a position of knowing. The aim of *t a'lim* is to encourage learning. *Ta'lim* contains the development of knowledge in humans to be able to develop and progress. Allah SWT. glorify humans with the ability to learn and discover knowledge so that the position of humans becomes more noble than all other creations of God.

In the concept of *recitations*, what is emphasized is the cultivation of aqeedah and morals. Whereas in the concept of *tazkiyah* it has the goal of cleansing, aqeedah, morals, and also wealth. Furthermore, in the concept of *ta'lim* it is emphasized that how the Prophet exemplified how to educate and study his people so that they would develop advanced, knowledgeable, and knowledgeable. So that they can become caliphs on earth who are able to adapt and be responsible for themselves, society and their environment.

c) Curriculum concept

Al-Qur'an-based development curriculum was prepared by taking into account the curriculum that had been previously applied under 'Aisyiyah' teacher development. Curriculum coaching using a centered social reconstruction curriculum approach on solutions to problems facing teachers . The social reconstruction curriculum aims to build critical thinking, for teachers to be able to face challenges. One example of a challenge is the shift in parental function which should focus on parenting. Another challenge is the problem of economic resilience faced by teachers and parents. The government's lack of attention to female workers, including teachers, is another challenge that teachers must face. In addition, the lack of literacy and independent learning ability in Indonesia has an impact on the quality of education provided by parents.

The contents of the Al-Qur'an-based professional teacher development curriculum are more aimed at competence mastery. The competence and quality of teachers who want to be developed in this coaching will later be described in a more specific development focus with the hope that the results of the coaching can later be observed and measured for the need to test the effectiveness and efficiency of the coaching pattern.

3. Post Construction

The quality of the skills and competencies that have been improved after ongoing training is considered. Teachers are given the enthusiasm to carry out competitions among teachers in terms of the quality of education and the results of class action research reports. Advanced coaching with special skills material is given such as practicing writing skills. This training is also accompanied by facilities to be able to produce and publish teacher works. This teacher's work is used to enrich the knowledge of fellow teachers in the school environment and in general. Teachers can inspire each other in the educational process. Potential teachers are accommodated to become teachers or mentors for other teachers through the TOT program *(training for trainers)*.

This series of pre-coaching, coaching and post-coaching is an ideal stage in realizing teacher development with quality requirements. Its various components can be developed according to the needs of educators in education business charities, especially PAUD 'Aisyiyah. This pattern can be input into a strategic plan for educational charity business managers in 'Aisyiyah from the early childhood education level to tertiary institutions. Adjustments are needed to be used optimally.

4. Conclusion

Al-Qur'an-based teacher development is a breakthrough model of learning approach to develop teachers. This training is designed with a choice of constructivist learning theory approaches, curriculum theory , *life skills* and others. As well as dynamic development material in order to build teacher quality in teacher personality, skills, quality, and competence. This research resulted in the following conclusions:

First, the mission of teachers with high quality is to create quality education. Therefore, a teacher is an individual who is fully aware that his duties demands the best performance. The best performance can be achieved with the awareness and goodwill of each individual teacher together with the management of the educational institution. Teachers for consistent performance need to continuously learn and be facilitated to learn.

Second, in order to map the need for teacher development, the teacher selection process is an urgent matter. It's time for the teaching profession to be fulfilled by selected human resources. Not only in dedication and love for their role as a teacher, but truly selected from intelligent individuals with unlimited willingness and ability to learn. The noble task of the teacher as an educator demands that the teacher be a superior person, so the person who is chosen to be a teacher must also be superior. Therefore, a noble profession requires human resources who understand the philosophy of the teaching profession as educators, including being a good role model and mastering the mandatory teacher competencies and basic life skills. The teacher's educational background from an early age to maturity is also an indicator of teacher assessment.

Third, the design of *the Al-Qur'an-based teacher development model emphasizes* Al-Qur'an skills (*tadabbur) as the basic skills foundation (basic knowledge*) for the entire process of teacher development. The entire increase in competence, skills and education management is based on full awareness of the explanation of the Qur'an. The basic *taddabur skills* that are trained need to be mastered not only for teachers who receive coaching, but also for all human resources supporting education, including the administrators (management). The next basic material that also needs to be ensured to be presented comprehensively is adab material. Understanding of this adab material can be a basis for the realization of a civilized culture in the educational environment. An Islamic civilized culture in the educational environment will create a conductive situation for the realization of a harmonious and quality educational process. In designing the coaching curriculum, the selection of basic and mandatory materials to be trained is very important, before other materials. The basic material is the foundation that will determine the sustainability of the quality of learning in the entire coaching process.

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