

The Strategy of The Head of Madrasah in Improving Teacher Professionalism

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ABSTRACT. A madrasah head must be able to develop a strategy by analyzing several things, including analyzing strengths, weaknesses, opportunities and threats. In this case, there is a link between teacher professionalism and the madrasa head. A madrasa principal needs the right and correct and effective strategy in carrying out his duties as a leader in an educational institution. The purpose of the research is the strategy for planning, implementing, supervising the head of the madrasa in increasing teacher professionalism at MA NU Sunan Ampel Baujeng Beji, Pasuruan Regency as well as the obstacles and completion of the headmaster's management strategy in increasing teacher professionalism in the school. The researcher used a qualitative type of research to describe the field and its relevance to the management strategy of the madrasa principal at MA NU Sunan Ampel Baujeng Beji, Pasuruan Regency. The results of the research above explain the context of efforts to improve teacher professionalism at MA NU Sunan Ampel Baujeng, concepts and strategic plans are needed to develop quality madrasahs. Is a response to the need for quality Islamic educational institutions a struggle. The strategic plan carried out by MA NU Sunan Ampel Baujeng is by increasing teacher human resources such as participating in seminars, training, KKG, improving teacher welfare, providing supporting facilities such as the internet assisted by the deputy head of the madrasah and all elements in the madrasah.

Keywords: *Principal Strategy, Teacher Professionalism, Madrasah Aliyah.*

INTRODUCTION

The madrasa head plays an important role in carrying out education management. In Regulation of the Minister of Religion No. 58 of 2017 it is explained that madrasa heads carry out managerial duties, develop entrepreneurship and supervise educators and education staff. From these several things a madrasa head has a great responsibility in planning, implementing and supervising and controlling the madrasa and the human resources in it. (Peraturan Menteri Agama RI Tentang Kepala Madrasah: 2017) Talking about the duties of the headmaster of the madrasah, all of this is inseparable from understanding the meaning of education. Education is not a strange thing, education is an adult's business through programmed educational institutions in order to provide assistance to students to become adult human beings who have extensive knowledge. The government through Law no. 20 of 2003 concerning Sisdikdas.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (UU RI No 2 tahun 2003). Education is considered of high quality when the teaching and learning process can run effectively and efficiently. There are interactions between different components, including curriculum, teachers, teaching staff, students, learning strategies,

media and assessment (Daulay et al., 2022; Madkan & Mumtahana, 2022; Sutrisno & Nasucha, 2022).

One who is responsible for creating an intelligent and valuable generation is the teacher. The teacher is not only responsible for conveying information to students, but the teacher is also a determinant of the educational and teaching process. Teachers also have a great responsibility to guide, encourage, direct and evaluate students both individually and in groups. both in madrasah and outside madrasah (Saputro & Darim, 2022). Human resources in the field of education, including teachers and teaching staff, are weak in developing more diverse and innovative learning approaches and methods, lack of educational activities, seminars and workshops and low participation in training organized by educational institutions and specialist teacher consultations (MGMP) . Older students can cause delays in improving the quality of education (Ansori, 2020; Majid, 2004).

Madrasah Aliyah NU Sunan Ampel Baujeng Beji Pasuruan Regency is a madrasah which in its management focuses on achieving quality in the education system. Based on previous researchers' observations, there are still some teachers who are still not professional in teaching and serving students. Like there are still teachers who don't make lesson plans and don't carry out learning assessments. Personal relationships are very harmonious. Increasing teacher competence, discipline and responsibility in carrying out tasks is one of the principal's strategies to increase teacher professionalism (Arif et al., 2021; Rofiq & Nadliroh, 2021; Sirojuddin et al., 2022).

MA NU Sunan Ampel Baujeng Beji In connection with activities to improve the professional skills of teachers in Pasuruan Regency, the head of the madrasah organizes work programs to improve the competence and qualifications of teachers and education staff, such as: B. organization of training courses and seminars and workshops on this issue. Teacher Deliberations (MGMP) both local (madrasahs/facilities) and districts and seeking information from various media for self-development. Based on the results of the researchers' initial observations as the duties of the madrasah leadership. Therefore, the researcher conducted a study entitled Management Strategy for Madrasah Heads in Improving Teacher Professionalism at MA NU Sunan Ampel Baujeng Bej, Pasuruan Regency.

METHOD

In this study, researchers used a type of qualitative research. (Sugiono: 2016) whereas in its approach it uses case studies in the sense that research focuses on cases (phenomena) which are then understood and analyzed in depth. (Sukmadinata: 2005) A relevant phenomenon is the management strategy of the madrasah head to improve teacher professionalism at MA NU Sunan Ampel Baujeng Bej, Pasuruan Regency. The nature of this research is descriptive analysis, (Surahmat: 1982) namely explaining and analyzing the strategies for managing madrasahs (planning, implementing, and supervising), as well as the constraints and solutions to increasing teacher professionalism at MA NU Sunan Ampel Baujeng Bej, Pasuruan Regency.

The place/location of this research will be conducted at the MA NU Sunan Ampel, Pasuruan Regency, Baujeng Village, Beji District, Pasuruan Regency. For sources of information and data used by researchers in the form of informants (people) and documents related to the main focus of research, namely the Madrasah Head Management Strategy in Increasing Teacher Professionalism at MA NU Sunan Ampel Baujeng Beji, Pasuruan Regency. Sources of data in the form of observations and interviews conducted with informants or research subjects.

This research data collection technique uses three methods, namely observation Interview and documentation (Arikunto, 2006; Creswell & Creswell, 2018; Moleong, 1989). The data analysis technique used in this study was through 3 steps, namely data reduction, data presentation and inference. Researchers used data validation techniques with source (informant) triangulation and

method technique triangulation. Based on the results of data validation from various sources, the researchers continued technical triangulation by observing the implementation and activities of the madrasa head in improving the professional skills of teachers at MA NU Sunan Ampel Baujeng Beji, Pasuruan Regency. Documentary techniques are also used as information from interviews and observation techniques.

RESULT AND DISCUSSION

Basic Concepts of Management Strategies for Increasing Teacher Professionalism at MA NU Sunan Ampel Baujeng

In the context of efforts to improve teacher professionalism at MA NU Sunan Ampel Baujeng, a concept and strategic plan is needed to develop madrasas towards quality madrasas, which is a policy that is carried out continuously and with high commitment. The history of the establishment and development of MA NU Sunan Ampel Baujeng is a response to the need for quality Islamic educational institutions as a never-ending struggle.

The idea of the vision and mission of MA NU Sunan Ampel Baujeng started with the idea to make MA NU Sunan Ampel Baujeng an outstanding institution, in accordance with the vision and mission of the madrasa, namely the Formation of High Quality Students in Achievement Based on Imtaq and Science and Technology.

The vision above is a manifestation of a thought and hope for the realization of a high quality institution, excelling in achievements based on IMTAQ and science and technology. This madrasah interprets excellence, one of which is being a madrasa that prioritizes the professionalism of its educators. The data above is as explained by Wahyudi, S.Sos, S.Pd the head of the MA NU Sunan Ampel Baujeng madrasah:

“By looking at the vision and mission of MA NU Sunan Ampel Baujeng as a superior madrasah based on IMTAQ and science and technology, there must be efforts made by all elements in the madrasa that are integrated and aligned with the vision of the institution, therefore everything within the scope of the institution must be based faith and piety, and whatever strategies are used by educators in conveying learning, MA NU Sunan Ampel Baujeng must still be based on Islam. By training the sensitivity of MA NU Sunan Ampel Baujeng students to an Islamic environment, it is hoped that they will become the best role models in their living environment both from their morals, empathy and based on IMTAQ and science and technology.”

The above expressions illustrate that the basic concepts in making plans related to strategic plans for increasing teacher professionalism are all based on the madrasah vision and mission framework that has been formulated and carried out by MA NU Sunan Ampel Baujeng.

Then the strategy carried out by the madrasa in increasing teacher professionalism at MA NU Sunan Ampel Baujeng as expressed by Wahyudi, S.Sos, S.Pd as the head of the madrasa:

In order to improve teacher professionalism, as the head of the madrasa with the support of the Deputy Principal of the MA NU Sunan Ampel Baujeng along with related staff conduct seminars, training, KKG, improve teacher welfare and provide support. 'I am here to provide facilities such as the internet and create a friendly forum between people as was the case 4 weeks ago”

Held in week 4 It is clear that the role of the teacher is very important in improving the quality of education. Teachers are given the title of *unsung hero*. Because the task is very noble, with great responsibility and extraordinary dedication. The teacher's goal in education is for changes in thinking and behavior to occur in accordance with what is expected as a result. The quality of teaching begins with the teaching and learning process in the classroom. In short, the

quality of education starts from the learning process carried out by the teacher in the classroom. RPP contains learning materials, objectives, teaching methods used, assessment of learning outcomes, and improvements based on assessment. Professional teachers carry out their duties with an attitude that supports the peak of the profession and career. The attitude of a professional teacher is to be objective, objective, effective and efficient, transparent and innovative in order to improve themselves and their students. In addition to the required competencies, professional teachers must also pay attention to: The goal is an innovation that can be developed and disseminated by teachers and school leaders. Teaching skills can be generated by teachers through new change movements. These competencies are intended to improve teacher professionalism

In the development strategy, school leaders also play an important role in increasing teacher professionalism. With good leadership, teachers are more comfortable carrying out their duties. Such as giving authority and trust to teachers in carrying out their duties as educators. This confidence increases teachers' confidence in the training and enables them to demonstrate professionalism as teachers. Supervision allows teachers to improve to become better educators. Supervision also takes into account teachers' backgrounds, as their experience, training and skills vary. This is taken into account when mentoring teachers based on their individual commitments and expertise.

In class action, the principal hopes that the principal can improve teacher professionalism in learning at school. Because a teacher can be called a professional if he can improve the quality and quality of learning in the classroom. Students succeed because they are motivated to learn in a way that is fun, interactive, interesting and challenging.

Then the explanation of the data above was strengthened by Alex Heru PS, S.Pd as the deputy head of student affairs at MA NU Sunan Ampel Baujeng:

“Training is needed to develop the professional skills of a teacher at MA NU Sunan Ampel Baujeng. Education and training is not only the responsibility of the school and education and training, but education and training organizers also have the same responsibility. Because one of the keys to the success of teachers participating in training is the existence of trainers who carry out their duties properly, therefore training organizers must plan it as well as possible.”

From this it can be concluded that educational institutions must go through several steps to develop the professional abilities of teachers in educational institutions:

To diagnose the needs of the training participants, a needs analysis is carried out. Basic needs are the problems teachers face now and the challenges they will face in the future. With the help of needs analysis, educational goals can be achieved more easily and more precisely on target.

The next step is to identify the training participants and study the needs of each participant. Because the needs of each participant are different, the organizers must also be more careful in providing material. At this stage you also need to consider recruiting and appointing speakers, the nominated speakers actually have experience in this area.

Program content is very important in training, so creative program content must be made starting from planning the training environment, because the environment influences participants to then attend training, determine the right method for delivering material. program. training materials and preparation materials. participant needs. The program is evaluated to determine how successful the training was. It is important to test whether the training program offered can achieve the stated goals.

Therefore, the creation of professional teachers at MA NU Sunan Ampel Baujeng in professional development requires the right strategy. One of the right development strategies to improve teacher professional skills is to attend ongoing training. This training aims to develop

competence which is of course enhanced by participating in teacher professional training. Training focuses on improvement and development. Increase teacher professionalism. Teachers must participate in continuing education.

Discussion

In the analysis or discussion of the data the researcher deals with the management of improving the professional skills of teachers at MA NU Sunan Ampel Baujeng which includes three things, namely planning, implementation and evaluation. Management Analysis of Professionalization of MA NU Teachers Sunan Ampel Baujeng:

Planing

For madrasas, vision and mission are related to program activities and school practices. Supporting the realization of the vision and mission of education expected by madrasas, especially in improving the quality of education, including increasing teacher professionalism.

With regard to teacher management at MA NU Sunan Ampel Baujeng. Planning is an activity that is arranged systematically for future activities. The design of the teacher professional development program is based on the needs of the madrasa and the vision and mission of the madrasa itself.

From this study the researchers concluded that planning to improve the professional skills of MA NU Sunan Ampel Baujeng teachers was carried out in the form of work meetings to plan programs to be implemented. It is managed by the principal, who works democratically and solicits suggestions and feedback from teachers for future program implementation.

The design of the teacher training program is based on the results of the teacher evaluation conducted by the head of the madrasah. Teacher evaluation will be carried out in the next one or two semesters outside the MA NU Sunan traffic light. These activities are part of scientific forum activities in the form of teacher working groups or workshops, training and certification programs. As well as providing learning support services when madrasas need them.

Therefore, designing a teacher professional development program is the first step to starting activities carried out by teachers to improve their professional qualifications and abilities to influence the quality of educational services MA NU Sunan Ampel Baujeng.

Organization

The organization was created to socialize the teacher professional development program planned by MA NU Sunan Ampel Baujeng. This step is important so that the entire madrasah academic community is aware of the programs planned for the next two semesters. The organization of improving the professional skills of MA NU Sunan Ampel Baujeng teachers was carried out in the form of official meetings where socialization became the coordinator of the programs being carried out. Led by the principal who works openly, receiving input and suggestions from teachers for further implementation (Azkiyah et al., 2020; Muslimin & Kartiko, 2020).

Implementation

The implementation of the teacher professional competency program is essentially an activity related to the results of planning and organizing. In activities that increase teacher professionalism. MA NU Sunan Ampel works directly or indirectly inside and outside the madrasa environment. The head of the madrasa as the manager encourages and supports teachers to take part in professional development activities by providing facilities in the form of a transportation budget and implementation permits.

The implementation of improving the professional skills of MA NU Sunan Ampel Baujeng teachers was structured in the form of a teacher working group (KKG), meaning that madrasahs were held within the KKG. Forms of teacher professional qualifications are also held outside of school through participation in scientific forums such as training courses, KKG, seminars or workshops and certification programs organized by the local national service. This means that the teacher tries to develop himself through learning and openness to receive information. Teachers carry out scientific forum activities outside the madrasa which are supported by the madrasa in the form of a transportation budget and distribution permits (Amelia et al., 2022; Tajudin & Aprilianto, 2020).

Madrasah leaders as decision makers also offer learning support, of course with a needs analysis if needed. According to the results of observations of researchers who managed to get. In the library, computer room and staff room, the teachers of MA NU Sunan Ampel Baujeng really enjoyed these facilities, and according to the teachers interviewed, the teachers said that these facilities were very useful in supporting learning.

Evaluation

Assessment of teacher professional development by madrasah leaders focuses more on evaluating teacher effectiveness through supervision activities with class assessments. In addition, the head of the madrasa also conducts monthly work evaluations, one of which must discuss activities completed by the teacher after participating in scientific forum activities outside the madrasa. The monthly meeting functions to control the implementation of activities to be carried out and to evaluate activities to date (Azis et al., 2022; Ilmi et al., 2021).

Evaluation of the results of the actions taken by the teacher in carrying out activities in the form of reports on notes made during training activities. The report will be submitted to the head of the madrasa to be followed up according to the results of the activity report. The results of the report are then evaluated in KKG activities and monthly meetings. asked him to explain the results of his field experience to other teachers in the school assembly and in the KKG. Evaluation is an important part of the current management stage, because the results of the evaluation become a reference for future program planning.

CONCLUSION

The Head of Madrasah plays an important role in education administration. As a leader in an institution/madrasa assigned to a teacher. Able to formulate strategies by analyzing several problems. Education is considered of high quality when the teaching and learning process can run effectively and efficiently. There are interactions between different components, including curriculum, teachers, teaching staff, students, learning strategies, media and assessment.

The researcher uses a type of qualitative research to describe the field and its relevance to the management strategy of the madrasa principal at MA NU Sunan Ampel Baujeng Beji, Pasuruan Regency.

In the context of efforts to improve teacher professionalism at MA NU Sunan Ampel Baujeng, concepts and strategic plans are needed to develop quality madrasahs. Is a response to the need for quality Islamic educational institutions a struggle. The strategic plan carried out by MA NU Sunan Ampel Baujeng is by increasing teacher human resources such as participating in seminars, training, KKG, improving teacher welfare, providing supporting facilities such as the internet assisted by the deputy head of the madrasa and all elements in the madrasa.

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