Management of Teacher Professionalism Development: A Multi-Site Study of State Madrasah Aliyah in Langkat Regency

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	Abstract
Keywords: Teacher Management, Teacher Professional Development, Madrasah Aliyah, Multi-Site Studies.	This study aims to analyze the management of teacher professional development at Madrasah Aliyah Negeri throughout Langkat Regency. This study used a multi-site qualitative method where data collection techniques used interviews, observation, and documentation. The results of this study indicate that: 1) Management of Teacher Professionalism Development in State Madrasah Aliyah throughout Langkat Regency is directed at efforts to develop teacher professionalism in the form of increasing expertise, and skills, broadening horizons, coaching carried out on the initiative and in collaboration with the regional government and the District Ministry of Religion. Langkat through planning, implementing, supervising, and evaluating activities contained in various forms of activities, including K-13 socialization training and the covid curriculum, computer training, MGMP, supervision, making efforts for teachers to attend seminars, workshops, also seeking to add to the collection of books -books in the library.
	Abstrak
Kata kunci: *Manajemen Guru, Pengembangan Profesi Guru, Madrasah Aliyah, Studi MultiSitus.* Article history: Received: 10-03-2023 Revised 14-04-2023 Accepted 22-05-2023	*Penelitian ini bertujuan menganalisis manajemen Pengembangan Profesionalisme guru di Madrasah Aliyah Negeri Se- Kabupaten Langkat. Penelitian ini menggunakan metode kualitatif multisitus dimana teknik pengumpulan data menggunakan teknik wawancara, observasi dan Dokumentasi. Hasil penelitian ini menunjukkan bahwa: Manajemen Pengembangan Profesionalisme Guru di Madrasah Aliyah Negeri Se-Kabupaten Langkat diarahkan pada upaya mengembangkan kemampuan profesionalisme guru berupa peningkatan keahlian, keterampilan, perluasan wawasan, pembinaan yang dilakukan atas prakarsa maupun kerjasama dengan Pemerintah daerah dan Kementrian Agama Kabupaten. Langkat melalui kegiatan perencanaan, pelaksanaan, pengawasan dan evaluasi yang tertuang dalam berbagai bentuk kegiatan, antara lain: pelatihan sosialisasi K-13 dan kurikulum covid, pelatihan komputer, MGMP, supervisi, mengupayakan para guru untuk mengikuti seminar, workshop, juga mengupayakan penambahan koleksi buku-buku di perpustakaan.*

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INTRODUCTION

There are three public Madrasah Aliyah in Langkat Regency, namely MAN 1 Langkat; MAN 2 Langkat, and MAN 3 Langkat. The results of the grand tour and interviews conducted obtained information that the State Madrasah Aliyah in Langkat Regency has produced many figures and scholars, thus the role of human resources or teaching staff as educational institutions that educate young people with knowledge and religious values is very urgent, from the beginning of its establishment the State Aliyah Madrasah in Langkat Regency produced quality graduates.[1]

Almost as a whole, the Aliyah Negeri Madrasah in Langkat Regency has a location that is conducive and quiet in the learning process, all teachers in this Madrasah have Bachelor qualifications (S1), even around 30 percent have achieved Masters's (S2), and this Madrasah has easy access. information Technology. Even so, the grand tour of researchers at the State Aliyah Madrasah in Langkat Regency found that teachers encountered many problems in carrying out their duties. These problems are related to teachers and teacher training, usually about the inadequate quality of teachers, the low work ethic and commitment of teachers, and the lack of public respect for the teaching profession.

The opportunities for empowering human resources are not used by teachers, either through upgrading, participating in educational seminars, further education degrees, or actively participating in various scientific activities, especially deepening the subject matter they teach.[2] As a result, the knowledge information provided by the teacher to students is limited to the knowledge and experience possessed by the teacher concerned.[3] In addition, there are still a number of teachers who teach but are not in accordance with the education possessed by the teacher so in delivering material to students experience several problems, such as students having difficulty understanding and understanding the material presented.[4]

The opportunities for empowering human resources are not used by teachers, either through upgrading, participating in educational seminars, further education degrees, or actively participating in various scientific activities, especially deepening the

[1] M. Iqbal Irham, Sukiati Sukiati, and Arlina Arlina, "Mengajar Dengan Hati (Program Capasity Building Konsep Pembelajaran Dengan Hati Bagi Guru-Guru Madrasah Aliyah Negeri 1 Tanjung Pura, Langkat)," Lainnya (Medan: Fakultas Syariah IAIN-SU, 2012), http://repository.uinsu.ac.id/340/.

[2] Fitriyana Fitriyana et al., "Servant Leadership and Perceived Organizational Support for Lecturer Loyalty Through Empowerment," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (March 5, 2023): 113–27, https://doi.org/10.31538/tijie.v4i1.318; Arivatu Ni'mati Rahmatika, Samsul Ma'arif, and Siti Kholifah, "The Effect of Spiritual Leadership and Psychological Empowerment on Employee Performance," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 3 (November 11, 2022): 420–33, https://doi.org/10.31538/ndh.v7i3.2678.

[3] Helsi Arista et al., "Gaya Kepemimpinan Kepala Madrasah Dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses Dan Output)," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (April 15, 2023): 38–52, https://doi.org/10.59373/kharisma.v2i1.13.

[4] Muh Tang S et al., "Exploration of Technology Transformation-Based Learning Experiences and Higher Education Leadership," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 2 (2022): 181–97, https://doi.org/10.31538/tijie.v3i2.249; Amalia Fasya, Nefi Darmayanti, and Junaidi Arsyad, "The Influence of Learning Motivation and Discipline on Learning Achievement of Islamic Religious Education in State Elementary Schools," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (2023): 1–12, https://doi.org/10.31538/nzh.v6i1.2711.

subject matter they teach.[5] As a result, the knowledge information provided by the teacher to students is limited to the knowledge and experience possessed by the teacher concerned. In addition, there are still a number of teachers who teach but are not in accordance with the education possessed by the teacher so in delivering material to students experience several problems, such as students having difficulty understanding and understanding the material presented.[6]

Choosing a teaching profession certainly involves various correlated aspects to support teaching and learning activities. The profession that is owned by a teacher, requires special skills that are not owned by other professionals.[7] This profession cannot be done by just anyone outside the field of education. Although with the naked eye, many can see that this profession is mostly carried out by people outside of education. This sometimes causes the teaching profession to become polluted in society. Improving the quality of education, and holding the teaching profession is not easy. The teaching profession is required to have special skills in teaching and educating according to their respective fields. Teachers need to have high competence and professionalism in order to be able to direct students to the ultimate goal of education, namely the formation of a complete human being.[8]

The position of the teacher as a professional is aimed at implementing the national education system and realizing the goals of national education, namely developing the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.[9] To meet these professional criteria,

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[5] Nurul Annisa, A. Akrim, and Asrar Aspia Manurung, "Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School," *IJEMS:Indonesian Journal of Education and Mathematical Science* 1, no. 2 (May 15, 2020): 156–60, https://doi.org/10.30596/ijems.v1i2.4590; Chairunnisa Amelia et al., "The Principal's Role as Education Supervisor in Improving Teacher Professionalism," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (April 6, 2022): 144–55, https://doi.org/10.31538/ndh.v7i1.2075; Akhmad Sirojuddin, "BUDAYA SUPERVISI KEPALA SEKOLAH DENGAN PROFESIONALISME GURU DI SDN TARIK 1 SIDOARJO," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 5, no. 1 (April 8, 2020): 119–41, https://doi.org/10.31538/ndh.v5i1.589.

[6] Nurul Komariah and Ishmatun Nihayah, "Improving The Personality Character of Students Through Learning Islamic Religious Education," *At-Tadzkir: Islamic Education Journal* 2, no. 1 (March 27, 2023): 65–77, https://doi.org/10.59373/attadzkir.v2i1.15; Ahmad Nashihin Agus Saputro and Abu Darim, "Strategi Kepala Sekolah Dalam Kebijakan Pembelajaran Pada Masa Pandemi Covid-19 Di Sekolah Dasar," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (October 26, 2022): 36–47.

[7] Stephen Billett, Christian Harteis, and Hans Gruber, *International Handbook of Research in Professional and Practice-Based Learning* (Springer, 2014); Abdul Rahman, "Restrictive versus Facilitative Teacher Professional Development: A Case from Three Public Schools in Indonesia," *Asia Pacific Education Review* 20, no. 4 (December 1, 2019): 673–86, https://doi.org/10.1007/s12564-019-09585-1.

[8] Erlantz Allur et al., "Quality and Environmental Management Linkage: A Review of the Literature," *Sustainability* 10, no. 11 (November 2018): 4311, https://doi.org/10.3390/su10114311; Ahmad Muktamar B et al., "The Role of Quality Human Resources in Developing Missions of Future Universities in Indonesian Higher Education," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (February 14, 2023): 49–59, https://doi.org/10.31538/munaddhomah.v4i1.342.

[9] Dian Dian et al., "Optimizing Islamic Religious Colleges In Facing The Era of Globalization," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (February 4, 2023): 58–77, https://doi.org/10.31538/tijie.v4i1.326; Ade Arip Ardiansyah and Mohamad Erihadiana, "Strengthening Religious Moderation as A Hidden Curriculum in Islamic Religious Universities in Indonesia," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (February 11, 2022): 109–22, https://doi.org/10.31538/nzh.v5i1.1965; Mirroh Fikriyati, Sri Katoningsih, and Sabbir Hasan, "Use of Loose Part Media With Cardboard and Sand Materials

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teachers must carry out professionalism or a process toward a real professional degree on an ongoing basis, including classroom management competencies. A great teacher is a teacher who is competent in learning methodology and science.[10] The link between the two is reflected in their performance during the learning transformation. It is in this context of learning transformation that teachers must have competence in managing classes, students, and their synergistic interactions.[11]

Based on the problems described above, researchers are encouraged to conduct further studies related to the Professionalism Development Management of State Madrasah Aliyah Teachers in Langkat Regency. The purpose of this study was to analyze: (1) the Management of Teacher Professionalism Development in Madrasah Aliyah Negeri throughout Langkat Regency. (2) Stakeholder support in developing teacher professionalism in State Madrasah Aliyah in Langkat Regency. (3) Model for the Development of Teacher Professionalism in Public Madrasah Aliyah in Langkat Regency.

RESEARCH METHODS

This research was designed with a qualitative approach. Qualitative research is a particular tradition in social science that fundamentally relies on observing humans in their own flock and relating to these people in their language and in terms.[12] The type of research used is field research, the use of this method is because empirically it investigates temporary phenomena in real-life contexts; when the boundary between phenomenon and context is not clear; and multiple factual sources are used. The research design used in this study is multi-site. Multi-site studies were chosen in conducting this research because multi-site studies are a form of qualitative research that can indeed be used primarily to develop theories drawn from several similar research backgrounds so that theories can be generated that can be transferred to a wider and more general situation. coverage is stated.

The subject of this study was directed at searching for data from the Head of the Madrasah, Deputy Head of the Madrasah, and Head of the Madrasah Education Section of the Office of the Ministry of Religion of Langkat Regency. The data search started with the Head of the Madrasah as a key informant using snowball sampling. Data achievement will be stopped when there are no more data variations that appear or surface or experience saturation. So the number of informants in this study is not determined exactly depending on the level of data requirements required.

Research data collection regarding the effectiveness of meeting national education standards was carried out using observation, structured and unstructured interviews,

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in Islamic Children's Schools," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (January 10, 2023): 60–71, https://doi.org/10.31538/nzh.v6i1.2858.

[10] Mirzon Daheri et al., "Pengaruh Reward Dan Punishment Terhadap Profesionalisme Guru," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 4 (2022): 388–97, https://doi.org/10.31538/munaddhomah.v3i4.304.

[11] Syaiful Sagala, *Kemampuan profesional guru dan tenaga kependidikan: pemberdayaan guru, tenaga kependidikan, dan masyarakat dalam manajemen sekolah* (Alfabeta, 2009).

[12] Lexy J. Moleong, *Metodologi penelitian kualitatif* (Remadja Karya, 1989).

and documentation studies. The data was taken from the primary source, namely the Madrasah Head who is also known as a key informant. Data was also taken from secondary sources, namely from the Deputy Principal of the Madrasah, Teachers, and the Head of the Madrasah Education Section in Langkat Regency. The use of primary and secondary sources is intended to obtain a clear and comprehensive picture of field data relating to the problems studied so that the data obtained will truly answer the problems examined in this study.

RESEARCH RESULTS

Management of Teacher Professionalism Development in State Madrasah Aliyah in Langkat Regency

The first finding of this study is related to the Management of Teacher Professionalism Development in State Madrasah Aliyah throughout Langkat Regency directed at efforts to develop teacher professionalism capabilities in the form of increasing expertise, and skills, broadening horizons, coaching carried out on the initiative and in collaboration with the local government and the Ministry of Religion of Langkat Regency through planning, implementing, supervising and evaluating activities contained in various forms of activity, including K-13 socialization training and the covid curriculum, computer training, MGMP, supervision, seeking teachers to attend seminars, workshops, also seeking to add to the collection of books in the library.

The findings of this study confirm that management activities for teacher professional development are so important considering the teacher's position as one of the determinants of the quality of education. It is thanks to the services of these educators that quality and virtuous human resources can be produced. Improving the quality of education can make a significant contribution to the progress of a country's development.

The Management of Teacher Professionalism Development at Madrasah Aliyah Negeri throughout Langkat Regency is directed at efforts to develop teacher professionalism in the form of increasing expertise, and skills, broadening horizons, coaching carried out on the initiative and in collaboration with the local government and the Ministry of Religion of Langkat Regency through planning, implementing, monitoring activities and evaluations contained in various forms of activities, including K-13 socialization training and the covid curriculum, computer training, MGMP, supervision, getting teachers to attend seminars, workshops, also seeking to increase the collection of books in the library. The Management of Teacher Professionalism Development at Madrasah Aliyah Negeri throughout Langkat Regency involves all elements and elements in the madrasa, both Deputy Head of the Madrasah, Teachers, Administration, Head of Laboratory, and Library Manager with the Head of Madrasah taking a bigger roles in this development activity.

Stakeholders within the Madrasah environment are very supportive of all teacher professional development activities at Madrasah Aliyah Negeri throughout Langkat Regency, this can be seen from the synergy and collaboration of all elements of the madrasa with related teachers, including stakeholders from government and

community elements. From the government, in this case, through the Ministry of Religion of Langkat Regency, the form of support received was socialization and guidance regarding teacher professional development programs, while from the community, the support obtained was the willingness of the community to cooperate with madrasas to facilitate their children as students in follow all madrasa rules including support for madrasa development.

The model for the development of teacher professionalism in State Madrasah Aliyah in the Langkat district has a model that is almost the same. The model implemented at Madrasah Aliyah Negeri 1 is the workshop and training model. Madrasah Aliyah Negeri 2 Langkat has a model for developing teacher professionalism in the form of workshops and seminars as well as Madrasah Aliyah Negeri 3 Langkat has a development model in the form of workshops and seminars as well. Teacher professionalism development activities carried out by the Head of Madrasah or his equivalent at Madrasah Aliyah Negeri throughout Langkat Regency have been carried out well because workshops, training, and seminars have had a good impact on increasing teacher professionalism.

DISCUSSION

Teachers who have an important role in the world of education must have the competencies as stated in the National Education System Law. An educator must also actively develop a learning atmosphere and classroom climate that is more interesting and can encourage students to feel comfortable learning and develop professionalism on an ongoing basis and be able to utilize information and communication technology to develop themselves. Of course, this cannot be done in a quick and easy way. Teachers must take education to become qualified teachers and in the future be able to produce quality educational graduates as well.[13]

Teachers must always adapt to the times. Currently information and communication technology is developing rapidly, so teachers are also required to always be up-to-date with the latest technology.[14] In addition, technology can help teachers in

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[13] Adiyono Adiyono et al., "Skills of Islamic Religious Education Teachers in Class Management," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (July 16, 2022): 104–15, https://doi.org/10.35723/ajie.v6i1.229; Eija Aalto, Mirja Tarnanen, and Hannu L. T. Heikkinen, "Constructing a Pedagogical Practice across Disciplines in Pre-Service Teacher Education," *Teaching and Teacher Education* 85 (October 1, 2019): 69–80, https://doi.org/10.1016/j.tate.2019.06.006; Azizah Azizah et al., "Teacher Creativity Relationship with Interest Students Learning at SD Inpres Lolu During Pandemic," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (June 4, 2022): 777–86, https://doi.org/10.31538/nzh.v5i2.2232; Ismail Hussein Amzat, ed., *Supporting Modern Teaching in Islamic Schools: Pedagogical Best Practice for Teachers* (London: Routledge, 2022), https://doi.org/10.4324/9781003193432.

[14] Muhamad Arif and Sulistianah Sulistianah, "Problems in 2013 Curriculum Implementation for Classroom Teachers in Madrasah Ibtidaiyah," *Al Ibtida: Jurnal Pendidikan Guru MI* 6, no. 1 (June 30, 2019): 110–23, https://doi.org/10.24235/al.ibtida.snj.v6i1.3916; Muhamad Arif, Kusnul Munfa'ati, and Mei Kalimatusyaroh, "Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic," *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar* 13, no. 2 (May 1, 2021): 126–41, https://doi.org/10.18860/mad.v13i2.11804; Tess Boyle et al., "Coaching Practices: Building Teacher Capability to Enhance Continuity in the Early Years," *Teaching and Teacher Education* 108 (December 1, 2021): 103515, https://doi.org/10.1016/j.tate.2021.103515.

learning activities to make them more comfortable, interesting, effective, and efficient. So that a teacher can always upgrade his competence, the government initiated an activity namely Sustainable Professional Development (*Pengembangan Keprofesian Berkelanjutan*) (PKB). This activity requires teachers to always develop their abilities, both in terms of pedagogical and professional (scientific substance).

Continuing Professional Development (PKB) is the development of teacher competencies which is carried out according to needs, in stages, continuously to improve their professionalism.[15] PKB is a component of the main element whose activities are given a credit score. According to Danim, PKB is a form of continuous learning to maintain and improve overall competency standards, covering fields related to the teaching profession.[16] Thus, professional teachers can maintain, improve, expand, and develop their knowledge and skills to carry out quality learning processes. Quality learning is expected to increase the knowledge, skills, and understanding of students.[17]

Collective teacher activities are teacher activities in participating in scientific meeting activities or participating in joint activities carried out by teachers which aim to improve the professionalism of the teacher concerned. These types of activities may include: (a) attending workshops, group activities/teacher work deliberations, in-house training for compiling curriculum tools and/or learning activities including ICT-based learning, assessments, developing learning media, and/or other activities for professional development activities Teacher; (b) participate, either as discussants or as participants, in seminars, panel discussions, or other forms of scientific meetings; (c) participate in other collective activities that are in accordance with the duties and obligations of teachers related to their professional development. Teachers can take part in teacher-collective activities on the basis of assignments either by the head of the madrasa or other institutions or at the will of the teacher concerned.

Hasanah also emphasized that some of the madrasah efforts in increasing teacher competency could be carried out by *First*, teachers seeking to continue their education level by participating in various MGMP/KKG activities, training, upgrading, workshops, seminars, and improving the quality of performance. *Second*, the efforts made by school principals in fostering and improving teacher competence, include: (1) sending teachers to attend training, upgrading, workshops, workshops, and seminars; (2) conducting socialization of the results of training and various government policies by inviting resource persons; (3) conducting computer and English language training; (4) encourage teachers to continue their studies to comply with government demands; (5) conducting comparative studies to other schools which are considered more advanced; (6) sending teachers for internships to other schools; (7) complete the facilities

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[15] Lativa Hartiningtyas, Purnomo, and Hakkun Elmunsyah, "Meningkatkan Kompetensi Pedagogik dan Profesional Guru SMK Melalui Pemberdayaan Pengembangan Keprofesian Berkelanjutan (PKB)," April 2, 2016, http://publikasiilmiah.ums.ac.id/handle/11617/7273.

[16] Sudarwan Danim, *Pengembangan Profesi Guru* (Jakarta: Prenada Media, 2012).

[17] Roger Ellis and Elaine Hogard, *Handbook of Quality Assurance for University Teaching* (Routledge, 2018); Deni Zam Jami and Asep Muharam, "Strategy for Improving the Quality of Islamic Religious Education Study Programs with Total Quality Management," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 2 (July 24, 2022): 267–83, https://doi.org/10.31538/ndh.v7i2.2096.

and various media to support learning activities; (8) giving awards to teachers who excel; (9) teacher welfare by providing additional income sourced from the school committee; and (10) providing exemplary, encouraging and awakening the conscience of teachers so that they are aware of their duties and responsibilities as teachers.

Third, community efforts. The role of the community is embodied in the school committee or class association in the form of fundraising to help smooth the learning process; such as procurement of buildings, and school equipment, and to finance school activities. *Fourth*, the role of the MGMP and KKG is to facilitate teachers to work together to overcome various difficulties and improve competence. *Fifth*, efforts to increase teacher competence from the regional and central governments; including in the form of financial assistance, further study scholarships for teachers, learning equipment and media, as well as various coaching, training, upgrading activities, and workshops.

This study also found that the Management of Teacher Professionalism Development in State Madrasah Aliyah in Langkat Regency involved all elements and elements in the madrasa, both the Deputy Head of Madrasah, Teachers, Administration, Head of Laboratory, and Library Manager with the Head of Madrasah taking a bigger role in this development activity. This shows that there is a well-formed work culture within the Langkat District Madrasah Aliyah, namely teamwork. For an organization, including madrasas, to achieve common goals requires collaboration or a team of the members in it. A team is defined as two or more individuals, who interact and are interdependent, who join together, interact, to achieve a goal.[18]

The world of work, including organizations such as public Madrasah Aliyah throughout Langkat Regency, now has a new measurement tool to determine one's success. In the past, given the level of intelligence, certain skills training, and experience were considered sufficient to enter the workforce. Currently, these aspects are considered to be no longer sufficient. What is considered important is the ability to manage oneself and relate to others. These aspects become a new measure of success at work, the new measurement relates to personal qualities, such as initiative, empathy, adaptability, ability to persuade, and teamwork. Teamwork is one of the keywords for team success (success) in future competition.[19]

In a work team, a person works with others to achieve goals, so that collaboration is established, which will be able to develop togetherness, ideas, and alternative solutions, mutually support and strengthen synergies, corrective actions and

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[18] Ayu Asmarani, Sukarno Sukarno, and Minnah El Widdah, "The Relationship of Professional Competence with Teacher Work Productivity in Madrasah Aliyah," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 2 (July 2, 2021): 220–35, https://doi.org/10.31538/ndh.v6i2.1365; Ana Dias et al., "The Online Education System: COVID-19 Demands, Trends, Implications, Challenges, Lessons, Insights, Opportunities, Outlooks, and Directions in the Work from Home," *Sustainability* 13, no. 21 (January 2021): 12197, https://doi.org/10.3390/su132112197.

[19] Nurun Najmi, Muhammad Husnur Rofiq, and Muhammad Anas Maarif, "The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On Student's Learning Achievement," *At-Tarbiyat :Jurnal Pendidikan Islam* 4, no. 2 (August 28, 2021), https://doi.org/10.37758/jat.v4i2.291; Pilar Martín-Hernández et al., "Fostering University Students' Engagement in Teamwork and Innovation Behaviors through Game-Based Learning (GBL)," *Sustainability* 13, no. 24 (January 2021): 13573, https://doi.org/10.3390/su132413573.

add expertise. According to Robbins, the work team will produce a positive synergy through efforts made through coordination. Collaboration that is done produces something better than the work done alone.[20]

Meanwhile, Stoner stated that the determinants of the effectiveness of cooperation in the team were identified as follows: (1) task interdependence, (2) result from interdependence, (3) potential, and (4) work effectiveness. The development of cooperation, in democratic teamwork, is stated: (1) each member is a Team who is aware and thinks of himself as a member of the Team, and (2) leadership becomes a function of a person who has creative actions to act.[21]

Seven forms of basic skills are used for the continuation of the Team. The seven basic skills used to support teamwork include: (1) listening carefully to various information from group members, (2) giving each other input, (3) trying to convince others of the ideas given, (4) arousing feelings of interest on the issues being discussed, (5) providing assistance to members who are experiencing difficulties, (6) providing input or exchanging opinions, and (7) taking an active role personally in various activities.

Teamwork is cooperation in a team based on knowing what to do and clear team goals, each member of the organization gives active participation, feels valued, and gets support from other team members, team members want to hear other members when he speaks, respect team members and happy to work with. So that teamwork is a group of organizations that work together to achieve goals, this can be interpreted as completing tasks or work going well. So that with teamwork, each madrasa supervisor coordinates and carries out mutually beneficial cooperation to achieve organizational goals, even though the method is different but has the same goal. Teamwork is the cooperation of team members who recognize and acknowledge interdependence and understand the goals of team members. Teamwork is cooperation that is formed to achieve goals, they have a part of the tasks given to make the team more cohesive and how they will work together.

In Team Work there is formal cooperation consisting of individuals who are interdependent and responsible for achieving a goal. A work team is a group with certain abilities, to work together towards a common mission, namely the ability to direct individual achievement towards organizational goals. A compact team is a stimulus that allows organizations to achieve extraordinary results.[22]

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[20] Nathan Eva et al., "Servant Leadership: A Systematic Review and Call for Future Research," *The Leadership Quarterly* 30, no. 1 (February 1, 2019): 111–32, https://doi.org/10.1016/j.leaqua.2018.07.004; Robin R. Fowler and Magel P. Su, "Gendered Risks of Team-Based Learning: A Model of Inequitable Task Allocation in Project-Based Learning," *IEEE Transactions on Education* 61, no. 4 (November 2018): 312–18, https://doi.org/10.1109/TE.2018.2816010.

[21] James A. F. Stoner, *Management* (Pearson Education, 1995).

[22] Pat Williams-Boyd, *Educational Leadership: A Reference Handbook* (ABC-CLIO, 2002); Francis Lipuku, Hellen Sang, and Williter Rop, "Reward and Compensation Management Initiatives on Employee Performance: An Evidence of Organization Development Initiatives," *East African Journal of Business and Economics* 5, no. 1 (February 15, 2022): 72–79, https://doi.org/10.37284/eajbe.5.1.552.

Therefore, the characteristics of effective teamwork in a work team are: (1) team members are open and honest with each other, (2) there is a climate of mutual trust, (3) willing to work together, (4) decision making based on the principle of consensus, (5) lines of communication are open and well maintained so that in this way aspects of coordination and synchronization in the implementation of program activities between sectors that handle supervisory development run effectively and need to be improved, (6) all team members have a strong agreement to team goals. The situation determines teamwork or in other words, the situation and the nature of the tasks to be completed determine whether or not a team is formed and teamwork is carried out.

In organizational life, such as the State Madrasah Aliyah in Langkat Regency, it is not impossible to encounter a situation where the team leader places so much emphasis on the importance of members getting satisfaction from the team's success that it seems as if the personal needs of its members are not getting proper attention. What is sought and needed in a team is a balance of satisfying the needs of the group and the needs of its members individually because one of the team's tasks is to formulate binding norms that administratively, legally, socially, morally, and ethically can be accounted for and must be obeyed by all members. team.

The methods used in the decision-making process are also often a source of operational difficulties in team life. From the point of view of the effectiveness of the decisions taken and the smoothness of their implementation, decision-making based on deliberation for consensus turns out to be the most appropriate way. One of the things a team faces that can be a source of problems for it relates to leadership in the sense, to what extent the team has the power to control themselves and others.

There is no formula for determining the right size for a team to function effectively. The guidelines used as a reference are: (1) the number of team members is determined so that it is possible for them to know each other well, (2) the number of team members does not become a barrier to face-to-face and effective communication, team members take into account the nature of the tasks to be carried out if they are routine, the number of team members can be larger with a homogeneous composition. If the task demands innovation, creativity, and diverse new ideas, the number of team members is not too large and the composition should be heterogeneous.

In short, organizational success based on the ability of members to work together is determined by good communication. Therefore, every organization, such as State Madrasah Aliyah in Langkat Regency, has an obligation to develop communication from various parties so that it can help create good teamwork, especially in terms of developing teacher professionalism.

The findings of the two studies found that stakeholders both within the Madrasah environment were very supportive of all teacher professionalism development activities at Madrasah Aliyah Negeri throughout the Langkat Regency, this can be seen from the synergy and collaboration of all elements of the madrasa with related teachers, including stakeholders from government and society. From the government, in this case through the Ministry of Religion of Langkat Regency, the form

of support received was socialization and guidance regarding teacher professionalism development programs, while from the community, the support obtained was the willingness of the community to cooperate with madrasas to facilitate their children as students in follow all madrasa rules including support for madrasa development.

Madrasah is a social institution whose position is not just an educational institution whose role is to prepare children to be able to enter society in the future. But schools are formal institutions that function as "*work partners*" of families and communities in carrying out their duties to form the desired citizens. For this reason, madrasas cannot be separated from the community.[23] Madrasas cannot be separated from the community, but schools are actually managed by the community, this shows that schools are an integral part of society (external stakeholders).[24]

Gorton further emphasized that to build an effective madrasa it is necessary to involve the participation of the community.[25] There are several reasons why the community needs to be involved in creating an effective madrasa, namely (1) in the community it is possible to have useful and appropriate information taught by madrasas, (2) so that there is a mutual understanding of the emergence of various problems faced by madrasas, (3) so that there is support from the community to carry out various school programs, (4) the involvement of the community and citizens will be able to help improve madrasas, and (5) proper involvement from families and communities will greatly assist in evaluating the effectiveness and failure of madrasas.

The findings of the three studies found that the model for developing teacher professionalism in State Madrasah Aliyah throughout Langkat Regency was in the form of workshops, training, and seminars. Teacher professionalism development activities. Workshops, training, and seminar activities actually belong to formal development programs where the activities in the form of training, seminars, and workshops aim to provide insight and educational foundation, understanding of students, ability to plan the learning process, teacher's ability to use learning methods appropriate to the material learning, and understanding of teachers in carrying out evaluations of student learning outcomes that aim to quality teacher performance in the madrasah environment.

Informal development activities that are inherent in the authority of the teacher and formal under the authorization of the madrasa head are actually part of the teacher's self-development activities in developing their competence. Self-development activities must prioritize the needs of teachers to achieve standards and increase professional competence, especially those related to the implementation of learning services. These

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[23] Zahrotul Azkiyah, Ari Kartiko, and Muhammad Mujtaba Mitra Zuana, "Pengaruh Kualitas Pelayanan Akademik Dan Promosi Terhadap Minat Siswa Baru Di Madrasah," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 5, no. 2 (November 24, 2020): 290–303, https://doi.org/10.31538/ndh.v5i2.538; Mizanul Hasanah et al., "Analisis Strategi Perencanaan Mutu Satuan Pendidikan Di Lembaga Pendidikan Islam Di Indonesia," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 2 (2022): 108–19, https://doi.org/10.54069/attadrib.v5i2.299.

[24] Lijan Poltak Sinambela, *Manajemen Sumber Daya Manusia: Membangun Tim Kerja yang Solid untuk Meningkatkan Kinerja* (Bumi Aksara, 2021).

[25] Gary B. Gorton, Jillian Grennan, and Alexander K. Zentefis, "Corporate Culture," *Annual Review of Financial Economics* 14, no. 1 (2022): 535–61, https://doi.org/10.1146/annurev-financial-092321-124541.

needs include competence to investigate and understand the context in which teachers teach, mastery of material and curriculum, mastery of learning methods, competence to evaluate students and learning, mastery of information and communication technology (ICT), or other relevant competencies.[26]

Functional training is the teacher's activities in participating in education and training aimed at achieving professional competency standards and increasing professionalism to have competence above standards and within a certain period of time. This activity can be in the form of courses, training, upgrading, or various other forms of education and training.[27] Teachers can take part in functional training activities on the basis of assignments, either by the school/madrasah principal, other institutions such as the Education Office, or professional organizations such as the Indonesian Teachers' Association (PGRI), or because of the teacher's own initiative.

The teacher's collective activities are activities in participating in scientific meetings or joint activities that aim to achieve standards or above predetermined professional competency standards. These teacher collective activities include: (1) Workshop activities or teacher group activities such as the Teacher Working Group (KKG), Subject Teacher Consultation (MGMP), Principal Working Group (KKKS), or the like. (2) Discussors or participants in seminars, scientific meetings. (3) Other collective activities that are in accordance with the duties and obligations of teachers, such as functional training, and so on.[28]

Wijaya added that the type of teacher competency development education and training other than In House Training (IHT), can also be carried out through apprenticeship programs, school partnerships, distance learning, tiered training and special training, short courses at tertiary institutions or other institutions, intern training. school principals, further education, discussion of educational issues, seminars, workshops, research, writing books/teaching materials, making learning modules and making technological works/artworks.[29]

Teacher competency development can also be realized with certification. Teacher certification is one way in education to improve the quality and professionalism of a teacher so that in the future all teachers must have a certificate as a license or teaching permit. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that certification is the process of awarding educator

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[26] Azhariah Rachman et al., "Building Religious Character of Students in Madrasah Through Moral Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (February 4, 2023): 78–94, https://doi.org/10.31538/tijie.v4i1.261; Laros Tuhuteru et al., "The Effectiveness of Multimedia-Based Learning To Accelerate Learning After The Pandemic At The Basic Education Level," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (March 21, 2023): 128–41, https://doi.org/10.31538/tijie.v4i1.311.

[27] Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Raja Grafindo Persada, 2016).

[28] Enco Mulyasa, *Standar kompetensi dan sertifikasi guru* (Remaja Rosdakarya, 2007).

[29] Candra Wijaya et al., "Pengaruh Komunikasi Internal Dalam Membangun Budaya Organisasi," *Jurnal Pendidikan Tambusai* 6, no. 2 (June 30, 2022): 13310–18, https://doi.org/10.31004/jptam.v6i2.4559; Novita Sari, Tien Rafida, and Candra Wijaya, "Implementation of The Merdeka Campus Policy At Dharmawangsa University," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 01 (February 26, 2023), https://doi.org/10.30868/ei.v12i01.4452.

certificates to teachers and lecturers. While educator certificates are formal evidence as recognition given to teachers and lecturers as professionals. Based on this understanding, teacher certification can be interpreted as a process of giving recognition that someone has the competence to carry out educational services in certain educational units, after passing a competency test held by a certification body.[30]

In other words, teacher certification is a competency test process designed to reveal a person's mastery of competence as the basis for awarding educator certificates. Teachers who are declared qualified and already have professional certificates will receive financial allowances aimed at improving their welfare. A study was written by Cahyana regarding the development of teacher professional competence in facing certification. The essence of the study is that educator certification is one of the ways the government has implemented to improve teacher quality through competency improvement accompanied by the provision of allowances.[31]

Providing broad support to teachers who have the desire to continue their scientific studies is also one of the strategies for developing professionalism besides involving teachers in various competitions and comparative studies and so on. In Islam, the development of professionalism refers to individual efforts aimed at maximizing human resources in order to better recognize and actualize themselves in order to achieve a higher quality of life in this world and the hereafter. Self-development is a humanitarian issue, and as a Muslim, self-development is part of the goal of Islamic da'wah to achieve a better Muslim society.[32]

Therefore the teacher is not only in charge of teaching in the sense of imparting and transforming knowledge to students but also continues to improve self-quality as a teacher. While in practice in class, there are still teachers who use classical learning methods, sometimes teachers are also not up to date with changing times and progress, science, and technology. In view of these problems, workshops, and training on learning methods are a solution for teachers to improve their professionalism, so that their role as a teacher is more optimal in accordance with their duties and functions.[33]

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[30] Dinar Putri Pratiwi and Jumirah Warlizasusi, "The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (April 15, 2023): 18–25, https://doi.org/10.59373/kharisma.v2i1.16.

[31] Ali Idrus et al., "Implementation of Minister of Education and Culture Policy Number 84 of 2013 Article 11," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (December 23, 2022): 175–82, https://doi.org/10.31538/munaddhomah.v3i2.248; Tri Adi Muslimin and Ari Kartiko, "Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2020): 75–87, https://doi.org/10.31538/munaddhomah.v1i2.30.

[32] Mita Sri Handayani, Muhammad Nur Wangid, and Andre Julius, "The Impact of Self-Management Techniques to Improve University Students' Social Cognition," *Islamic Guidance and Counseling Journal* 4, no. 1 (January 31, 2021): 116–23, https://doi.org/10.25217/igcj.v4i1.1247; Wenbin Liu and Bernard Gumah, "Leadership Style and Self-Efficacy: The Influences of Feedback," *Journal of Psychology in Africa* 30, no. 4 (August 3, 2020): 289–94, https://doi.org/10.1080/14330237.2020.1777033.

[33] Musdalifah Alwi and Lusia Mumtahana, "The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (April 17, 2023): 66–78, https://doi.org/10.59373/kharisma.v2i1.18; Rosa María Brito, Columba Rodríguez, and José Luis Aparicio, "Sustainability in Teaching: An Evaluation of

In addition, it is also a strategy that can be used by teachers so that they can carry out the teaching process smoothly and effectively. Workshops and training on learning methods also have considerable power in order to face problems or challenges from the increasingly complex developments of the era and increasingly fierce labor competition. Implementation of activities as a whole runs smoothly according to the plan that has been conceptualized. From the workshops and training delivered, it is hoped that it will provide additional insight into knowledge and information for teachers at SMA Negeri 1 Petanahan, Kebumen regarding learning methods, so that teachers are better able to create an effective learning environment and better able to manage their classes so that student learning outcomes are at an optimal level.

From the results of the research above, it can be seen that to improve the quality of learning or improve teacher professionalism, workshops, and seminars are needed, both workshops discuss learning methods because workshops and training also have considerable power in order to face problems or challenges from increasingly complex developments. , thus what is being done by Madrasah Aliyah Negeri throughout Langkat Regency by implementing a model of developing teacher professionalism with the workshop and seminar or training method is quite good because the impact of the seminar-workshop itself is also very large, as can be seen from the various research results above which also show this the same one.

CONCLUSION

The conclusion of this research can be stated; The Management of Teacher Professionalism Development at Madrasah Aliyah Negeri throughout Langkat Regency is directed at efforts to develop teacher professionalism in the form of increasing expertise, skills, broadening horizons, coaching carried out on the initiative and in collaboration with the local government and the Ministry of Religion of Langkat Regency through planning, implementing, monitoring activities and evaluations contained in various forms of activities, including K-13 socialization training and the covid curriculum, computer training, MGMP, supervision, getting teachers to attend seminars, workshops, also seeking to increase the collection of books in the library. The Management of Teacher Professionalism Development involves all elements and elements in the madrasa, the Deputy Head of the Madrasah, Teachers, Administration, Head of Laboratory, and Library Manager with the Head of the Madrasah taking a bigger role in this development activity.

Stakeholder support in the development of teacher professionalism at State Madrasah Aliyah throughout Langkat Regency can be seen from the synergy and collaboration of all elements of the madrasa with related teachers, including stakeholders from government and community elements. From the government, in this case, through the Ministry of Religion of Langkat Regency, the form of support received was socialization and guidance regarding teacher professional development programs,

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University Teachers and Students," *Sustainability* 10, no. 2 (February 2018): 439, https://doi.org/10.3390/su10020439.

while from the community, the support obtained was the willingness of the community to cooperate with madrasas to facilitate their children as students in follow all madrasa rules including support for madrasa development. The Model for Developing Teacher Professionalism at Madrasah Aliyah Negeri throughout Langkat Regency includes workshops, training, and seminars. This teacher professional development activity is carried out by the head of the madrasa or his equivalent.

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