

## MADRASAH HEAD PROFESSIONALISM IN OPTIMIZING TEACHER PERFORMANCE AT MA MUHAMMADIYAH LABUHAN LIANG TARANO

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ABSTRACTS	ARTICLE INFO
<p>This research was motivated by the author's attention to the decline in teacher performance after the Covid-19 pandemic at MA Muhammadiyah Labuhan Liang and the role of the madrasa head as the highest authority holder in the Madrasah in optimizing teacher performance. This research aims to describe the performance of teachers and the professionalism of the head of the MA Muhammadiyah Labuhan Liang Tarano madrasah in optimizing teacher performance in the 2022/2023 school year. The type of research used is descriptive qualitative which obtains data through observation, interviews and documentation. The data analysis techniques used are data reduction, data presentation, and drawing conclusions. The data examination was carried out using triangulation, namely source triangulation and technical triangulation. The results of this research show that: (1) the performance of MA Muhammadiyah Labuhan Liang teachers can be seen from work discipline and teaching skills, namely skills in making learning plans, skills in carrying out learning and skills in conducting learning evaluations. (2) The professionalism of the madrasa head in optimizing teacher performance at MA Muhammadiyah Labuhan Liang can be seen from the implementation of his duties and role as leader, motivator and supervisor.</p>	<p><b>Article History:</b> <i>Received: December 3<sup>rd</sup> 2024</i> <i>Revised: December 18<sup>th</sup> 2024</i> <i>Published: December 2024</i></p> <p><b>Keywords:</b> <i>Teacher Performance, Professionalism, Madrasah Principal</i></p>

### INTRODUCTION

Law on the National Education System Number 20 of 2003 states that the aim of education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible country. The success of educational goals in schools depends on the human resources in the school, including the principal, teachers, administrative employees, students and other educational staff.

Educators, in these case teachers, are the spearhead that really determines the overall education system, which must receive first, central and main attention. Therefore, any improvement efforts carried out to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. The

position of the teacher as a learning agent in improving the quality of Indonesian education is required to have good competence. If the teacher's competence is good then it is hoped that the teacher's performance in learning will also be good so that in the end it can produce quality education. Adequate teacher performance is very necessary in creating interesting learning activities to increase student enthusiasm at school and stimulate the development of students' thinking. If teacher performance decreases, then one indicator of the quality of student knowledge is directly influenced by teacher performance, in this case student learning outcomes also decrease.

During the Covid-19 pandemic, education throughout the world was one of the sectors most affected. When the government established a learning from home policy, teachers were required to adapt the delivery of learning material in face-to-face classes to online learning. This causes limited space for interaction between teachers and students, making it difficult for students to understand the learning material. After implementing online learning for a long time, after Covid-19, face-to-face learning began to be implemented again. This condition causes a decline in teacher performance. Teachers have difficulty getting used to carrying out all activities at school directly, including lack of time discipline, lack of skill in managing learning, and missing teaching and learning time in the classroom. This is in line with research by Rina Yuliana Cahya Syaodih and Rita Sulastini which shows that after the Covid-19 pandemic, several problems occurred in the field related to teacher performance in schools, including lack of time discipline, not making and completing administration, and lack of skills in managing learning and delivery of material in class.

Therefore, an effort is needed to overcome the decline in teacher performance. Efforts to improve teacher performance can be carried out through the professionalism of madrasa heads. Because in essence, the success of a school lies in the efficiency and effectiveness of a school principal's performance, it is in the hands of policy holders that the fate of the school is at stake.

Efforts to increase educational success, in this case learning productivity, are determined by the role of the school principal as a leader through an approach to all his subordinates, especially in this case teachers. A teacher will work efficiently if given clear advice and direction from a school principal who respects the teacher's skills and is knowledgeable. So that learning always keeps up with the times and produces good results, teachers need motivation and determination to change direction towards progress.

Based on initial research conducted by researchers at MA Muhammadiyah Labuhan Liang, after Covid-19 there were several indications of a decline in teacher performance, such as: teachers who arrived late at the madrasah and left before time and deliberately missed teaching time. Indications of a decline in teacher performance are also proven by the attendance list document for the period October 2022, which shows that the teacher attendance rate is only 65%. This was confirmed by the head of the madrasah who also stated that there was a decrease in the level of attendance by some teachers after the Covid-19 pandemic to madrasahs and they were neglecting teaching time in the classroom. Meanwhile, in dealing with this, the head of the madrasah reprimanded and gave warnings

to several of the teachers concerned. Apart from that, researchers also found that madrasah heads communicated openly with teachers regarding topics that required attention, as well as conducting class visits to observe learning activities in the classroom.

Based on the explanation above, researchers are interested in raising the title "Madrasah Head Professionalism in Optimizing Teacher Performance at MA Muhammadiyah Labuhan Liang Tarano Academic Year 2022/2023".

## **RESEARCH METHODS**

This research uses a descriptive qualitative approach. Qualitative research is used to examine a natural object completely and comprehensively. So in qualitative research the researcher does not only determine the research on one research variable, but covers all social situations in the form of actors, places and activities, which have synergistic interactions and relationships. Strauss and Corbin state that qualitative research methods are research that is not obtained through statistical techniques or other types of calculations, but is obtained from findings by collecting and analyzing data in oral and written form as well as human behavior. The research was conducted by researchers located at MA Muhammadiyah Labuhan Liang, Tarano District, Sumbawa Regency. The selection of this location was based on considerations of indications of declining teacher performance and indications of the role of the madrasa head in improving teacher performance at the location as explained in the background. To obtain accurate and valid information and data, researchers must search for and select data and information that is in accordance with the research focus, namely teacher performance and school principal professionalism in optimizing teacher performance at MA Muhammadiyah Labuhan Liang Tarano for the 2022/2023 academic year. The data collection techniques in qualitative research are observation, interviews and documentation. Researcher use data analysis techniques that have been explained by Miles dan Hubermen.

## **RESEARCH FINDINGS AND DISCUSSION**

### **A. The head of the madrasah as leader**

The research findings related to madrasa heads in carrying out their duties and functions as leaders are in accordance with Koontz's opinion which states that madrasa heads as leaders must be able to:

1. Encourage the emergence of a strong will with full enthusiasm and confidence in teachers, staff and students in carrying out their respective duties.
2. Providing guidance and directing teachers, staff and students as well as providing encouragement to spur and stand at the forefront for progress and provide inspiration for the school to achieve its goals.

The results of the research findings related to determining the direction of the madrasah carried out by the madrasah head are in accordance with what was conveyed by Rohiat in Tati Herlina et al that the school head as the environmental leader of an educational institution influences the success and failure of the school because he is the controller and determiner of the direction the school wants to take towards its goals. Mulyasa also stated that the leadership of the school principal is one of the determining

factors that can mobilize all school resources to realize the school's vision, mission and goals through programs that are implemented in a planned and gradual manner. As for providing guidance and supervision as well as opening two-way communication carried out by the madrasa head, this is in line with the opinion expressed by Jumaria Sirait that as a leader, the school principal must be able to provide guidance and supervision and open two-way communication.

Furthermore, Heru Sujaryanto et al stated that the indicators of a madrasa head as a leader include: 1) building a vision as a foundation for organizations to work together. In this case, a leader appears with a picture of the ideal future conditions for the organization he leads; 2) leader behavior, namely how the madrasa head behaves in his daily life to become a role model and source of inspiration for his subordinates.

Ngaisah also believes that the head of the madrasah as a leader is capable of developing a vision and implementing the vision of the madrasah, and feels ownership of the madrasah (in a positive sense). The madrasa head must provide guidance to his subordinates, ensure they are motivated, and direct and provide instructions for teachers to carry out their duties well.

#### B. The head of the madrasah as a motivator

Based on the results of interviews and observations, researchers found that the head of the madrasah, in carrying out his duties and functions as a motivator, includes providing motivation by encouraging teachers both in formal and non-formal meetings. Furthermore, the head of the madrasah gives awards or appreciation in the form of praise and prayers to teachers whose achievements exceed other teachers. Finally, the head of the madrasah gave a warning and sanction, namely taking direct action against indiscipline committed by the teachers and reminding the teachers not to repeat their mistakes if they did not want to receive even more severe sanctions.

The results of the research findings related to madrasa principals in carrying out their duties and functions as motivators are in accordance with Nyoman Midangsi's opinion that school principals as motivators must have the right strategy to provide motivation to educational staff, especially teachers, in carrying out their various tasks and functions. This motivation can be done through setting the work atmosphere, discipline, encouragement, and firmness in providing sanctions and rewards.

The results of the research findings regarding the provision of motivation by madrasah heads are in line with the opinion of Supriyo in Aan Hartawan which states that school principals must encourage school members such as teachers to be motivated to improve their performance. Principal leadership is related to work motivation and interpersonal communication. Roslena et al are of the opinion that teacher work motivation is an important factor in improving teacher performance because it is the main driver for every teacher to carry out their professional duties in accordance with applicable regulations.

Regarding giving awards or appreciation and reprimands or sanctions, this is in line with the opinion of Abdul Gafur in Nuryeni et al. that motivation begins with a conducive

work environment and the leadership's firmness in providing sanctions and rewards. Sulaiman Asang said that punishment or sanctions can be interpreted as a form of reward given to employees which aims to motivate employees to improve their performance.

### C. The head of the madrasah as supervisor

Based on the results of interviews and observations, researchers found that the head of the madrasah in carrying out his duties and functions as a supervisor includes conducting class visits by regularly visiting each class with the deputy head of the madrasah to ensure teachers and students carry out learning activities well. Furthermore, the madrasa head carries out routine evaluations every week by asking teachers to collect notes regarding the things they encounter while teaching in class and then discuss them together. Finally, the head of the madrasah sent teachers to take part in training by involving subject teachers in MGMP activities, held workshops on implementing the independent curriculum, and is trying to get teachers to take part in skills competitions between teachers.

The results of the research findings regarding madrasah heads as supervisors carried out by madrasah heads are in line with the indicators of supervision activities presented by Made Pirata in Nilda et al, including: 1) making visits to classes when teachers are teaching; 2) the principal explained that he carried out monitoring by writing a journal of teacher activities; 3) holding regular discussions and meetings; 4) improving the quality of teacher performance by providing activities to increase teacher professionalism, for example: training, seminars, MGMP (subject teacher deliberation), etc. The techniques for implementing supervision according to Piet A. Sahertian in Nilda et al, include: 1) class visits; 2) private conversation; 3) teacher meeting.

The results of the research findings related to class visits carried out by madrasa principals are in accordance with the opinion of Helmawati in Rusdiana and Abdul Kodir who said that one of the functions of the principal as a supervisor is to supervise teachers during the teaching and learning process. The school principal as a supervisor can carry out class visits to observe the learning process directly, especially in the selection and use of methods, the media used, and the order of students in the learning process. Sahertian in Soebagyoyo emphasized that the purpose of class visits is to help teachers solve the difficulties they face in the classroom. The priority in class visits is to study the nature and quality of students' learning methods and the teacher guiding them.

Regarding the weekly routine evaluation carried out by the madrasah principal, this is in line with the opinion of Soegeng and Ghufroon who stated that in the case of the principal as a supervisor, the principal needs to carry out an evaluation, namely holding a meeting with the teachers and staff to discuss their duties and schedule. their work. The school principal carries out these evaluations periodically. Teachers and staff report the results of their work and various incidents during their time on duty to the school principal.

Furthermore, regarding the participation of teachers in training carried out by madrasa heads, this is in line with the opinion of Gaol in Bradley and Viona which states that efforts that can be made by school principals to improve teacher performance are by directing teachers to take part in educational and training activities to improve their

competence. This is also in line with what was conveyed by Muspawi et al in the training carried out by the head of the madrasah in line with the opinion of Gaol in Bradley and Viona that the school's efforts to increase the professional competence of teachers are by carrying out the coaching process and involving teachers in various educational and training activities, seminars, workshops, Subject Teacher Conferences, and Teacher Working Groups.

According to Ubabuddin in Nilda et al, improving teacher performance through educational supervision in educational institutions is the authority of school principals and supervisors. Through supervision, teachers, who are the determining component of human resources, must continue to be nurtured and developed. Teacher potential needs to continue to grow and develop, so that they can carry out their functions professionally.

This is the presentation of data, findings and discussion regarding the professionalism of the MA Muhammadiyah Labuhan Liang madrasa head in optimizing teacher performance for the 2022/2023 academic year which can be seen from how the madrasa head carries out his duties and leadership roles, including as a leader, motivator and supervisor.

## CONCLUSION

Based on several descriptions related to the Professionalism of Madrasah Heads in Optimizing Teacher Performance at MA Muhammadiyah Labuhan Liang Tarano for the 2022/2023 Academic Year, it can be concluded that: The performance of MA Muhammadiyah Labuhan Liang teachers work discipline, compliance with the use of working hours and commitment and loyalty to the madrasah. The professionalism of madrasa heads in optimizing teacher performance at MA Muhammadiyah Labuhan Liang for the 2022/2023 academic year can be seen as the madrasa head as leader, Madrasa head as a motivator. In carrying out his duties and functions as a motivator, the head of the madrasah provides motivation by giving encouragement to the teachers, the head of the madrasah gives awards or appreciation in the form of praise and prayers to teachers whose achievements exceed other teachers, and the head of the madrasah gives warnings and sanctions by taking action. Directly emphasize the indiscipline carried out by the teachers. In carrying out his duties and functions as a supervisor, the madrasa head carries out class visits by regularly visiting each class with the deputy madrasa head, the madrasa head carries out routine evaluations every week with the teachers, and the madrasa head sends teachers to attend training.

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