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Madrasah Management In Improving Teacher Professionals At MTSN I Kerinci

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Abstract

Related with with implementation management quality in the environment MTsN I Kerinci, head of the madrasa who became leader in environment Madrasa of course have important role _ in print a professional teacher . Teacher too very determine Where to direction And at a time objective participant educate . As for task headmaster as leader And at a time as a supervisor is obliged help teachers at school For develop profession And at a time help teachers to be able see problem he faces Good in class nor outside class . A must try thought And run To use enhancement quality education is learning process improvement very teaching depends to teacher professionalism as source Power human. Teachers are required For own various Skills in deliver student For reach planned goals. Quality management something institution education seen of inputs include: students, power teachers, administrators, funds, facilities, infrastructure, curriculum, books library And tool learning. Process includes : management institution, management activity Study teaching, interaction academic And other. Results includes: graduates, publications findings scientific and results other .

***K*eywords: Management, Madrasah, Teacher Professionals**

INTRODUCTION

The era of globalization initiated by the development of science and technology requires intellectual and competitive human resources in their fields, therefore quality management is a necessity for education consumers. Quality can be defined as the overall description and characteristics of a product or service that bear on its ability to satisfy stated

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or implied needs. In the context of education, the notion of quality includes input, process and output of education (Bungin, 2000: 178).

Teachers have a central role in improving the quality of education, as educators within the scope of the school, teachers must have basic educational competencies. Because in student learning interactions, a teacher must be able to carry out demonstrations that are lively and fun for students. So that these competencies lead to better learning. Therefore, there is a need for management of teaching staff development, where the training of teaching staff functions as an effort to improve the quality and experience as well as improve the status of teachers in the educational institutions where they work.

Griffiths stated that improving the quality of education in primary schools is highly dependent on the level of teacher professionalism. From this statement, teachers play a very important role in improving the quality of education in schools, the higher the level of professionalism of teachers, the higher the quality of education in these schools (Bafadal , 2003: 4).

Law No. 20 of 2003 concerning the National Education System article 1 paragraph 6 what is meant by educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specialty, and participate in organizing education (Wavedi , 2012: 56).

In an Islamic perspective, an educator (teacher) will be successful in carrying out his duties if he has a creative and integrated mind and has religious professional competence. Rasulullah SAW said , which means: "Abu Hurairoh said, one day the Prophet Muhammad SAW chatted with people at a majlis, then a Bedouin came and he asked: when did the destruction occur? The Prophet continued to speak to the people and some people had heard what the Bedouin said so they were not happy with the Prophet for what he said, but according to some other people that the Prophet did not hear it until the Prophet finished his talk. The Messenger of Allah asked: "Where are the people who want to know about destruction? The Bedouin replied: "I am, O Messenger of Allah", then the Prophet said: destruction occurs when a trust is wasted." Then the Bedouin asked again: "how was the trust wasted?" Rasulullah replied: "when an affair is handed over to someone who is not an expert, then wait for the arrival of the sa'ah" (Hamidy et al., 1961: 45).

A professional teacher is a determining factor for a quality education process. To be able to become professionals, they must be able to find identity and actualize themselves. Giving very low priority to educational development over the last few decades has had a very broad adverse impact on the life of the nation and state (Sholeh , 2006: 9).

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Commenting on the low quality of education today, the author attaches great importance to the need for professional teachers. For this reason, teachers are expected not only to carry out their profession, but teachers must have a calling to carry out their duties by improving the quality of service to students both in terms of intellectual and other competencies that will support improvements in the implementation of teaching and learning activities and be able to bring about good learning achievements. Good. Madrasah Tsanawiyah Negeri 1 Kerinci continues to race in the process of improvement in order to achieve the quality of education to produce generations that believe in God Almighty, have good morals, are intellectual, independent, and competitive in the world of work. One of the efforts made by MTsN 1 Kerinci in improving the quality of education is by implementing management functions, and implementing quality management by carrying out a situation analysis, the recruitment of educators refers to their scientific fields.

As educators, teachers have a very central role in determining the success of teaching and learning and improving the quality of output (students). As a very decisive source, teacher management is needed which discusses teacher quality planning, teacher quality control and teacher quality improvement. This is an effort made to improve teacher professionalism. Professional teachers are teachers who prioritize the quality or quality of their services and products, teacher services must meet the standardization of the needs of the community, nation and users and maximize the abilities of students based on the potential and skills possessed by each individual. To become a professional teacher must have several competencies.

RESEARCH METHODS

This writing is a qualitative research, which by definition is a research procedure that produces descriptive data in the form of written or spoken words from people and actors that can be observed holistically (whole). The purpose of qualitative research is to describe the empirical reality behind the existing phenomena in depth, detail and thoroughly. In general, descriptive research does not use hypotheses (non-hypotheses) so that research does not need to formulate hypotheses (Moleong, 1996: 4). In qualitative research, the instrument or research tool is the researcher himself. Therefore researchers as instruments must be validated to what extent qualitative researchers are ready to carry out research that will then go into the field. While the instruments that researchers use are such as recording devices, interview lists, and observation lists.

While the method of data collection researchers carried out through 3 methods including: 1) the observation used was participant observation, this participant observation

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method provides breadth for researchers to obtain real and in- depth data because researchers go directly to the field. 2) . interview, the interview method used was guided free interview where the researcher provided questions for the subject with the aim that the questions did not deviate from the problems under study. This interview is free in the sense that the researcher is free to control the interview process. 3) . documentation is used in order to find and collect data in the form of documents or written data that inform the real situation now (Bungin, 2000: 178).

Data collection through this documentation regarding data collection methods by finding data on matters or variables in the form of notes, letters, documents, and others, or researchers obtaining data through the use of written sources, most of which are school/madrasah documents. The data analysis technique used is non-statistical data analysis, namely using analytical descriptive analysis. After the data is obtained, it is necessary to have data analysis stages so that the raw data obtained can be read, understood and digested by the reader. Data analysis used are: data reduction, data presentation and conclusion. Checking was also carried out by extending observations, increasing persistence in research, and triangulation.

RESEARCH RESULTS AND DISCUSSION

Results Study

1. **Madrasah Management in Improving Teacher Professionalism at MTsN 1 Kerinci**
   a. **Planning**

Quality management in improving teacher professionalism, that is, of course, starts with planning such as: needs analysis, where first mapping of the ratio of existing resources is carried out, then the process of selecting teachers in recruitment, which can be done through print and electronic media, then the selection or *fit stage. and profer test* , which is a feasibility test on the competencies they have, then organizes such as empowering the competencies possessed by the teacher, and also placing teachers according to the majors and competencies they have.

The Qur'an specifically does not mention the term management, but alludes to the term management by using the sentence yudabbiru which means to direct, implement, run. As in the Qur'an Surat Yunus verse 3 it is stated as follows which means: Verily your God is Allah who created the heavens and the earth in six periods, then He resided on the 'Throne to arrange all affairs. no one will give intercession except after His permission. (Essence) that is Allah, your Lord, so worship Him. So don't you take lessons?

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b. Teacher Competency Development

Teacher competency development includes coordinating such as KKG, conducting training, in which this training is one of the coaching techniques to add insight or knowledge to teachers and provide opportunities for teachers to improve their knowledge and skills by studying at a higher level of education. Education and training activities (Training), need to be carried out by teachers followed by follow-up efforts to apply the results of the training, in aligning perceptions and commitment to improving the quality of learning or solving problems in learning, through the subject teacher deliberation organization (MGMP), objectives MGMP did this to improve teacher performance as a change in learning behavior carried out in the classroom. Then holding recitations every 3 months in order to improve the teacher's personality. Furthermore, the holding of education and training (training). This training is a process of developing and directing knowledge and skills, attitudes and behavior that can be planned to be able to meet both current and future needs. Through the teacher certification program, teacher professionalism can be increased through continuous education and technical development training together

Furthermore, namely carrying out special coaching programs such as certification, in certification it is reflected that there is a fit and proper test that must be carried out by a teacher, against the criteria that have ideally been set. With certification, it will spur teachers' enthusiasm to improve themselves, improve the quality of knowledge, and professionalism in the world of education. Participating in various forms of upgrading and workshops, in which this workshop is an effort to develop the ability to think and work together both on theoretical and practical issues, with a view to improving the quality of life in general and quality in terms of work. With this workshop, it is hoped that teachers will gain new experiences and be able to foster creativity and be able to produce useful results from the teaching and learning process, and so on.

c. Teacher Involvement in Decision Making

The madrasah head involves teachers in decision making and problem solving, the principal involves teachers as in teacher meetings, teachers are asked for comments by the madrasah head related to madrasah development policies and programs. Quality Management in providing direction to teachers and education staff that students are stakeholders, of course all policies and decisions must involve students. Without a democratic atmosphere, management is unable to implement integrated quality management in education. Empowerment of teachers is not just an authority in teaching, but more on the

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demand for creative and innovative and continuous potential development which is implemented through coaching as well as the formation of the character of students.

d. Teacher Competency Development

The principal fosters teachers in improving their ability to evaluate learning difficulties. Teachers are always evaluated in dealing with learning difficulties at the end of the month so that the principal takes direct action on the difficulties found by the teacher in the learning process. Since 2008 until now the form of coaching carried out by educators is by following invitations or scientific forums such as coaching in developing lessons carried out (teachers in their respective fields of study), educational seminars, workshops, training, and participating in teacher certification. . The head of the Madrasa also plays a very important role in the management of coaching for educators, where the coaching that is applied leads to rules and regulations for teachers as well as teacher performance in the madrasa. The principal gives full rights to teachers to improve professional competence in the learning process. Teachers are given the right by the school principal to improve competence in the learning process but there is still control from the school principal so that teachers can freely improve professional competence.

e. Solidarity Working Climate

In achieving the desired quality, the development of a work climate needs to be created to build teamwork spirit, improve the quality of communication, problem solving and joint decision making. The principal is able to create good cooperation so as to create a productive work group in continuous improvement. The principal always tries to do good cooperation with teachers because this is indeed very important in educational institutions. The strategy to improve the quality of Islamic education must always be oriented to the needs or expectations of customers, so from there Islamic education services must of course pay attention to each of these customer needs. Their satisfaction and pride as beneficiaries of education services must be a basic reference for programs to improve the quality of Islamic education services.

2. Teacher Professional Competency at MTsN 1 Kerinci

Law No. 14 of 2005 concerning Teachers and Lecturers requires that teachers as professional educators must have four basic competencies, namely professional competence, pedagogic competence, personal competence, and social competence. The four competencies are as follows:

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a. Pedagogic competence, namely the ability to manage student learning which includes understanding students, designing and implementing student learning, evaluating learning outcomes, and developing students to actualize their potential.
b. Personal competence, namely the ability to have a stable personality, have a noble character, be wise and authoritative, and be a role model for students.
c. Professional competence, namely the ability to master subject matter broadly and in depth.
d. Social competence, namely the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community

The four competencies in practice are a unified whole. The preparation of these four competencies is solely to improve the quality of teachers so they know the competency standards as educators who master their fields well. For this reason, in order for a teacher's professionalism to meet standard competencies as a teacher, educators must at least be able to master the four teacher competencies consisting of pedagogic, personality, professional, and social (Danim, 2011: 88).

DISCUSSION STUDY

1. Definition of Madrasah management

According to Saefullah (2021: 1) management comes from the English language "to manage" which means to regulate, supervise, or manage. The opinions of several experts quoted by Saifullah regarding the notion of management are as follows: Malayu Hasibuan, management is the science and art of managing the process of using human resources effectively, which is supported by other sources within the organization to achieve certain goals. Mery Parker Follet, management is an art because to do work through other people requires special skills.

Maisah in the book Islamic education management (2010: 1) also put forward several expert opinions about management namely Rincy W. Griffin, management is a set of activities which includes planning and decision making, organizing, directing and supervising which is carried out directly by an institution. Terry, management is a typical process consisting of planning, organizing, actuating, and controlling actions that are carried out to determine and achieve predetermined goals through the utilization of human resources and other organizational resources (human, financial, physical objects, and information.

Based on the expert opinion above, it can be concluded that management is the science and art of managing people in an institution, which are arranged systematically to achieve the

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goals that have been set. In accordance with the word of Allah SWT Surah As-Sajadah verse 5 which means: He arranges affairs from heaven to earth, then (affairs) it rises to him in one day whose level is a thousand years according to your calculations .

From the verse above, it gives an explanation to mankind that the one who regulates all the contents of this nature is Allah SWT. But humans as caliphs on this earth, are given the right to regulate and manage the earth as well as possible. Therefore, with regard to school management, it is certain that those who regulate and manage it are the principal who is the leader in an educational organization called a school/madrasah. Therefore, as a school principal, he must have steps to manage and regulate the people under him, so that he can achieve an independent school and achieve high excellence.

2. School Or Madrasa As A System

The system is something that consists of several components that are systematically arranged between one component and another that are interconnected and need each other. Therefore, a school or madrasah is a system that has an educational organizational structure that is arranged systematically from superiors (leaders) to subordinates (staff) between one another who need each other, to achieve the education that has been set.

Saiful Sagala (2013: 70) explains that a school is an institution or educational institution which is a means of carrying out learning services and the educational process. Schools are not only used as a gathering place for teachers and students, but a very complex and dynamic system. Whereas Madrasah according to Abuddin Nata (2010: 288) literally is a form of the isim " *masdhar* " from the word " *darasa* " which means a place to study.

Quality management affects the performance of educational institutions. Quality in the field of education includes the quality of input, process and output. The management of educational institutions needs to be made adaptive changes and improvements by carrying out systematic planning, implementation, monitoring and coaching. In this madrasah, students who study apart from being divided into classes according to their age and knowledge level, are also equipped with facilities and infrastructure, administrators and so on. The various components contained in the Madrasah are determined by the limits, sizes, and standards, so that they have different characteristics and characteristics from other educational institutions. and continuously to improve the quality of education.

CLOSING

Madrasa management in improving teacher professionalism by the head of the madrasa is carried out referring to the management functions, namely Planning, Organizing,

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Actuating and Controlling. In the transformation of educational institutions into quality schools, of course there must be a joint commitment between: administrators, teaching and education staff, students, school committees, parents, society and the industrial world. The process of achieving quality through strategic management that is oriented towards the quality of education to meet consumer needs.

The quality of education refers to the input, process and output. Referring to the input aspect, the first thing that must be considered is the competence of human resources (teachers, education staff, and students), secondly, facilities and infrastructure regarding availability, books, curriculum, learning media, which support learning activities, third, relating to clarity organizational instructions, regulations and job descriptions, fourth, relating to the vision, mission, goals, objectives, and motivation. The process aspect, related to the learning process implies that the ability of school resources to transform various types of input and situations to achieve a certain degree of added value for students. Quality management in improving teacher professionalism at MTsN 1 Kerinci as follows: a); planning, b); Teacher competency development, c); Teacher involvement in decision making, d); Teacher Competency Development, e) ; Solidarity Working Climate.

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