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MANAGEMENT STRATEGY OF ISLAMIC SCHOOL (MADRASAH) PRINCIPAL IN IMPROVING TEACHER PROFESSIONALISM AT MADRASAH ALIYAH SWASTA YAYASAN MADRASAH PENDIDIKAN ISLAM IN SEI TUALANG RASO, TANJUNGBALAI

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ABSTRACT

This study aims to see the development of teacher professionalism skills, strategies implemented by Madrasah (Islamic school) principals in improving teacher professionalism, and the effectiveness of management strategies used by Madrasah principals in improving teacher professionalism at MAS YMPI ST. Raso Tanjung Balai. The study follows a descriptive field method and a qualitative approach. The results of this study indicate the development of teacher professionalism at MAS YMPI ST. Raso Tanjung Balai. This can be seen that of 31 teachers, there are 30 people teachers whose education level is undergraduate (S1), and 1 teacher whose education level is still diploma. About 96.7% of teachers have met teacher competency standards. This study shows that the principal's policy on increasing the professionalism of teachers at MAS YMPI ST Raso Tanjung Balai in terms of is quite good. This can be seen from the documents made by the teacher in the form of annual programs, semester programs, syllabi, and lesson plans. The policy of the head of the Madrasa in terms of micro is quite good. This can be seen from the policies set by the school principal for teachers, such as attending educational seminars, holding discussions, conducting meetings, group studies among teachers, using laptops/ learning media during the learning process, and evaluating student learning outcomes in the middle of the semester. Regarding the effectiveness of the Madrasa principal's policy, based on the results of this study, it is considered successful but still needs to be improved in the future

Introduction

Teachers are the key to success in improving the quality of education, and they are in a strategic position for quality-oriented educational reform. Any efforts made to improve the

quality of education in a school/Madrasah system are not meaningful without professional teachers (Supriadi, 1999: 30).

Improving the quality of education is closely related to the success of increasing the competence and professionalism of educators and education personnel without ignoring other factors such as facilities, infrastructure, and financing. The Madrasa principal is one of the educators and education personnel whose position plays a very significant and strategic role in improving teacher professionalism and the quality of education in Madrasas (Islamic schools)

The head of the Madrasa is the leader of the institution he/she leads. The progress and development of an institution is the duty and responsibility of the Madrasa's principal. Leaders are people who carry out activities to influence other people in their environment in certain situations so that others want to work with a full sense of responsibility to achieve the goals that have been set. The leadership of the Madrasa head is very supportive of the achievement of effective and efficient Madrasa management. To create an effective and efficient school, the head of the Madrasa as education manager at the Madrasa level in managing education is expected to be able to hold the task and be responsible for playing an active role in advancing educational institutions.

Management skill is very important to bring changes. National development from industry to skills in economics that drives the information age that glorifies technology has maximized management knowledge to gain a competitive advantage. Likewise, at least there is a dilemma about the application of knowledge management in organizations that want to design and realize today's changes in educational organizations. Five dilemmas identified by Goldsmith, et.al, are (1) universal knowledge versus specific knowledge, (2) individual versus team knowledge, (3) specific versus direct knowledge, (4) knowledge from above versus knowledge from below, (5) knowledge from outside in verses from inside out.

Managerial weaknesses that arise in good governance for an organization are inevitable and need to be corrected by implementing various management options to change the state of the organization, including education.

The principal's policy in the process of increasing teacher professionalism includes the principal's efforts to determine the abilities and behavior of each teacher which is influenced not only by knowledge but also by the skills acquired during the learning process, work motivation, attitudes, and cultural background, and environmental influences. The principal's policy in improving teacher professionalism must seek to develop the vision, goals, and targets that have been set previously.

In general, effective principals/Madrasahs focus their actions on setting school goals, defining school goals, and providing the necessary resources for the teaching and learning process. The actions are also to supervise, evaluate teachers, coordinate teaching programs, and encourage teachers, and these are carried out actively. Support or encouragement for teachers will create a positive school/Madrasah climate, and provide enthusiasm and motivation for teachers to improve their performance. Such an attitude of the principal/Madrasah will encourage educators to carry out their role as professional teachers that can create a series of interrelated behaviors in certain situations, which are related to the progress of behavior change, and the development of students to improve the achievement of student learning in the teaching and learning process.

In addition to policy makers and leaders, principals/Madrasahs are also educational supervisors and administrators in the schools they lead. Leaders are role models for their subordinates, so leaders should be positive and democratic about their leadership. Headmasters in managing educational institutions are required to create effective and efficient teaching and learning process.

The principal of the Madrasa is a leader in an educational institution at different levels, such as at Elementary School (SD) or Madrasah Ibtidaiyah (MI) levels, Junior High School (SMP) or Madrasah Tsanawiyah (MTs) levels, and High School (SMA) or Madrasah Aliyah (MA) levels.

Madrasah Tsanawiyah as one of the educational institutions must participate in developing the task of building the National Education System, which consists of various interrelated elements of education. To support this success, competent and professional education personnel are needed. A wise school principal should concern about the development of the education staff by the development of the world of education today.

In this context, education is a process of regenerating the culture of society. Through education, norms for better behavior will be developed, social life and political institutions will become valid and the worldview will be developed. Therefore, the issue of good education governance has become the center of attention for the improvement of educational content and access to educational content (Asrul: 4).

The existence of education management is a strategic factor that determines the desire to create quality education. However, the importance of effective management in educational organizations is getting more and more recognition from various parties. Schools and colleges will be more effective in providing good education to students if they are managed properly.

One of the current focuses of attention on education management knowledge is the problems that entangle the teaching profession and education staff. Although educational human resources are the main factor, education policymakers still tend to focus less on sustainable professional development for educators and education personnel.

The principal of the Madrasa is a teacher who has additional duties as principal. Even though as a teacher who has additional duties, the principal is the person most responsible for the application of innovative educational administration principles in schools. As a person who gets additional duties, it means that the principal task of the principal is a teacher, namely as teaching staff and educators, here it means that in a school principal must have the task of being a teacher who carries out or gives lessons or teaches certain fields of study or provides guidance. This means that the principal has two functions, namely as education staff and educators (Mulyasa, 2005: 159).

Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai is one of the Madrasahs located in Tanjung Balai. This Islamic school was established in 1989. Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai is a formal educational institution equivalent to high school. Then the 3 Ministerial SKB program is based on Madrasahs (Islamic Centre: 2015). As the conditions described above, a well-planned strategy is needed as part of efforts to increase teacher professionalism, which will be analyzed with the Madrasa head management strategy in improving teacher professionalism in the Madrasa.

Research Method

A method is an effort that research can do in revealing data and finding the truth of the problem under study. Thus, we need to follow a research approach because the research approach is a plan on how to collect and analyze data so that it can be carried out by the research objectives. In this study, the researcher followed a descriptive approach and qualitative methods. This approach was used because the data obtained is in the form of words or sentences and the results of observations made by researchers during the implementation of the study.

The qualitative approach is descriptive in that the data collected is in the form of words, and pictures, not numbers. Even if there are numbers, their nature only functions to support the data. The data obtained include transcripts, interviews, field notes, photos, personal documents, and others.

Results And Discussion

Based on the data analyzed, the discussion of this research is intended to provide explanations of research results that are guided by the existing research focus. These findings relate to the management strategy of Madrasah principals in improving teacher professionalism at Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai. These findings **are related to:**

The Development of Teacher Professionalism at MAS Madrasah Aliyah Private (MAS) YMPI Sei Tualang Raso Tanjungbalai

Mulyasa mentioned that a teacher must have a minimum qualification and certification by the level of authority to teach physically and mentally healthy, and have the competence or ability to realize educational goals. By-Law Number 14 of 2005 Article 10 paragraph 1, it is stated that teacher competence includes: pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. In addition, in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers and lecturers must have a bachelor's degree or S1 (Mulyasa, 2008: 199).

Based on the data analyzed in this study, all teachers at the Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai have met educational standards. Most teachers have acquired the level of undergraduate education (S1). This can be seen in the general findings in the teacher data section, the number of teachers with an undergraduate education level (S1) is 30, and 1 teacher with a diploma level of education. This is by what is mandated by the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in that teachers and lecturers must have a bachelor's degree or S1.

Based on teacher education, almost all teachers teach according to the professionalism of their respective education majors (specialists). When viewed from the competence of teachers from other aspects, both pedagogic, personality, and social competencies are also classified as good. Apart from that, in accepting teaching staff, the head of a Madrasa is quite selective, namely by interviewing prospective teachers, screening files, classifying expertise, and holding a one-month trial (training).

The Policy of the Madrasah's Principal on Increasing Teachers' Professionalism at Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai

The principal's policy is a provision of the principal in the form of a series and principles that become the outline and basis of the plan in the implementation of a job as well

as how to act to achieve the goals (policies) in the school. Thus, the principal or Madrasah is responsible for advancing the school/Madrasa that he/she leads.

The existence of Madrasahs as formal educational institutions plays a strategic role in the success of the national education system. The principal as a manager and leader is responsible for translating and implementing national education policies set by the government. Moreover, every policy must always be related to the welfare and intelligence of the community.

Policies that can be carried out by school/Madrasah principals to improve teacher professional competence in terms of macro policy and micro policy are:

a. Micro Policy of Madrasa Principal

The principal's policy from a macro perspective is an extension of the authority of the central government. In this case, the principal of the Madrasah creates policies for teachers to develop educational policies that have been set by the government, especially those related to the curriculum. The principal's policies toward teachers are that teachers develop a curriculum in their field for a year, a semester, a quarterly, a few weeks, or just a few days. In compiling an annual, semi-annual, quarterly, or unit lesson program, it must have the same components, namely objectives, lesson materials, learning methods, media, and evaluation.

The policy of the head of the Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai towards increasing the professionalism of teachers at the Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai can be seen as follows. From a macro perspective, teachers are required to make annual programs, semester programs, syllabi, and lesson plans.

b. Micro Policy of Madrasa Principal

The principal's policy from a micro perspective is such as suggesting teachers attend educational seminars, hold discussions, conduct training, carry out meetings (MGMP), group studies among teachers, use laptops/ learning media, and conduct an evaluation of student learning outcomes once a month.

For the policies set by the head of the Madrasa to run as expected, he motivates teachers. As for the motivation carried out by the head of the Madrasa, namely motivating teachers by saying that everything we give to students will come back to us (the teacher) meaning that what we give to students will be remembered, if we are sincere in teaching, we can be sure that it will become a charity that will continue to be accepted even after we are not here anymore. This motivation also includes involving teachers who have the potential to take

part in the National KORPRI MTQ competition, MTQ among Islamic boarding schools throughout Indonesia, International MTQ, announcing teachers who excel in front of students and teachers, and teachers are given rewards/gifts to the best teachers as motivation in the future to further improve their competence and abilities in that field.

The Effectiveness of Madrasah Principals' Policies on Increasing Teacher Professionalism at Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai.

The success of the Madrasah principal is marked by the apparent quality of the Madrasa he leads. This is inseparable from the role of the Madrasa principal to look for things that need to be improved in the Madrasa, and to find solutions/policies to achieve quality education or schools.

Regarding the effectiveness of the Madrasa principal's policy, it can be considered successful, but still needs to be improved in the future. This is by the observations of researchers in the field that teachers are always involved in meetings/deliberations in decision-making in solving existing problems, as well as providing opportunities for teachers to apply and unleash their potential.

One of the efforts to realize the ideals of national development as stated in the 1945 Constitution is placing the education sector in a very strategic position and role in accelerating development. This role in principle leads to a goal, namely increasing the prosperity of society as a whole as well as a step to realize an important human investment in this era of globalization. Furthermore, specifically the development targets in the field of education for all types and levels of schools as stated in the Law on the National Education System (UUSPN) Number 20 of 2003 are intended as an effort to educate the nation's life and improve the quality of Indonesian people in realizing a just and prosperous society and enable its citizens to develop themselves, both in terms of physical and spiritual aspects. Human resources are very important assets in an organization or educational institution and have a very important role in achieving the goals that have been set in an educational institution. Human resources are nothing but determined by graduates of qualified educational institutions who can create quality human resources and have superior personalities. For this reason, the management of education must be prioritized in all matters.

For the advancement of an educational institution, a Madrasah principal must have a well-managed management strategy, namely a truly mature and distinctive strategy for an educational institution because the head of the Madrasa is a leader who is given the task of educational institutions to regulate and manage existing resources in educational institutions to

improve the quality of education and the quality of education effectively and efficiently. By the functions of the principal as a manager, administration, supervisor, leader, innovator, and motivator. One of the efforts to develop teacher resources is to conduct training and development. Training and development is an activity that intends to improve and develop the attitudes, behavior, skills, and knowledge of teachers by the wishes of the educational institution for both young teachers and experienced teachers.

The principal's policy is a provision of the principal in the form of a series and principles that become the outline and basis of the plan in the implementation of a job as well as how to act to achieve the goals (policies) in the school. Thus, the principal or Madrasah is responsible for advancing the school/Madrasa he leads. The existence of Madrasas as formal educational institutions plays a strategic role in the success of the national education system. The principal as a manager and leader is responsible for translating and implementing national education policies set by the government. Every policy must always be related to the welfare and intelligence of the community.

The form of the Madrasa principal's policy from a macro perspective is that teachers are required to make annual programs, semester programs, syllabi, and lesson plans. For the policies set by the head of the Madrasa to run as expected, the head of the Madrasa can motivate the teacher. The motivations carried out by the head of the Madrasa are namely motivating the teacher that everything we give to students will come back to us (the teacher) meaning that what we give to students will be remembered, and one day we will see the benefits. If we are sincere in teaching, we can be sure that teaching will become a charity that will continue to be accepted even after we passed away. The principal also involves teachers who have the potential to take part in various competitions at the national and even international levels. Then announce the teacher who excels in front of students and teachers. For example, every day a reward /gift is given to the best teacher as motivation in the future to improve his competence and ability again.

The success of the Madrasah principal is marked by the quality of the Madrasa he/she leads. This is inseparable from the role of the Madrasah principal to find things that need to be improved in the Madrasa and to find solutions or policies to achieve quality education or schools. Regarding the effectiveness of the Madrasa principal's policy, according to the researcher, it can be said to be successful but still needs to be improved in the future. This is by the observations of researchers when in the field that teachers are always involved in meetings

or deliberation in making decisions in solving existing problems, as well as providing opportunities for teachers to apply and unleash their potential.

To improve the quality of education and the competitiveness of Madrasas, two main things are the key to the competitiveness of a Madrasa, namely improving the quality of teachers and the process of reforming the education administration. Improving the quality of teachers should be a top priority, both in determining policies and implementing them. One of them is by establishing a network of teachers, both within the same school, in one field of study, as well as across fields of study, who communicate (hold regular meetings) with each other. With these activities, teachers can be proactive to find ways to develop themselves as professionals.

Reform in the field of education administration is the application of new and creative ways in the selection, active, innovative, effective, organization, and use of human and material resources, which is expected to improve the quality of the education management process and its results more efficiently and effectively. The image of teachers in society or our country changes from time to time. The change in teacher image is influenced by changes in aspirations (assessments and awards), the performance of teachers who have worked (performance), and changes in teacher position requirements as a result of advances in science and technology/the era of professionalization and specialization.

For the quality and competitiveness of education to be maintained and the quality improvement process to be controlled, there must be a standard that is used as a reference/guideline as an indicator of the evaluation of the success of the quality improvement. This perspective has encouraged a new approach, namely the management of improving the quality of education competitiveness, or what is known as Madrasah-Based Quality Improvement Management.

Conclusion

Based on the discussion of the issues related to the title of Madrasah Principal Management Strategy in Improving Teacher Professionalism at Private Madrasah Aliyah (MAS) YMPI Sei Tualang RasoTanjungbalai. which has been disclosed in the previous discussion, it can be concluded that the development of teacher professionalism skills at the Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang RasoTanjungbalai is considered good enough. It can be seen that in general the teachers who teach at the Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai have met educational standards. Most teachers working in this institution have acquired the level of undergraduate education (S1). There are

30 teachers with a bachelor's level of education (S1), and there is a teacher with a diploma level of education. This is by what is mandated by the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in that teachers and lecturers must have a bachelor's degree or S1.

From the perspective of teacher education, almost all teachers teach according to the professionalism of their respective education majors (specialists). In regards to the principal's policy toward increasing the professionalism of teachers at the Madrasah Aliyah Swasta (MAS) YMPI Sei Tualang Raso Tanjungbalai, from a macro perspective, it's pretty good. This can be seen from the documents made by the teacher in the form of annual programs, semester programs, syllabi, and lesson plans. Another macro policy is that the head of a Madrasah encourages teachers to attend education, training, and seminars.

Regarding the effectiveness of the Madrasa principal's policy, it can be considered successful, but still needs to be improved in the future. This is to the observations made in that teachers are always involved in meetings related to decision-making in solving existing problems, as well as providing opportunities for teachers to apply and unleash their potential.

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