

Implementation of Madrasah Principal Policy in Improving Teacher Performance at MA Raudlatul Ulum Sumberwringin

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Abstract

This research aims to find out what policies are implemented by school principals to improve teacher performance at MA Raudlatul Ulum Sumberwringin. The research method used is descriptive qualitative with a multicase study type of research. This research used a purposive sampling technique, namely interview, observation and documentation techniques. Using Miles Hubberman data analysis techniques, namely data collection, data reduction, data display and data verification. To present the data, the validity of the data is ensured by using data source triangulation and method triangulation. The results obtained from research on the implementation of school principal policies in improving teacher performance at MA Raudlatul Ulum Sumberwringin are: 1) providing training to each individual according to their field of expertise, 2) providing motivation, and 3) evaluating teacher performance. Implementation of madrasah principal policies can significantly improve teacher performance, which ultimately has a positive impact on the quality of education in Madrasahs. Factors that support the successful implementation of this policy include visionary leadership, effective communication between school principals and teachers, and support from various parties. Madrasah principals rely heavily on commitment, leadership skills and the ability to adapt to the specific needs and conditions of the school.

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Introduction

A school is an organization in which there are several components that are interrelated to achieve a goal. Law No. 20 of 2003 defines an educational institution as an educational unit which is an education provider established by the government, community or legal entity that has a license to provide education as intended in article 3 paragraph (1). A school is an institution or place for teaching and learning, a place for socialization and development of students, which requires good teacher performance for the learning process. Therefore, policies are needed from madrasa heads to improve teacher performance. As stated by Mulyasa (2009), the madrasa head's policy is a series of decisions made wisely and judiciously by the madrasa head for a person or group of people in order to achieve the desired goals by moving forward into the future. In addition, the theory by Syahid (2008) reveals that the madrasah head's policy is a general guideline made by the madrasah head to direct madrasah activities in achieving madrasah educational goals. The policy must be flexible and can be changed according to the development and needs of the madrasah.

The research conducted by Toto Ujiarto, the head of the madrasah, was a professional person, a teacher who was given the additional task of leading the madrasah where the teaching and learning process takes place. The head of a madrasa is a teacher who has the ability to lead all the resources available at a madrasa so that they can be utilized optimally to achieve common goals. The madrasa head at Madrasah Tsanawiyah Negeri 01 Bondowoso has a strategy to increase

teaching capacity. The role of teacher pedagogical competence in recognizing student characteristics, realizing student potential, planning learning and evaluating learning implementation. The importance of developing teacher pedagogical competence to improve student learning outcomes and the effectiveness of teacher-student interactions. Research methods such as observation, interviews and documentation were used to collect data related to school leaders' leadership strategies and teachers' pedagogical competencies. Triangulation of data sources and methods to ensure the validity of the data obtained in the research. The madrasa head's strategy in developing a vision and mission statement, holding work meetings, managing human resources, financial management and improving the quality of learning at Madrasah Tsanawiyah Negeri 01 Bondowoso. This journal focuses on all these phenomena and discusses the leadership strategies of madrasah heads to improve the teaching abilities of teachers at MTsN 01 Bondowoso. As in the aim of education, which is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. The first education that every individual receives begins in the family, the next stage is at school or college and in the community. The role of education is very large in realizing complete and independent humans who are noble and beneficial to their environment. Through education, humans will understand that they are creatures who are blessed with advantages compared to other creatures. Education makes a huge contribution to the progress of a nation and is a vehicle for translating constitutional messages and building national character (nation character building).

The role of this research focuses on the madrasa head's strategy which must be constructed based on the teacher's pedagogical circumstances and abilities in assessing the needs, changes and development of the learning environment with aspects of togetherness and diversity of students. So there is a need for a new method that focuses more on experience in the field as is done by the head of the madrasah at MTsN 01 Bondowoso.

Teacher Pedagogical Competence

Poerwadarminta (2003), that pedagogy is defined as the science of teaching or the science of education. Meanwhile, Sari, Z.I., & Noe, W (2014:52) stated that pedagogical competence is a competency that is very closely related to a teacher's performance. Thus, it can be stated that pedagogy is the art or science of how to be a teacher, in this case it is very closely related to teaching. Pedagogy is a science that must be mastered by educators or teaching staff, because in pedagogy there is a study of the learning process, teacher interaction with students, and how to manage the teaching and learning process.

Method

In this research using a qualitative descriptive approach (Sugiono 2022) what is studied is a group of people or individuals, objects and events that are in-depth about leadership strategies in improving teachers' pedagogical competence. With case study research, researchers describe, analyze and describe phenomena that occur in a group of individuals at MTsN 01 Bondowoso by collecting data using purposive sampling techniques. Meanwhile, taking into account the provisions selected based on information and information regarding leadership strategies in improving teacher pedagogical competence using interview, observation and documentation methods. In this case the researcher made direct observations or observations at the research location, the researcher also conducted interviews with certain parties who have the capacity to convey information and information about the madrasa head's strategy in improving teacher pedagogical competence. The data analysis technique used in this research is the Miles Hubberman (1992) data analysis technique model, namely data collection, data reduction, data display, and data verification. Researchers collect all the data needed to select and choose according to the research topic, then the data is presented in the form of descriptions and sentence descriptions. To ensure the validity of the data, researchers used triangulation of sources and methods. Where researchers compare information and information from sources and compare the results of interviews, observations and documentation.

Results and Discussion

Policy of Head Master

In general, policy can be said to be a formulation of government decisions that serve as guidelines for behavior to overcome problems or issues that contain objectives, plans and programs that will be implemented. According to Eulau and Prewit quoted by Hasbullah (2015), that policy is a permanent decision that is established by consistency and repetition of the behavior of those who make it and of those who comply with the decision. Educational policy can also be understood as a guiding device that provides a framework for action in relation to substantive issues. From the opinions above, it can be concluded that policy is a set of decisions taken by policy makers to achieve the desired goals. The policy maker can be an individual, organization or government. The word "head" can be interpreted as the chairman or leader of an organization or institution. Meanwhile, a madrasa is an institution that is a place to receive and provide lessons. Thus, the head of a madrasah can be defined as a functional teacher who is given the function of leading a madrasah which carries out the teaching and learning process.

From the results of supervision, it is found that a person's competence is whether the educator is competent or not or whether his teaching is only conventional (old model), and whether a learner is creative and innovative and his responsiveness can also be seen. When an educator is in a poor position, only teaching conventionally/old models or because of several generations of paper, not being creative or innovative in his learning, his number will be calculated by having to take a program that is a priority scale, by bringing it up in the following year, namely training. which is carried out once a year to relate to pedagogical methods, learning innovation or learning assessment. If the number is small but they are competent, the teaching is good, there is no need for training, then it is enough to be directed to be in the kombel (learning community). This learning community can cross between madrasas or within madrasas. With the existence of this learning community, it is carried out in a guided manner because the number of educators at Madrasah Tsanawiyah 1 Bondodowo is not too many. If you just create a permapel learning community, the learning community is carried out in pairs, it will be more colorful, for example in a mathematics and science group, for example, combining mathematics and science people, and so on. It is hoped that from this group, by identifying problems that arise, when carrying out the learning process from identifying existing problems into an analysis to find solutions by negotiating within the learning community so that solutions emerge that can be brought into the learning. Based on UUD No.14 of 2005 concerning teachers and lecturers, it is explained that pedagogical competence is a teacher's ability to manage the learning process related to, including understanding educational insights or foundations, understanding students developing, curriculum or syllabus, learning design, implementation educational and dialogical learning, use of learning technology, evaluation of learning outcomes, and development of students to actualize their shared potential.

Performance of Teacher

Performance is generally defined as the work results achieved by individuals or groups in carrying out their duties. Performance can also be defined as work results that can be achieved by individuals or organizations within a certain period based on previously established standards or criteria (Riva'i, 2015). Teachers are educators who have the main task of educating, teaching, guiding, training and evaluating students. UU no. 14 of 2005 defines that teachers are professional educators and learning agents who are tasked with educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education, secondary education, special education and continuing education.

According to Hakim (2015) teacher pedagogical competence is the ability to organize learning, framework for instruction and implementation, results of learning evaluation and student development to actualize their potential. Furthermore, according to Panda (2012), teacher pedagogical competence is the ability and desire to regularly apply attitudes, knowledge and skills

to promote learning from teachers and students. The following are some of the pedagogical competencies of teachers: first, mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects. Second, mastering learning theory and educational learning principles. Third, develop a curriculum related to the subjects being taught. Fourth, Organizing educational learning. Fifth, utilize information and communication technology for learning purposes. Sixth, Facilitate the development of students' potential to actualize their various potentials. Seventh, Communicate effectively, empathetically and politely with students. Eighth, Carrying out assessments and evaluations of learning processes and outcomes. Ninth, Carrying out assessments and evaluations of learning processes and outcomes. Ninth, Carry out reflective actions to improve the quality of learning Sagala (2017).

Pedagogical competence

Madrasah heads have the responsibility to encourage teachers to take part in education and training, including seminars, so developing teacher competency is very important. All teachers are asked to take part in seminars conducted directly by experts in their field. It is very important for a teacher to take part in this activity to discover new knowledge and develop new ideas to overcome challenges during learning and improve his pedagogical competence.

Based on UUD No.14 of 2005 concerning teachers and lecturers, it is explained that pedagogical competence is a teacher's ability to manage the learning process related to students, including understanding educational insights or foundations, understanding students, developing curriculum or syllabus, learning design, implementation educational and dialogical learning, use of learning technology, evaluation of learning outcomes, and development of students to actualize their shared potential.

Conclusion

The madrasa head's strategy in improving teacher pedagogical competence, aspects of togetherness, and diversity of students at MtSN 1 Bondowoso is very important in improving the quality of education, the research methods used also make new contributions to the development of education in Indonesia. It is hoped that with the right strategy, a better learning environment will be created and have a positive impact on learning outcomes

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