MADRASAH HEAD MANAGEMENT IN CREATING TEACHER PROFESSIONALITY IN MADRASAH ALIYAH NEGERI IN INDONESIA

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Abstract   This research attempts to reveal: 1) management quality done in Madrasah Aliyah Negeri (MAN), 2) Creating teachers professionalism in MAN, and 3) Supporting and inhibiting factors in implementing madrasah head quality management. This study uses a qualitative approach by taking the subject of the principal of MAN in Medan and Pakan Baru. Data collection used observation, interviews, field notes, and documentation studies. The data validity technique used triangulation. Data analysis is using miles and Huberman models with the cycle of data reduction, data display, and conclusion drawing. Research results show that the implementation of madrasah head management in shaping the professionalism of teachers in MAN 2 Medan Model, 1) Involving teachers in courses and training in developing learning quality by applying comparative studies to MAN 2 Pekan Baru in Riau Province, 2) Involving teachers in Seminars, sending some teachers to attend the Seminar at the training activities of the central government, and the North Sumatra Ministry of Religion. Presenters were taken from the central Ministry of Religion management and the Ministry of Education and Culture. Apply the system credit semester basis, Lesson Planning 1 Sheet and Syllabus and apply the making of students' workbooks by teachers, 3) Involve teachers in the MGMP team conducting face-to-face discussions and via WhatsApp. 4) Increasing discipline for teachers. Factors inhibiting the development of madrasa teacher professionalism MAN 2 Medan Model, including 1) Still lack mastery of technology science by teachers, 2) The loss of teacher creativity is expressed by the instability of input, 3) Lack of scientific work from teachers, So the role of the madrasah head and the government should pay more attention and contribute to building developments in the madrasah by frequently holding training and educational activities among madrasah teachers to establish teacher professionalism in MAN.

Keywords. Implementation, Management, Principal of Madrasah, and Teacher Professionalism

1. Introduction

In Indonesia, at this time, the problem of teacher professionalism becomes a problem that cannot be underestimated because it is related to the quality of an educational institution. If the madrasa is right, then the madrasa has an advantage in achievement, evidently marked by the professionalism of teachers in educating students in the madrasa. Likewise, with the weakness of educational institutions in madrasas, indeed marked by teachers who are not professional in educating their students in madrasah. (Yamin, 2007: 77)

All madrasah education institutions are guided by the regulations stipulated by Law number 20 article 1 which contains the national education system that leads to teacher professionalism by trying to shape the potential of students in developing talents and expertise, developing madrasah programs such as showing discipline, being friendly to the surrounding environment, love for cleanliness; manners are a reflection of commendable morals, so they are needed in the community. (Law of the Republic of Indonesia Number 20 of 2003, 2007)

The objectives and benefits of the national education system are listed in law number 20 article 3 of 2003, which reads, "education in every madrasa must be based on moral and moral education taught by a teacher to students, in order to form a developing potential. So that the desire to develop human character is manifest, physically and mentally healthy, high creativity, faith, and piety to Allah SWT are intelligent in advancing the country with discoveries.

Madrasahs are formal and informal educational institutions, which have sufficient human resources obtained from the government and the madrasah environment. In that case, the desire to advance madrasah must be seen from the facilities and infrastructure at the madrasah, which complements all the needs of the madrasah, both in terms of laboratory construction and other equipment used in teaching and learning media following the provisions of the national education system law, namely "institutions education works hard to support the development of every educational institution."

The withdrawal of educational institutions in madrasas can be marked against teachers who do not care about students so that it can make madrasas not qualified, such as lack of development of knowledge, no change in the model of madrasa development, never following a scientific olympiad to test the ability of students. Then this has become a significant influence on the realization of the madrasa program so that the madrasa headmaster's management is not achieved because he does not pay attention to the outputs (external developments) and input (developments in) the madrasa led. (Yamin, 2007: 5)

The success of madrasah educational institutions can be seen in teachers in guiding students, discussing, having a dialogue in developing science, including students in scientific competitions, using madrasah facilities for laboratory testing that are already available. Meanwhile, the withdrawal of educational institutions is seen from students who are not guided by the teacher so that the teacher does not play an optimal role in the students. Research conducted by SP Nasution (2016) shows that The more intense the teaching profession is developed through various activities, the closer the teacher is to achieving the predicate of a professional teacher.

The success of the madrasa is the success of the State in building the nation's order from human resources, based on law number 14 of 2005, reads "teacher professionalism is marked by the acquisition of undergraduate and Diploma 4 degrees by following a series of government programs aimed at improving the quality of teachers through PPG training, take a professional teacher, receive an educator certificate award, a degree as teacher certification and a title as a Gr (Teacher) expert. That way, teachers are required to be able to teach subjects that are appropriate to their field of ability. (Tutik, 2007: ix)

Inhibiting factors for teacher professionalism include: The teacher is unable to teach the subjects given to him because it does not match the ability in his field, the

teacher teaches subjects according to his field, however, does not focus on what he teaches to students due to business outside the madrasa or teaching at another madrasah, so that the results they receive are not optimal, Teachers who teach have not yet obtained a bachelor's degree, but are still focused on the courses currently being undertaken or are carrying out seminars on their final undergraduate results. So that the results are not in line with expectations because the teacher does not optimally support the madrasah education program, and does not care about the learning activities that are taking place.

The madrasah principal must be able to become a motivator involved in motivating teachers through monitoring activities once a month at official meetings and monitoring every Tuesday, as evidenced by the existence of professional teacher training programmed by the madrasah, making supervision activities to see the extent of knowledge that is owned and developed by a professional teacher.

The weakness of the madrasah educational institution system can be caused by the low management knowledge of madrasah principals in mastering the field of electronic media, such as laptops, internet, focus and is marked by a lack of interest in developing madrasas, due to the age of the madrasah principal who is approaching the retirement stage and lack of knowledge. in making Lesson Planning, and Syllabus, year program and semester program, Value Analysis. On the contrary, the progress of madrasah educational institutions are marked by the management of madrasah principals who are pro-active in advancing the human resources, the needs of madrasas and the needs of the community that form the scope of the madrasah.

Problems often experienced in madrasah educational institutions are the lack of motivation of madrasah principals towards teachers, it can be seen from the results that teacher negligence often occurs in teaching, such as teachers often leave the classroom before the end of the learning period so that it makes students wonder, when asked the teacher has thousands of reasons which can free him from problems, chat in the teacher's room until the learning time runs out, prioritize business rather than teaching in the classroom, are less interested in teaching, the teacher only asks students to write back what is in the book package without guiding students. So the teacher is said to be weak in guiding students and is not responsible as a teacher who is supposed to be professional in developing knowledge in madrasa educational institutions.

Madrasah MAN 2 Model Medan and MAN Metro Lampung have aspirations, including realizing quality in madrasah educational institutions with the popularity that strives to achieve progress in madrasas. Madrasah's progress can be seen from its human resource facilities, which have the implementation of madrasah head management in shaping the professionalism of teachers improving the quality of madrasah educational institutions MAN 2 Medan Model and MAN Metro Lampung following progress and development. It is necessary to do significant hard work in advancing superior and quality madrasah educational institutions. So the things that are very important in this study are the focus of this research in depth, namely: Management of the principal of the madrasah in MAN 2 Model Medan and MAN Metro Lampung in Indonesia.

2. Research Objectives

The goal of this study was to investigate: the application of management quality in Madrasah Aliyah Negeri for creating teachers professionalism; Supporting and inhibiting factors in implementing madrasah head quality management.

2. Methodology

This research is done in MAN 2 Medan Model and MAN Metro Lampung. This type of research is qualitative research. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. This type of research can be conducted on teachers, the implementation of

organizational management, such as the principal of madrasah with planned programs, social movements, or reciprocal relationships. (Corbin, 2003: 4). Research data were collected using interviews, observation, and documentation studies taken from primary and secondary data in the schools. The validity of the data was done by using triangulation techniques and data analysis using the Miles and Huberman model.

3. Results and Discussion

1. Steps of Madrasah Head Management in Shaping Teacher Professionalism in the Field of:

a. Formal Management Strategies

The primary key to the leadership of the madrasah principal is its role in developing, package, and design the professionalism of teachers in madrasah to look at each component that involves implementation. The management strategies of madrasah principals include making an academic calendar according to educational competency standards at the beginning of the year and structuring activities, directing the vision and mission, conducting evaluation of learning materials, annual programs, semester programs, and learning unit programs, as follows:

1) Involving Teachers in Professional Development Courses and Training.

Training activities, seminars, and education and training, and subject teacher deliberation (MGMP) aim to form teacher professionalism and develop insights, often hold these activities, and include teachers in them. Strategic steps made in shaping teacher professionalism include involving the teacher to participate in seminars, training, and training activities to develop education and conducting comparative studies to other MA such as to Pekan Baru (Riau) for the purpose and efforts to develop the quality and quality of education through cleanliness, the order of beauty of madrassas, improving learning programs implemented based on technology in MAN 2 Medan Model".

The composition of madrasah consists of vice principals and Administration and Committees. This is still carried out so that the teacher is more focused according to the orientation to the work system such as forming lesson hours not only for lessons but also extracurricular activities as well, so in that case, it must be neatly arranged so that the position can move, form the vision and mission that we are pursuing so that we do not float confusion in carrying out activities, the existence of vice principal 1 controls in the field of curriculum, leads to educational values, and education management so that the role is clear.

The involvement of teachers in attending courses and training on education is a good strategy implemented by madrasah principals to shape teacher professionalism. Its use is to hone teachers' skills in researching and writing journals and books.

2) Teacher Involvement in Seminars

Teacher involvement in seminars is the next step that teachers have to develop teacher professionalism in MAN 2 Model Medan. It can be seen that with this Seminar, the teachers are enthusiastic about developing their potential because it involves their certification, which can be used as a means of reaching a credit score (additional score). The steps taken by the head of the madrasah were to take a family approach with the teachers and staff to form teacher professionalism in MAN 2 Model Medan.

The competence obtained can compete with other schools, not being able to compete, this madrasah is far from a moral point of view when compared to household

families and other general public circles, its shortcomings are still directed at local interests but not general interests. Based on the facts in the field, it is stated that the principal of the madrasah applies interaction (kinship approach), which is quite useful for teachers and staff of education personnel in MAN 2 Medan Model.

3) Teacher involvement in the MGMP program

The formation of the MGMP (Subject Teacher Deliberation) has long developed in the form of a community/communication forum which aims to express the aspirations of the experiences of the problems that occur, solve problems experienced by teachers in carrying out their duties, improve the quality of learning and improve teaching abilities.

The learning carried out by the study is very broad, so the teacher will be burdened with all aspects that suppress it, such as internal and external factors, internal factors, for example there are problems with students in the classroom and their parents, for example, attendance problems and the behavior of these students or guardians, factors outside, for example, there are significant events held in Islamic schools such as Gebyar Muharram, Safari Ramadhan, Tabligh Akbar, Khataman Alquran, Maulid and Isra` Mi'raj by inviting influential people outside the madrasa, for example inviting Ustaz Fadlan Zainuddin as the International Qori for the Gebyar Muharram event, inviting Ustaz Tengku Zulkarnain, the preacher of the Tabligh Akbar event,invited Ustaz Abdul Shomad to preach the event of Isra` Mi'raj, although it was postponed, of course with the MGMP, teachers could exchange their experience knowledge and solve problems and come up with reasonable solutions to be applied, all of these teachers had to form the teacher's professionalism.

The existence of MGMP will create a new atmosphere in learning by applying family approaches and relationships without hierarchical relationships with other institutions; this is teamwork in building inspirations and aspirations of learning, subject teacher deliberation is conducted from teachers and for teachers to develop vision, mission, goals madrasah which is a non-structural organization is independent.

The implementation of the madrasah principal in order to form teacher professionalism aims to develop training so that later scientific writing (journals) will appear in the MGMP, so the MGMP has a vital role and fully supports the formation of teacher professionalism.

b. Non Formal Management Strategy

1) Increase morale through discipline

Based on field data, it is revealed that more and less as the head of madrasah strives as a manager trying to develop discipline for students into adulthood, which must be directed towards educational programs according to the intended goals. The planned program is understood together, through national education regulations or statutory plans following educational regulations, inseparable from the 8 educational standards ".

The value of discipline is sufficient to regulate subordinates such as representatives of the head of the madrasah and staff of civil servants (administration, treasurer, madrasah committee), but not to teachers who educate because the role of the Madrasah Principal is only limited to maintaining and stabilizing the madrasah. So its role only to subordinates does not reach the teachers who teach, and less attention to the subjects and desires of teachers, all related to teachers and students, the solution is returned to the deputy head of the madrasa.

It is ensuring the stability of the discipline of teachers and students with the aim of successfully achieving madrasah tasks. To create this discipline, it is indispensable for teachers who always teach sincere charity according to the

madrasah logo, not concerned with gaps and finances, but prioritizing the goodness of the world and the hereafter, so that discipline is formed which is always properly maintained—and dignified.

2) Motivate the Teacher

Developing teacher professionalism requires motivation as a reference and encouragement from madrasah head management to improve teacher quality. Statements concerning teacher motivation from Mr. Irwansyah as the head of the madrasah, namely: The program that has so far been implemented have been successful, namely through official meeting activities, and taking turns monitoring on Tuesday settings carried out by the head of madrasah, deputy head of madrasah and teachers the other.

This program is essential to know since the first year I entered 2018 and together there, together there working together, during the implementation of the first position, professionalism achieved, the teacher is arranging education system in various ways, quality improvement activities through seminars through meetings, present in our performance.

The motivational encouragement given by the head of the madrasah is in line with the statement of Mr. Darussalim as the vice principal of Curriculum, that: "The target is carried out through an assessment, so every test that appears shows that the professionalism of the teacher is there or has arrived at the learning goal itself, so we make an evaluation. So that it appears the advantages and disadvantages of the teacher himself, for example, tahfizul Quran we take juz 30 there is targeting so that the teacher motivates so that children can memorize it until finish juz 30 so that they memorize everything so that the teacher's professionalism appears earlier, the children are controlled by the teacher himself, 82 % evidence that students have entered into the entry point to higher education ".

References and encouragement come there are two factors, namely internal factors, namely born from within each working teacher, sincere charity to advance the madrasah, considers charity in the afterlife and external factors, namely support from madrasah leaders in human resources, teaching and learning facilities and so on, so that formed the professional goals of teachers in the madrasah.

2. Model of Effectiveness in Developing Professionalism of Madrasah Teachers

The management effectiveness model of madrasah principals develops the professionalism of madrasah teachers, as follows:

a. *School goals developments*

Madrasah leaders act as madrasah planners, developers, and facilitators, through the development of madrasah missions that are following the goals and needs of madrasah stakeholders.

b. *Developer Resources*

Madrasah leaders act as developers of existing resources in the madrasah, through the utilization and empowerment of resources that are essential for the survival of the madrasah in a sustainable manner

c. *Process engineer*

Madrasah leaders play a role in learning management activities and facilitate interaction between all madrasah members in madrasah

d. *Social leader and satisfier*

Madrasah leaders play a role in communicating the expectations of madrasah stakeholders and trying to meet their expectations so that they get satisfaction

e. *Environmental leader*

Madrasah leaders are responsible for building a madrasah environment, through building good relationships with all stakeholders and ensuring madrasah responsibilities to the public

f. *Supervisor*

Madrasah leaders must supervise madrasah activities, identify weaknesses, conflicts, disturbances, difficulties, and damage and help members to solve and solve problems

g. *Organizational developer*

Madrasah leaders are responsible for making improvements and adapting to changes in the internal and external environment in establishing strategies, planning actions, and developing madrasah organizations.

h. *Total quality leader*

Madrasah leaders are responsible for involving and empowering all madrasah stakeholders to make improvements to the quality of madrasah sustainably.

3. Supporting factors and inhibiting factors Management of Madrasah Head in Shaping Teacher Professionalism

a. Have Strength

According to Wina Sanjaya, "A teacher who is aware of his profession should not only focus on carrying out his daily routine by teaching, without graduating to continue to hone his skills and creativity. However, the role of the teacher must also pay attention to other aspects of supporting quality.

The strategic plan is usually every 4 years if nothing is urgent, it will be replaced or re-planned, but it could be 2 or 3 years according to the problems in the field we accept, let alone sudden. There are several supporters of school residents and community members.

b. Correcting Weaknesses

The only dimension of pedagogical competence that can be categorized as good is the use of information and communication technology in the learning process. Another dimension, namely mastering the characteristics of students, mastery of learning theories and principles, developing curricula of guided subjects, organizing educational learning, efforts to facilitate the development and actualization of various potentials of students, the ability to communicate effectively, empathically and politely to all participants. Students, assessment, and evaluation skills.

Human resource constraints and even though not all of them are generally there. The sudden thing, for example, MAN 2 was asked to fill the National MTQ event with Paskibra facilities, Marching Bands, Choirs, Malay Dances, while impromptu appointed through the government, the teacher preparation was very swift and painstaking in fostering students to be well skilled in the activity.

c. Pay attention to the Opportunity Sector

The head of madrasah is one of the components of education that plays the most critical role in improving the quality of education as regulated in article 12 paragraph 1 PP 28 of 1990 that "the head of the madrasah is responsible for the implementation of educational activities, madrasah administration, coaching other educational

personnel, and the utilization and maintenance of facilities and services. infrastructure".(Enco Mulyasa, 2006: 25).

Engaging teachers in educational activities and training for teachers and education personnel in general. This is intended so that teachers can respond to changes and guidance in the development of science and technology (science technology) and social progress, including changes in the education and learning system on a micro-level.

Conducting seminar training activities forms a series of studies followed by a group to discuss, discuss, and debate a problem related to the topic. In connection with the implementation of supervision in this Seminar, it can be discussed, such as how to compile a syllabus according to content standards, how to overcome disciplinary problems as a moral aspect of madrassas, how to deal with students who always make trouble.

A seminar usually has a focus on a specific topic, in which those who attend can participate actively. Seminar moderator or through a presentation of research results in a more formal form. The seminar system has the idea of bringing the teacher closer to the topic being discussed. Get a scientific discussion of the problem even though the topic discussed everyday problems to achieve the goal of finding solutions to problem-solving.

A problem always ends with a conclusion or a joint opinion decision. Discussion seminars based on papers or working papers that have been prepared previously by several speakers in accordance with the subject requested by an organizer to be discussed theoretically. (Sardiman, 2001)

The discussion in the Seminar takes longer because of its scientific nature. If the speakers cannot control themselves, time will be used up for less essential discussions. It takes a group leader who controls the problem so that deviations from the subject matter can be prevented. (Mufidah, 2009)

The target students want to enter tertiary education, or they enter the professional staff according to their respective interests and talents. The positive thing has been achieved, the name of the madrasah is positive, and the value of the community is also positive, and the number of applicants and those who pass are marked more than 50% and even up to 75%".

d. Knowing Threats

Leaders are responsible for achieving goals through other people or employees; they are expected to have the ability to motivate employees by understanding what their needs are and trying to prepare tools for fulfilling the needs of employees so a leader will be able to encourage his employees to work harder. .(Swasto, 2011: 71)

Requires teacher professional development including competency development pedagogic, personality competence, professional competence, and social competence. Career development, as meant in assignments and promotions. In such rapid development, the quality of education has become a top priority in listening to any changes so that directly or indirectly, the professionalism of teachers is being tested. The wise man declared that education was jewelry in good times and shelter in times of trouble. To increase the professionalism of teachers requires the participation of all parties to exemplify each other so that teachers who are not professional become professional and who are already professionals become more professional. (Danim, 2002: 154)

The negative thing about the curriculum related to school hours is that there is a level of saturation in students, and financial problems with facilities are also an

obstacle for parents who must be able to meet the needs of children, including improving student IT and equipment needs such as cellphones. We have to change the negative things from students who are addicted to online games by fostering students through productive activities and coefficients, so that is convened once every quarter in an official meeting once a month".

Collection of information data received by researchers that the MAN 2 Model is currently unbeaten in carrying out its programs with the provisions of the development of madrasas to shape teacher professionalism, including among them the application of the madrasah head and madrasah deputy head making strategic steps to shape teacher professionalism into a supporting factor by:

1) Involving teachers in courses and training for the development of learning quality by applying a comparative study to MAN Pekan Baru, Riau Province, the principal of the madrasah sent some teachers of MAN 2 Model Medan to do studies there.

2) Involving teachers in the Seminar, the head of madrasah must make a seminar program in order to foster and guide teachers as a driving force for learning in class with students, sending some teachers to attend the Seminar at a training event from the central government, namely KANWIL KEMENAG SUMUT, a presenter from the Indonesian Ministry of Religion and MENDIKBUD RI. To apply the basis of SKS, RPP 1 Sheet, and 1 Sheet Syllabus and to implement the Making of Books by the teacher concerned are the framework to support the teacher certification program.

3) Involving teachers in the MGMP team as a group or group that can solve all problems in the classroom or outside the class conducted by teachers in the same MGMP field, can be done by meeting directly or indirectly by using the Whatsapp application.

4) Increase discipline towards teachers in order to form teacher professionalism including students,

5) The principal of madrasah motivates teachers always to be skilled at all times to improve functional and developing learning outcomes, teacher creativity, and for the success of teaching and learning in class to develop teacher professionalism in madrasah.

Inhibiting factors for the professional development of madrasah teachers in the MAN 2 Model and MAN Paan BAru, including 1) The lack of mastery of technology by these madrasah teachers are indicated by their dependence on younger teachers, due to age or age factors that have entered the category of almost retiring or have weakened memory and reading power of the teacher, 2) The loss of teacher creativity is indicated by unbalanced input (facilities and needs of madrasah and personal), for example learning media and financial problems. The comparison with performance as a program implemented by the teacher primarily related to the professional formation of the teacher, 3) Lack of scientific work from the teacher, the teacher is only able to use books or research or writings that already exist from the government, Instead of writing a new invention, it is phenomenal in the development of science so that the mandate of the knowledge from the teacher is not able to form professionalism towards him personally. So the role of the head of madrasah and the government must pay more attention and contribute to developing the development of the madrasah itself by frequently conducting training and education activities among madrasah teachers in order to form teacher professionalism in MAN 2 Model Medan and MAN Pakan Baru.

The findings provide a solution to the problem of implementation, effectiveness, and management role of madrasah principals in madrasah, namely the strategy to form teacher professionalism by paying attention to the strengths, weaknesses, opportunities, and threats sectors in the MAN 2 Model Medan and MAN Pakan Baru madrasah education institutions.

4. Conclusion

Information through the explanations above, regarding the implementation of principal madrasah management in shaping the professionalism of madrasah teachers in MAN 2 Model Medan and MAN Pakan Baru, it can be concluded as follows:

The form of teacher professionalism through government regulations of the ministry of education and culture and the ministry of religion regarding the 2013 curriculum-based learning system in increasing the professional formation of teachers in madrasah based on integrity, professionalism, innovation, and exemplary raises responsibility.

the involvement of teachers in seminars held by madrasah leaders themselves who are enthusiastic about the teacher's event, the direction of the head of the madrasah to use the funds of the certification program as well as possible.

the principals of madrasah have principles to lead learning, compile data, implement strategies, carry out supervisory activities, improve the morale of togetherness, have learning effectiveness in evaluating all programs implemented.

Supporting factors and factors inhibiting the management of madrasah principals in shaping teacher professionalism, including a) having strength, by evaluating strategic plans every 4, 3, 2 years, and having to have created with students, the best graduates with many entering higher education institutions. Not only his teaching routine. b) fixing weaknesses in pedagogic competencies by utilizing information and communication technology in the learning process, according to the information from the madrasah teacher that the weaknesses are in human resources, financial problems, the number of activities that must be carried out but there is little financial input from madrasah in implementing these activities, Meanwhile, what is expected to be successful is carried out as well as possible and the problem of the National MTQ hosting North Sumatra by using the facilities of MAN 2 Model Meda and MAN Pakan Baru.

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