MADRASAH HEAD STRATEGY IN DEVELOPING TEACHER PROFESSIONAL COMPETENCE AT MADRASA ALIYAH SIRNAMISKIN BANDUNG

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ABSTRACT

The purpose of this study is to find out the following: Teacher Professional Competence at MAN 1 Bandung. Knowing the strategy for developing teacher professional competence, the constraints of the madrasa head in developing teacher professional competence. The research method used with a descriptive qualitative approach, can interpret the existing data. Data collection techniques were in the form of observation, interviews, and documentation studies with an emphasis on sources from informants: Madrasah Heads, Deputy Madrasah Heads for Curriculum, and Teachers to confirm the validity of the data obtained. The results of the study are (1) Teacher Professional Competency at Madrasa Aliyah Sirnamiskin Bandung, (2) Strategy of Madrasa Heads in Developing Teacher Professional Competence at Madrasa Aliyah Sirnamiskin Bandung. (3). Obstacles faced by madrasa heads in developing teacher professional competence. The research concludes that most of the teachers at Madrasah Aliyah Sirnamiskin Bandung are following educational standards. However, there are still teachers who use methods in teaching using classical methods and are less proficient in operating available technology and information. The constraints faced related to facilities and infrastructure, in the form of a limited budget, are related to teachers. The strategy of the madrasa head in developing teacher professional competence through discussions, meetings, and question and answer, with a professional approach, can provide a platform and involve teachers in activities held outside the madrasa in developing teacher professional competence.

Keywords: Strategy, Madrasa Head, Teacher Professional Competence

A. Introduction

Madrasah heads are required to have the right strategy to increase the professionalism of teaching staff in madrasas, to be able to create a conducive madrasa climate, provide advice to madrasa residents, provide encouragement to the heads of all teaching staff and implement an interesting learning model. In addition to carrying out its function. Ramazan C., (2018). The head of the madrasa has the task of developing a strategy and mission so that he knows which way to go and knows how to get there so that he can achieve the operational goals of an educational institution.

The head of the madrasa is an educator, supervisor, and motivator who must carry out coaching to employees and teachers in the madrasa he leads because the human factor is the central factor that determines the entire movement of an organization's activities, even though no matter how sophisticated the technology used is still the human factor that determines it. Lidya, Elva., (2018). The success of an educational institution is highly dependent on the leadership of the Madrasah head, the success of the Madrasah is the success of the Madrasah head. It is a vital element for the effectiveness of educational institutions. We will not find good Madrasas with bad Madrasah heads or vice versa bad Madrasas with good Madrasah heads. A good Madrasah head will be dynamic in preparing various kinds of educational programs. The high and low quality of a Madrasah will be distinguished by the leadership of the Madrasah head.

Leadership is concerned with the problem of Madrasah principals in increasing opportunities to hold meetings effectively with teachers in conditional situations. The behavior of the Madrasah head must be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and full consideration of teachers, both as individuals and as a group. Huda, Mualimul., (2017). Positive leader behavior can encourage groups to direct and motivate individuals to work together in groups to realize the goals of educational institutions.

Madrasah heads are educational leaders who have an important role in developing the quality of education. The Madrasah head as an administrator must be able to optimally utilize available resources. As a manager, the Madrasah head must be able to work with other people in the Madrasah organization. As an educational leader, the Madrasa head must be able to coordinate and mobilize human potential to realize educational goals. Dewi, Anita Putri., (2020). As a supervisor, the Madrasa head must be able to help teachers increase their capacity to teach students optimally. Thus, the head of the Madrasah is expected to be able to manage educational institutions toward better development and can promise a future.

B. Research methods

This study uses a qualitative approach, with the characteristics of qualitative research, namely: (1). Natural research object, (2). Researchers as the main instrument, (3) Descriptive analysis in the form of words, (4). Prioritizing process rather than results, (5). The data is processed in depth.

1. Data collection technique

In descriptive qualitative research. Sugiyono., (2018). The data collected is in the form of words, notes, writing, recordings, pictures, and others including:

a. Observation to research locations in madrasas, working based on data and facts obtained through observation. Data is collected with the help of various equipment, so that data can be observed clearly.

b. In-depth interviews with volunteers through questions, to the head of the madrasa, deputy head of the madrasa in charge of curriculum, teachers, students, and parents of students. So that it can provide answers in the form of data

c. Documentation studies to obtain data on matters of research focus in the form of notes, transcripts, books, newspapers, magazines, minutes of meetings, agendas, and so on.

2. Data analysis

The data analysis technique is the data simplification stage. The collected data then needs to be analyzed to provide clear information. Processing by analyzing this data has the aim of describing the data obtained from the research. Procedures in data processing are:

a. Examination of data obtained through observation, interviews, and documentation studies by adjusting based on research problems.
b. Data Classification to group the collected data according to the research problem and then group the data according to the limitations and formulation of the problem.
c. Data analysis becomes information so that the characteristics or properties of the data can be easily understood and useful for answering problems related to research activities.
d. Concluding is done using two methods, namely the inductive method and the deductive method. The inductive method is concluding data that are specific to general while the deductive method is concluding data that are general to specific.

C. Results and Discussion
1. Madrasah Aliyah Sirnamiskin Profile

A Brief History of Madrasah Aliyah with Islamic characteristics is an educational institution that provides senior secondary level education and teaching and makes the field of Islamic religious studies a basic field of study at least 30% in addition to the general field of study. Abdullah, Rusdi., (2018). Madrasah Aliyah Sirnamiskin was founded in 1970 by KH. Ahmad Dimyati (Alm), KH. Moch. Amar Sholeh and H.E. Sofyan Dimyati Alm.

a. Vision: Tasbeh. The creation of students who know aliyah, do scientific charity, fear Allah, and have good morals.
b. Mission. (1). Creating a conducive and quality learning atmosphere for students Creating students who are smart, skilled, physically and mentally healthy Creating superior madrasas and preparing graduates to enter higher education and ready to enter the world of work (2). The status of Madrasah Aliyah Sirnamiskin is a private school which is under the Islamic Education Foundation. Sirnamiskin Islamic Boarding School has been accredited with a B rating with SK. Regional Office No: B/KW. 10.4/MA/19/004/2006. (3). Mosque Facilities Boys Dormitory

2. The Principal's Strategy in Implementing Teacher Professional Competence at Madrasah Aliyah Sirnamiskin Bandung

Professional competencies that must be possessed by teachers, As stated in the teacher's duties regarding the condition of Madrasah Aliyah Sirnamiskin Bandung teachers, it is clear that the profile of each education teacher is clear, the teachers in the field of education they teach refer to the 2013 curriculum standards by following developments and progress the curriculum. Dwi, Yohanes Probo., (2017). In terms of teaching the teachers also prepare in advance all the learning tools. Such as making and determining effective weeks based on educational calendars, semester programs, annual programs, syllabi, and thematics, as well as lesson plans. All of this they do well. Professional teachers are required to have basic teacher skills as follows:

a. Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects. Being a teacher is not easy, teachers must understand the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and background aspects. Dirgantoro, Kurnia., et. al., (2018). Our interactions with children are not only in the classroom, Ms., but outside the classroom, we must also build good interactions. Because with good interaction wherever we will easily understand the characteristics of each of our students. So I know my students have problems in learning.

b. Mastering learning theory and educational learning principles. Understand various learning theories and educational learning principles related to subjects. Araniri, Nuruddin., (2018). Apply various approaches, strategies, methods, and learning techniques that educate creatively. Apply a thematic learning approach. In the learning process every day the teacher manages learning programs with various strategies and methods. Although not all of them, the teacher has used a variety of methods in the learning process in the classroom.

c. Develop curricula related to the subject/field of development being taught Understand the principles of curriculum development, determine goals, determine appropriate learning experiences to achieve goals. Etisnawati., (2020). Select subject matter taught that is related to learning experiences and learning objectives, properly organize learning materials correctly following the chosen approach and the characteristics of students develop indicators and assessment instruments.

d. Evaluate learning processes and outcomes Understand the principles of assessment and evaluation of learning processes and outcomes according to characteristics, determine aspects of processes and learning outcomes that are important to assess and evaluate according to the characteristics of the subjects being taught Determine. Fadhli, Muhammad., (2017). Develop assessment instruments and evaluate processes and learning outcomes, administering assessment of learning processes and outcomes on an ongoing basis using various instruments. Analyzing the results of assessing processes and learning outcomes for various purposes. Evaluating learning processes and outcomes.

3. The Strategy of the Head of Madrasah in Developing the Professional Competence of Teachers at Madrasa Aliyah Sirnamiskin Bandung.

In developing the professional competence of teachers, the head of the madrasa must have various strategies or efforts so that the direction and objectives of the madrasa can be achieved as well as to improve the quality of the madrasa. Araniri, Nuruddin., (2018). The madrasa head is an educational leader whose position is very important in the madrasa environment because the madrasa head is closely and directly related to the implementation of each educational program. Therefore, madrasa heads are required to have various abilities, both abilities related to management and leadership issues, so that they can develop and advance their madrasas effectively, efficiently, independently, and productively. It can be carried out according to the educational program and whether or not the educational goals are achieved depend heavily on the skills and wisdom of the madrasah head as an educational leader.

Strategies or efforts made by the head of the madrasa in developing teacher professional competence include the head of the madrasa making efforts to empower the competence of teachers or teacher work groups which can be carried out in equalizing perceptions and commitments to improve the quality of learning or solving problems in learning, Fatikah, Noor., et. al., (2019). through subject teacher deliberations organizations. Furthermore, by involving teachers in training and training activities, through the teacher certification program, the professional competence of teachers can be increased through continuous education and technical development training.

The Madrasah Principal also carries out a strategy with a disciplined approach, and supervision and also always motivates teachers to be more enthusiastic about improving and developing their potential. Azhari, U. Lisni., et. al., (2016). In connection with the development of teacher professional competence, one of the strategies or efforts made by the madrasa head is to fully support the teacher in activities - activities that can develop the competence and quality of teachers, such as by involving the teacher in education and training, coaching, individual meetings or creating a sense of togetherness and kinship, sending teachers in academic activities in the form of upgrading, seminars, a teacher working groups, subject teacher deliberations. Supervision either directly or indirectly. Direct supervision is carried out in the form of direct inspections, making observations, and reports.

Based on the interview results, it can be understood that the strategy of the madrasah head in developing teacher professional competence is by empowering the competencies possessed by teachers,

teacher working groups, subject teacher deliberations, training, training, supervision, coaching, individual meetings and creating a harmonious and kinship. Darmiati, M. Kristiawan., et. al., (2020). This is important to implement to achieve a quality madrasah environment with professional teachers in it. In carrying out his duties as the highest leader in the madrasa, a madrasah head is obliged to help teachers and staff to become professional teachers in carrying out their duties. Therefore, the madrasa head must have steps in implementing strategies in developing the professional competence of teachers at Madrasa Aliyah Sirnamiskin. The principal of the madrasa listens to whatever the teacher says, whether in the form of weaknesses, difficulties, mistakes, problems, and anything that is experienced by the teacher, including what has to do with developing the professionalism of a teacher.

4. The Strategy of the Madrasa Head in Developing the Professional Competence of Teachers at Madrasa Aliyah Sirnamiskin Bandung

Leader policies can determine the achievement of educational goals, because the skills of the madrasa head as a leader are professional officials in the madrasa, who are in charge of managing all existing resources in the institution, can work together between madrasa institutions, schools and government agencies, are able to direct and improve teacher competence , so that teachers are able to educate students and improve the quality of graduates to achieve educational goals.

The head of the madrasa is an educator, supervisor, and motivator, who must carry out coaching to employees and teachers in the madrasa he leads because the human factor is the central factor that determines the entire movement of an organization's activities, no matter how sophisticated the technology used, every human factor determines it. In implementing the strategy as mentioned above, the madrasa head must have the steps to implement the strategy. Hasibuan, R. Fitri, et. al., (2020). The steps taken by the head of the madrasa in implementing the strategy for developing the professional competence of teachers at Madrasa Aliyah Sirnamiskin are by involving teachers in education and training to develop the teaching profession, involving teachers in every activity held inside and outside the madrasa. Thus it is hoped that it will add insight to teachers because one of the efforts that can be made to develop and improve competence is utilizing education and training as well as discussions.

Based on the results above, it can be said that many strategies can be used as guidelines for other madrasah heads to be implemented in their madrasah. Amini., et. al., (2020). For formal strategies in general it can be said that all madrasas have implemented them, but for non-formal strategies such as approaching teachers, motivating teachers, listen to teacher complaints, provide solutions to teachers, also with exemplary, discipline there are still many madrasah heads who are still lacking in its application, even though this is what makes teachers feel comfortable in carrying out their duties in madrasas under friendly leadership, so that madrasah heads are easy in carry out their duties including carrying out strategies in developing the professional competence of teachers in madrasah.

5. Obstacles to Madrasa Heads in Developing Teacher Professional Competence at Madrasa Aliyah Sirnamiskin Bandung

The limited facilities and infrastructure owned by madrasas are also quite a serious obstacle in the madrasah environment because with fewer facilities many activities will be carried out which will be hampered and not run effectively. Arifai, Ahmad., (2018). This should be a concern for the authorities to be really serious in dealing with this problem, at least by specifically allocating sufficient funds for the procurement of facilities and infrastructure in madrasas/madrasas. Supporting facilities in the activities of the madrasa head strategy are the main instruments in carrying out tasks. Facilities supporting the implementation of tasks will affect the effectiveness and efficiency of work. Support facilities can be in any form related to the easier implementation of tasks. Physical facilities such as vehicles, workspaces, meeting rooms, laboratories, and others, while non-physical facilities and infrastructure such as rules, regulations,

codes of ethics, and others, also become an obstacle for the head of the madrasa in developing his competence.

Inhibiting factors in the development of teacher professional competence, he gave the following explanation: Every work carried out is inseparable from obstacles or obstacles, including in carrying out the professionalism of a teacher. existing constraints such as inadequate infrastructure, insufficient financing, and factors from within the teacher himself who is reluctant to develop his potential. The faster development of technology requires teachers to be more proactive about these developments. very limited opportunities for teachers to develop their abilities. Budio, Sesra., and Amul, H. Fadlan., (2020). The direction of education policy, the paradigm of the education system, and the curriculum are always changing. The constraints faced may be related to facilities and infrastructure that are still incomplete so that it is somewhat hampered when a teacher wants to use certain equipment, for example, a mother as a chemistry teacher, because the equipment in the laboratory is lacking, it is not optimal in carrying out the learning process, then it is also related to technological developments, there are special difficulties for senior or old teachers like this mother to follow.

Based on the results of interviews and observations regarding the constraints or inhibiting factors for madrasah heads in developing teacher professional competence, they include inadequate infrastructure and weak teacher motivation in developing the abilities or potential they have. Adam, Firman., et. al., (2018). To overcome this, the strategy carried out by the head of the madrasa is to encourage and motivate teachers to be more active. Another obstacle faced in the development of teacher professional competence is the weak motivation possessed by teachers in carrying out capacity development because they reason because busy time in teaching. To overcome this, the strategy adopted by the head of the madrasa is to encourage and motivate teachers to be active in the teacher working group. In this case, the madrasa head approached and convinced the teacher about the importance of a professional attitude in teaching and this attitude could be obtained by the teacher through his activeness in the teacher's work group.

D.   Conclusions and Suggestion
1.   Conclusions

Based on the results of the research and discussion of the Madrasah Principal's Strategy in developing Teacher Professional Competence, several conclusions can be drawn, namely as follows:

a. The professional competence of Madrasah Aliyah Sirnamiskin Bandung Teachers, in general, is quite good. It can be seen in terms of teaching preparation, the methods and strategies used, socializing with the environment, and carrying out assignments have met the standards, teachers with bachelor's degrees and some have master's degrees, are certified, so teachers can carry out the assignments given following curriculum procedures.

b. Teacher competency development already has a solid personality and is sincere in educating. Professional, teachers at Madrasa Aliyah Sirnamiskin Bandung teach following the professionalism of the subject matter of their level of education. Very good social skills, interactions with students, colleagues in the profession, or with students' parents.

c. The obstacle faced by the head of the madrasa in developing the professional competence of teachers at the Madrasa Aliyah Sirnamiskin Bandung is the limited facilities owned by the madrasa which is a serious obstacle in the madrasa environment because with lacking facilities, many activities are carried out become hampered, and do not work effectively, including the development of professional competence becomes hampered.

2.   Suggestion

Based on the results of research and discussion as well as conclusions, it can be recommended suggestions, namely as follows:

a. For the head of the madrasa to be able to develop the quality of teacher competence in the madrasah, he must always provide the latest innovations to all teachers, because this is very important for improving the quality of the madrasah resulting from the development of teacher competence.
b. Madrasah foundation institutions are expected to add and improve facilities, as well as information media and technology to support the learning process. It is hoped that teachers will improve their strategy in the learning process and study any developments in science and technology, to improve the quality of education in madrasas, which is related to increasing teacher professional competence.
c. For future researchers to add, strategies and methods in improving and developing the quality of education, through professional teachers. Teachers should understand well the world of education and the problems in learning materials and learning processes that are currently developing in the world of education.

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