

## Evaluation Of Teacher Leadership Training Model Based on Competency From The Qur'an at Al Ittihadiyah Madrasah in North Sumatera

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### ABSTRACT

*This study aims to analyze the evaluation of the competency-based teacher leadership training model from the Qur'an at Madrasah Al Ittihadiyah in North Sumatera. This study uses a qualitative approach with analytical descriptive method. The data collection techniques were carried out through interviews, observation and documentation. Furthermore, the data were analyzed through the stages of data reduction, data exposure, and drawing conclusions. To ensure the validity of the data, triangulation techniques (method triangulation and source triangulation) were used. The results of this study found (1) Context evaluation, that Al Ittihadiyah teachers did not receive professional teacher training program services due to the lack of budget for DPW and Al Ittihadiyah Madrasah North Sumatera. For this reason, the module is used as an alternative source of teacher leadership training materials; (2) Evaluation of inputs, including the training program implementation committee and the DPW Al Ittihadiyah North Sumatera for two days (as resource persons and facilitators), plus modules, books, and supporting references during the training; (3) Process evaluation, including the training process carried out in accordance with the plans and objectives, both administratively (services) and managerially; (4) Product evaluation, which is in the form of changing the teacher's perspective and accepting an integrated training model, changing the knowledge, attitudes and skills of teachers in leading competency-based learning from the Qur'an. These competencies are in the form of communication, opening lessons, explaining, providing reinforcement, closing learning, making decisions, and providing examples.*

**Keyword:** Al-Quran, Evaluation, Teacher Leadership, Competence, Training Model.

### ABSTRAK

Penelitian ini bertujuan untuk menganalisa evaluasi model latihan kepemimpinan guru berbasis kompetensi dari al-Qur'an pada Madrasah Al Ittihadiyah di Sumatera Utara. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif analitis. Adapun teknik pengumpulan data dilakukan melalui wawancara, observasi dan dokumentasi. Selanjutnya, data dianalisis melalui tahapan reduksi data, pemaparan data, hingga penarikan kesimpulan. Untuk menjamin keabsahan data, maka digunakan teknik triangulasi (triangulasi metode dan triangulasi sumber). Hasil penelitian ini menemukan (1) *Evaluasi konteks*, bahwa guru Al Ittihadiyah kurang memperoleh layanan program pelatihan guru profesional yang disebabkan minimnya anggaran DPW dan madrasah Al Ittihadiyah Sumatera Utara. Untuk itu, modul dijadikan sebagai alternatif sumber bahan latihan kepemimpinan guru; (2) *Evaluasi input*, meliputi panitia pelaksana program pelatihan dan pihak DPW Al Ittihadiyah Sumatera Utara selama dua hari (sebagai narasumber dan fasilitator), ditambah modul, buku, dan referensi pendukung selama pelatihan; (3) *Evaluasi proses*, meliputi proses pelatihan yang dilaksanakan sesuai dengan rencana dan tujuan, baik secara administratif (pelayanan) maupun manajerial; (4) *Evaluasi produk*, yakni berupa perubahan cara pandang guru dan menerima model latihan yang terintegrasi, perubahan pengetahuan, sikap dan keterampilan guru dalam memimpin pembelajaran berbasis kompetensi dari al-Qur'an. Kompetensi

tersebut berupa komunikasi membuka pelajaran, menjelaskan, memberikan penguatan, menutup pembelajaran, mengambil keputusan, dan memberikan keteladanan.

**Kata Kunci:** Al-Quran, Evaluasi, Kepemimpinan Guru, Kompetensi, Model Latihan.

## A. INTRODUCTION

Professional teachers play a very important role in efforts to realize effective learning. As a result, educational institutions (schools/madrasah) can produce quality and competitive graduates according to national education standards (Blanford, 2000: iv). Furthermore, the role of professional training and education for teachers is expected to be able to bridge the realization of professional teachers (Atmodiwirio, 2002: 16). This is what is referred to as an effort to develop teacher professionalism through continuous teacher professional education (PPG) in creating an effective learning climate in schools/madrasahs (Blanford, 2000: 2).

The improvement of superior human resources is based on global competition which requires the presence of productive, innovative and creative human beings in supporting the economic growth of the nation and the world (Mercer, *et.al.*, 2010: 5). Through superior and competitive HR (Lawler, *et.al.*, 2006: 5), It is hoped that effective natural resource management and adequate finance will be realized (Walker, 1999: 6). For this reason, effective and efficient institutional management is needed to encourage the realization of

professional educators (teachers) and superior (quality) human resources in schools/madrasahs.

With regards to management, Augustine, *et.al.* (2009: 2) informs that the leadership of the principal/madrasah is a key factor for improving student achievement. Furthermore, Mahapatro (2010: 281) added that principals/madrasahs cannot alone carry out various activities that can help teachers become professional educators, effective learning training is needed. Thus, training is not only oriented towards increasing teacher knowledge, but is oriented towards increasing the personal, social, professional and pedagogical competencies of teachers in their work. (Bramham, 2000: 34).

The implementation of various programs that focus on improving professionalism, including the development of teacher leadership, is a necessity for human resource management for educators in every school (Syafaruddin, 2019: 95). For this reason, the principal / madrasah must be cooperative so that it is easy to carry out internal and external communication, as well as management of a conducive madrasa/school climate.

(Augustine, *et.al.*, 2009: 2). One of the ideal steps taken by leaders in educational units (schools/madrasahs) in creating a conducive learning climate is to delegate teachers to take part in competency-based training (Bramham, 2000: 4).

According to Syafaruddin (2019), teacher training must be based on the need for improving the teaching profession, which is planned, directed, and integrated, including training: (1) improvement and strengthening of curriculum mastery, (2) strengthening of learning methodological skills, (3) mastery of innovation and skills in new learning methods, (4) research skills in the field of education to improve the learning process, (5) improvement in educational decision-making abilities, (6) educational communication skills, and (7) educational leadership.

The phenomenon shows that so far the training for teachers (educators) tends to be not optimal, both from the aspect of the training pattern (still following the wishes of the trainer/training manager, there is no standard policy), the financing factor, and the school/madrasah environment that has not fully supported the training program for students. teacher. Moreover, the role of education quality assurance institutions, religious education and training or the education and culture office in carrying out training refers to the

proposed project, but has not carried out continuous training.

One example in the Medan Religious Education and Training Center (2008) for example, is that the Medan Religious Education and Training Center has the responsibility of fostering a total of 24,163 employees, consisting of 12,935 people in the North Sumatra region and 11,228 in the Aceh region. Meanwhile, the available human resources (HR) at the Medan Religious Education and Training Center are only 78 people from leadership elements to honorary staff. This creates a gap between the number of people (employees) who want to receive education and training (training) and those who provide education and training (education and training) in comparison to 1:310.

According to Hoerr (2005: 5), teachers need to improve their competence through training. Furthermore, Susanto (2016: 13) emphasizes that classroom management in the learning process does not create a conducive climate without the leadership spirit possessed by the teacher. Deconzo & Robins (2010: 189) added, that teacher leadership is intended as an educational adaptive effort that starts from the classroom to face the dynamics of education globally. The main objective of the training is the development of human resources, starting from the teacher,

transmitted to students, and becoming a "reflection" of the quality of the institution (Mahapatro, 2010: 251).

Human resource development boils down to empowering teachers. This is reflected in the quality and professionalism of teachers in carrying out learning (Susanto, 2016: 32). That way, the opportunity to easily understand others is the key to the success of teachers in displaying their exemplary role for students, including the ability to solve problems to achieve educational goals.

The existence of Al Ittihadiyah as an Islamic mass organization (established in Medan 1935) which focuses on the mission of developing da'wah, education and social affairs was established in Medan, as did the Islamic organizations Al Washliyah (founded in Medan 1930), Muhammadiyah in Yogyakarta 1912) and Nahdatul Ulama (established in East Java 1926). Apart from being da'wah organizations, all of these organizations make strategic contributions in supporting the government's efforts to educate the nation's life through various educational development programs in support of the goal of educating the nation's life. In fact, the purpose of the establishment of Al Ittihadiyah was to carry out the demands of the Islamic religion and carry out Islamic ideals in public and state affairs.

The Islamic organization Al Ittihadiyah plays a role in assisting the government in educating the nation's life through the implementation of national education. According to Siddik & Ja'far (2017: 17), To achieve its organizational goals, Al Ittihadiyah carries out various organizational efforts, especially Islamic colleges until now. Therefore, so far there are at least 20 educational units, including schools and madrasas that Al Ittihadiyah has developed in the cities of Medan and Deli Serdang. The existence of the education units being developed, namely Madrasah Diniyah Awaliyah (currently called Madrasah Diniyah Takmiliah/MDTA, Raudhatul Athfal, Kindergarten, Madrasah Ibtidaiyah, Elementary School, Tsanawiyah, Junior High School, Madrasah Aliyah. Even the Al Ittihadiyah Regional Leadership Council North Sumatra has started to develop the Tarbiyah Al Ittihadiyah School of Science (STIT) by opening the PGMI and PIAUD study programs in North Labuhanbatu which was established in 2017 (DPW Al Ittihadiyah data 2019).

So far, very few teachers can be accommodated in the training program. Especially professional teacher training such as professional teacher education and training (PLPG) as a process of increasing teacher professionalism in order to obtain a professional teacher educator certificate.

Especially after 2015, once the teacher education qualification standards were applied according to the teacher and lecturer law. The professional teacher training program seems to be sinking, due to the low government budget to train teachers outside the teacher professional education program (PPG) which is held for two semesters. In the recorded data, for Al Ittihadiyah madrasa teachers, because over time young teachers enter schools, as senior teachers begin to take turns retiring, it is almost certain that newly recruited young teachers have practically never received systemic training on teacher training. . So far, only 47% of teachers at Madrasah Al Ittihadiyah (MTs and Aliyah) in Pangkalan Masyhur Medan have been certified. Meanwhile, from MTs Al Ittihadiyah Percut Deli Serdang, only 45% had followed the PLPG or were certified. Based on data, only 35% of Madrasah teachers (Tsanawiyah and Aliyah Al Ittihadiyah) Mamiyai Medan reached 43% (Madrasah Administration, 2021).

To help accelerate teacher competency improvement according to national education standards, and provide added value for leadership competency development, systemic and innovative efforts are needed as alternative solutions to increase teacher leadership effectiveness in learning. This can be done through the acceleration of quality improvement with

the teacher's vision that is oriented towards qualitative change, especially through achieving the quality of effective communication, decision-making skills in solving student learning problems and exemplary teachers inside and outside the classroom.

According to Musfah (2015: 220), training is very important for teachers. In this context, practice can increase the knowledge, insight and skills of teachers in providing learning in the classroom and outside the classroom (Myori, *et.al.*, 2019). Furthermore, Khadijah (2017) added that training must have an impact on teachers, especially the ability (competence) in planning learning, implementing active learning, providing feedback and follow-up to students during the learning process, as well as leading (managing) the class democratically in helping students develop.

Regarding the above, Rochyadi (2014) suggests that training for teachers encourages teachers to train their ability to plan lessons, include learning components and provide supporting facilities needed by students in their development phase, ranging from long-term, medium-term, to short-term plans. This is what Susanto (2016: 28) calls a form of teacher presence in carrying out educational leadership (learning) in educational institutions. Thus, it is hoped that teachers, through

leadership and skills acquired in training, can bring about constructive changes to educational institutions (Qomar, 2017: 271; Holly & Southworth, 2005: 107).

Research on evaluating competency-based teacher leadership training models from the Qur'an at Al Ittihadiyah madrasas in North Sumatra is an evaluation study as a continuation of model development research conducted by producing a model funded by Higher Education Operational Assistance (BOPTN) in 2019. In 2019. In 2021, an evaluation of the implementation of the program will be carried out by implementing a competency-based teacher leadership training model from the Qur'an. The teacher leadership training model is implemented for Ibtidaiyah, Tsanawiyah, and Madrasah teachers in 2021.

The implementation of this research was carried out after observing the research subjects as a process of planning the exercise, then implementing the training, and evaluating the implementation of the learning program as an effort to apply the model that was trained for two days. After entering the third week of September 2021, the implementation of competency-based teacher leadership exercises from the Qur'an can be carried out. After the teachers were trained with a competency-based teacher leadership model from the Koran, then the teacher implemented a

teacher leadership model in the learning process which was in the last week of September 2021. Because of that, in line with the Face-to-Face Learning (TM) policy, it was limited to students and teachers. In madrasas with a shift system, observations, interviews and documentation are carried out on the planning, implementation, and monitoring of learning with a competency-based teacher leadership model from the Qur'an for teachers at MTs Pangkalan Masyhur Medan, MTs Al Ittihadiyah MAMIYAI Medan, MTs Al Ittihadiyah Laut Dendang, MTs Al Ittihadiyah Percut, MA Pangkalan Masyhur, and MA Al Ittihadiyah MAMIYAI Medan.

The focus of this research is the competency-based teacher training model from the Qur'an at the Al Ittihadiyah madrasa which was carried out by the Al Ittihadiyah DPW North Sumatra. The evaluation of the program that applied the model was then analyzed with an evaluation that focused on the CIPP model, intended to know the effectiveness of the program from the competency-based teacher leadership training model from the Qur'an among Al Ittihadiyah madrasa teachers in North Sumatra.

Based on the background of the problem in this study, the formulation of the problems proposed are: (1) How to evaluate the context of the competency-

based teacher leadership training model from the Qur'an at Madrasah Al Ittihadiyah in North Sumatra, (2) How to evaluate the input of teacher leadership training model based on competence from the Koran at Madrasah Al Ittihadiyah in North Sumatra, (3) How to evaluate the process of competency-based teacher leadership training model from the Koran at Madrasah Al Ittihadiyah in North Sumatra, (4) How to evaluate the product of the competency-based teacher leadership training model from The Qur'an at the Al Ittihadiyah madrasa in North Sumatra.

## **B. THEOREYTICAL STUDY**

### **1. The Nature of Training**

#### **a. Definition and Objectives of Training**

Training and education are usually combined as an effort to develop human resources, the acronym is training (education and training). This activity is intended to meet the development needs of educators (Martin, 2019: 100). According to Widodo (2017: 4), Education and training activities are closely related to the development and habituation of individuals to do things in new ways as skillful tips and acquire competence. The same thing is also confirmed by Kamil (2010: 3), that training is a "vehicle"

for participants to gain skillful tips, increase knowledge and insight, and attitudes needed to improve performance.

Furthermore, Amstrong (2000: 507) explained that the specific purpose of a training is to develop competence and improve teacher performance, help teachers become superior and qualified individuals, and accelerate the progress of sustainable institutions. Support this statement, Ivancevic (1995: 423) added that training and education for teachers must be oriented towards organizational goals (targets), carried out systematically and continuously as an effort to achieve mutual success. Thus, it is concluded that the purpose of the training is to increase the knowledge, skills and attitudes needed in carrying out the work so that the expected high performance can be realized properly.

#### **b. Training Function**

According to Flunkett, *et.al.* (2005: 235), The training functions as a control over the competence and skills of teachers with a focus on improving and developing human resources in the future. Casio (2006: 286) added, training helps improve performance and success from

various levels, ranging from individuals, groups and even institutions. In line with this, Sue & Glover (2010: 185) explained that the training functions to answer the complexity of the challenges of the institution in creating a conducive climate and improving human resources.

### **c. Management of Training Programs**

The management of the training program can be carried out by a team together or through other people, either individually or per group. The reference for these management activities is the implementation of management functions in the form of planning, organizing, mobilizing, coaching, evaluating and training itself.

Teacher training leads to teacher empowerment to achieve learning optimization. Empirically, teacher empowerment includes: (1) encouraging teachers to use initiative, (2) providing adequate equipment both physically and mentally, (3) training teachers to use equipment effectively, (4) having achievements, even though they are small and recognized by the community school management.

Competencies which include teacher professionalism (based on Law No. 14 of 2005, concerning Teachers and Lecturers), can be seen from four competencies, namely: (1) Pedagogic Competence, (2) Personal competence, (3) Professional competence, and (4) Social competence. These four competencies have certain indicators that guarantee that they can be implemented and measured quantitatively and qualitatively, either through pre-service education, in serving training, certain training, and so on.

The four competencies above, which should be inherent in the teachers, are not something that is easy to implement if there is no will from various parties, especially the teachers themselves. However, it will be easy to implement, if the will of various parties, especially the teacher himself is committed to achieving professionalism, as part of his responsibility to himself, to students, to stakeholders, and last but not least, is the responsibility of answer to Allah swt., who has given the mandate to every teacher to be able to carry out their duties and functions as educators, teachers, mentors, and coaches.

#### **d. Systematic Teacher Training Model**

The system is an integrated whole component, and each sub-system is interconnected, has a function and contributes in achieving system goals. Training is a form of systemic activity (Kamil, 2010: 12). Related to the system, Salisbury (1996: 63) explained that the training needed a specificity in the form of an exercise model, as a symbolic form of the activities carried out. This statement is supported by Hamalik (2006: 178) that in training there are many models to be applied, one of which is the systematic teacher training model. This is viewed from two contexts, namely the context of teacher education and the context of teaching and learning.

The first context, education is something that is fundamental and in line with the development of society. Education is viewed from the whole social system that reflects the values and cultural forms of society. Teacher education and training has a broad perspective as a driving force for democracy. The second context, the teaching and learning process must be viewed in terms of psychology, namely

cognitive psychology. His theory emphasizes the structure and process of mental events and interactions between humans and their environment which are complex, individualistic and situational.

## **2. Teacher Leadership in Learning**

### **a. Teacher Communication in Learning**

According to Bush (2003: 5), Educational leadership as an influencing process can also take place anywhere, including the implementation of educational programs in order to achieve the goal, namely changing behavior for the better and with quality. More independent teacher leadership for school improvement through student learning outcomes (Syafaruddin, 2019: 13; Moore, 2005: 88; Nicholls, 2004: 10-13). Furthermore, Syafaruddin & Asrul (2018: 3) argues that teacher leadership in education both in the classroom and in interaction with students is not limited to attitude alone but what teachers and students say can also make teacher leadership continuous.

Another opinion asserts that communication will be effective, if it pays attention to the five principles

abbreviated as REACH, namely Respect, Empathy, Audible, Clarity, or Care and humble. (Muqowim, 2010: 18). Starting from the opening stage, explaining, providing reinforcement, and concluding and closing the lesson can only be carried out with effective communication. The point is that learning communication is built by means of students listening, asking, answering, concluding and understanding the learning material completely.

#### **b. Decision Making in Learning**

Decision making is part of an important activity in the leadership process in organizations (Robbins & Coulter, 2012: 57). The decision-making process includes, regarding the problem, analyzing the problem, developing alternatives, deciding the best solution and implementing the decision into effective action (Owens, 1995: 174). Gibson, *et.al.*, (1997: 302) suggests that the effectiveness of decisions depends on the quality of decisions and decision commitment.

To make important decisions made by teachers in directing students with their vision and mission as professional educators is to prepare a lesson plan (RPP).

Making lesson plans, the essence of which is making decisions, what to teach, what subjects are taught (making decisions about instructional goals), how to teach them (setting methods), and what media to use to make it easier for students to achieve goals (setting media), and how to know the learning objectives are achieved which refers to changes in student behavior (evaluation tools) are measured and make decisions according to what is taught.

#### **c. Teacher's Example in Learning**

Exemplary is behavior that is commendable and liked because it is in accordance with the values of goodness and truth (Syafaruddin & Asrul, 2018: 61). The element of exemplary plays a very important role in changing wrong habits, such as meetings that are not on time. Whereas in Islam, the issue of time becomes a serious problem. One's success in achieving goals, one of which is determined by the use of time (Hafiduddin & Tanjung, 2008: 16). Furthermore, Frigon & Jackson (1996: 10) states that exemplary is a behavior that leads to the credibility of the leader.

Hesselbein (1996: 215) explains that leadership credibility is

a comprehensive trust given by subordinates (staff). To sustain this, the leader must have honesty and integrity (Steers, *et.al.*, 1996: 192). Indeed, the main essence of the main character of exemplary is to imitate the nature of the Prophet Muhammad, because the Apostle is a person who must be imitated (*uswatun hasanah*). The attributes of the glory of the Prophet, namely: *Siddiq*, *amanah*, *tabligh*, and *fathonah*. Regarding the example of the Prophet, Allah explained in the letter Al Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: "*Indeed, there is in the Messenger of Allah a good role model for you (that is) for those who hope (the mercy of) Allah and (the coming of) the Day of Judgment and he often mentions Allah*". (Surat al-Ahzab: 21).

### C. METHOD

This study uses a qualitative approach with a descriptive method (Sukmadinata, 2007: 18; Assingily, 2021). This study evaluates the teacher leadership training model in an evaluative way (Owen, 2006: 1; Mertens, 2005: 48), based on competence from the Qur'an to Madrasah Al Ittihadiyah teachers in North Sumatra. The program evaluation model

used is the CIPP model evaluation (context, input, process, product).

This research was conducted on madrasah teachers (Ibtidaiyah, Tsanawiyah and Madrasah Aliyah) who were in the management of the Al Ittihadiyah Regional Leadership Council of North Sumatra. This research starts from preparation for the training program, implementing the training, practicing the exercise model, collecting data, analyzing and writing research reports. This research began to be carried out in June to October 2021, namely after the completion of the research proposal improvement, Focus Group Discussion (FGD), preparation of instruments, implementation of training programs, application of training results according to the model in the context of developing teacher leadership in learning, collecting data since from training to follow-up plans, data analysis and research report writing until early October 2021.

Evaluative research is intended to find out the end of a policy program, namely the end result of implementing a policy by conducting a program against certain conditions in determining the next policy as a recommendation. (Arikunto, *et.al.*, 2010: 7; Stufflebeam, *et.al.*, 2002: 98). To collect data and information in this research, observation, interview, and documentation methods were used. In order to ensure the validity of the

evaluation data of the competency-based teacher leadership training model from the Qur'an at the Al Ittihadiyah madrasa in North Sumatra, triangulation (cross-checking) of observation data, interviews (Bungin, 2003: 108) and documentation, and triangulation between informants so that data saturation is found.

#### **D. RESULT AND DISCUSSION**

##### *Evaluation of the Context of Competency-Based Teacher Leadership Training Model from the Qur'an*

The first finding from the evaluation of the context of the competency-based teacher leadership training model from the Qur'an for Al Ittihadiyah madrasa teachers in North Sumatra, that Al Ittihadiyah madrasah teachers do not receive professional teacher training program services, due to the ability of madrasa management internally to be less empowered in terms of funding and allocation. the budget for training madrasa teachers is not available, then there are regulations that have been set by DPW Al Ittihadiyah to apply a leadership training model using a system approach of integrating knowledge and Islam within the framework of internalizing the value of active, open, and persuasive teacher communication, exemplary teachers sincerely, patiently, and tawadhu' in leading learning, as well as understanding needs and solving

problems by making decisions before and during learning.

The teachers are trained and are expected by the community to help achieve the objectives of the curriculum. They are in the educational process at school, becoming social pioneers who are listened to by the community to help facilitate the intellectual, personal and social development of the community members who attend school (Cooper, 2011: 1).

The existence of teachers as professional educators should not be combined once they have completed their undergraduate education, because times are constantly changing. In all forms of change, humans are still able to adapt to the changes that occur. Moreover, professional teachers of course have to make adjustments to the changing situation caused by advances in science and technology. With four pedagogic competencies, personality, professional and social competencies, teachers can carry out their main duties and functions to educate, teach, train, guide and foster students to achieve educational goals, namely to mature students, especially to educate the nation's life, through behavioral changes as stipulated in the competencies to be achieved.

In line with the opinion above, Mahapratro (2010: 8) argues that leaders

identify and articulate a vision. In this case educational leaders help identify new opportunities for schools and articulate a vision of the future that can inspire others. When visions are value-laden, they can lead to increased commitment from organizational members and provide attractive goals for continued professional growth.

If school management and leadership pay attention to the development of teacher competence in all its dimensions, schools will get the availability of visionary teachers in quality, reliable and professional learning leadership so that the education and training of teachers needs to get the attention of principals and related parties with a systemic, programmed, integrated training model. and sustainable.

#### ***Evaluation of Competency-Based Teacher Leadership Training Model Inputs from the Qur'an***

The second finding of the evaluation of inputs in the implementation of the competency-based teacher leadership training model from the Qur'an at the Al Ittihadiyah madrasah, found that the two-day teacher leadership training program plan had achieved its objectives, both for the implementers or the Al Ittihadiyah DPW who organized activities through the role of the committee, resource

persons, and facilitators in serving the participants. Resource persons and facilitators provide material input to participants from modules, and supporting books/references in the two days of training according to the session plan. The goal is that participants receive knowledge, skills and attitudes as madrasa teachers who have leadership competencies from the values of the Qur'an and Al Ittihadiyah has implemented the policies of the Al Ittihadiyah organization in North Sumatra.

The availability of inputs in training is actually done in the planning stage. When competency-based teacher leadership training from the Qur'an takes place, the support of input actors according to training needs makes it easier for activities to be carried out in achieving goals. However, the ongoing training is a process of developing teachers in the context of the process of responding to the teacher's personal needs which include personality and skills to become a better teacher on an ongoing basis. If professional development is to achieve effectiveness, resources (human and financial) must be allocated directed towards achieving individual and school targets. Assessment and examination must also be considered as an integral part of professional development, effective management of professional development depends on enthusiasm and not

compulsion and individuals are prepared to take actions that address development needs (Blanford, 2002: 4).

The provision of human resources for educators is a necessity, by carrying out the main tasks and functions of educating, training, guiding and fostering students. The role of the leader is very urgent. In a hadith the Prophet Muhammad SAW. convey an urgent picture of the leader, namely:

كُلُّكُمْ رَاعٍ وَمَسْئُولٌ عَنْ رَعِيَّتِهِ فَإِذَا لِمَامٌ رَاعٍ وَهُوَ مَسْئُولٌ  
عَنْ رَعِيَّتِهِ وَالرَّجُلُ فِي أَهْلِهِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ  
وَالْمَرْأَةُ فِي بَيْتِ زَوْجِهَا رَاعِيَةٌ وَهِيَ مَسْئُولَةٌ عَنْ رَعِيَّتِهَا  
وَالْخَادِمُ فِي مَالِ سَيِّدِهِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ .

Meaning: *"Each of you is a leader and every leader will be held accountable for those he leads. The Imam (head of state) is a leader who will be held accountable for his people. A husband in his family is a leader and will be held accountable for his family. A wife is a leader in the affairs of her husband's household and will be held accountable for the affairs of the household. A servant is a leader in the affairs of his master's property and will be held accountable for the affairs of his responsibility."*

***Evaluation of the Competency-Based Teacher Leadership Training Model Process from the Qur'an***

The third finding shows that the evaluation of the process of implementing the Qur'an-based teacher leadership training model among Al Ittihadiyah madrasa teachers has gone according to plan, and the roles of the committee, resource persons, facilitators, and training participants carry out the entire series of sessions and programs to achieve the objectives, namely the effectiveness of training management, both in terms of training planning, implementation of training programs, training mobilization, and training evaluation.

Implementation of the training according to the plan as evidence that the resources for competency-based teacher leadership training from the Qur'an are really supportive. As stated by Mahapatro (2010: 9), the existence of the teacher is as a human resource that determines the quality of learning. Likewise, from time to time teachers also still need attention in terms of educational human resource management, through education and training. Human resource development is a key aspect of improving service orientation, increasing administrative cost effectiveness and optimizing organizational procedures, employee performance orientation is known to make their growth potential. Therefore the human resource development strategy is an important element for the progress and

efficiency of the administration. For this reason, human resource development management in understanding as knowledge, obtaining action from others has become the responsibility of every manager, but many organizations face the challenge of establishing a special division to provide expert services dedicated to ensuring that the human resource function of educators is carried out properly.

If you want teachers who are able to change the learning climate to be of high quality, teachers in all schools need to attend and receive systematic, planned and sustainable training programs. For this reason, the field of personnel or the field of educators and education needs to be functioned in every school so that competency-based teacher leadership can continue to be improved.

To identify and articulate a vision well, leaders need communication skills capable of focusing attention and framing problems in ways that will lead to productive discourse and decision making. Leaders must understand the context of their environment and work effectively with all constituent bodies-to foster shared understanding. People act on the basis of their understanding of things certain.

Thus, by managing meaning, leaders influence how others see the world and how they choose to act. Leaders must also monitor performance and use that

information as goals are developed and refined. It requires astute skills to gather information and turn it into useful knowledge.

### ***Product Evaluation of Competency-Based Teacher Leadership Training Models from the Qur'an***

The fourth finding shows the evaluation of the teacher leadership training model product, the achievement of the goal of changing the teacher's perspective to be wider and deeper, changes in teacher knowledge, attitudes and skills are positive, beneficial in carrying out learning for students in an educative and participatory manner. Based on the teaching practice of teacher leadership in classroom learning, they have communicated openly, actively and interactively by praying and apperception to open the lesson, explain the lesson, provide reinforcement, answer questions and pray to close the lesson. The example of teachers based on Islamic values, and the ability to solve problems by opening lessons, implementing lesson plans, using methods and media makes it easier for students to learn to achieve behavior change.

In the Qur'an Surah Al An'am verse 165 Allah SWT says, which means: "And it is He who made you rulers on the earth and He raised some of you above some

(others) several degrees, to test you about what He has given you. to you. Verily, your Lord is swift in torment and verily He is Forgiving, Most Merciful.” (Surah Al An'am verse 165).

The facts above are a model for *uswatun hasanah*. Exemplify good exemplary behavior. The Prophet was sent to perfect good morals. This moral improvement is carried out through (1) worship of *mahdhoh* (*hablum minallah*) by performing prayers five times a day and night, paying zakat when it reaches the nisab, fasting in the month of Ramadan, and going on pilgrimage to the Baitullah for those who can afford it, (2) worship of *ghairu mahdhah* (*hablum minannas*) by doing good deeds for fellow human beings by seeking the pleasure of Allah, namely giving alms, *infaq*, *waqf* and helping the weak (Panjang, 2012: 135). These traits describe leaders who care about empowering others.

## E. CONCLUSION

Based on the explanation above, it can be concluded that the implementation of training for Al-Ittihadiyah madrasa teachers in North Sumatra based on competence from the Qur'an has been carried out quite well, as well as a training model that is continuous (continuous), an equitable program in developing madrasa teacher competencies. Al-Ittihadiyah and program socialization from DPW Al

Ittihadiyah North Sumatra accompanied by Training of Trainers (ToT) for HR to specifically train Al Ittihadiyah madrasa teachers.

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