

History-Based Islamic Education Management at Madrasah Aliyah Private Islamic Boarding School Mawaridussalam, Batang District Quiz. (Learning Planning Study)

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ABSTRACT

This study aims to find out the history and planning of learning in improving teacher performance at Madrasah Aliyah Modern Islamic Boarding School, Batang Quiz District. As for the research method used, this type of research is qualitative research, namely field research, with the aim of explaining the phenomenon as deeply as possible through collecting data as deeply as possible. Methods of data collection techniques by way of observation, interviews and document studies, data sources, data analysis, and scrutinizing the validity of the data refer to qualitative research. The final results of this study indicate that 1) Madrasah Aliyah Pondok Pesantren Modern Mawaridussalam is a Madrasa that has only been established since 2008, around 14 years old. From 2010 to 2022 the Head of Madrasah Aliyah Aliyah Private Mawaridussalam has been occupied by two people, namely: 1) Nurrokhman, SH., MM, period 2010-2015, and 2) Arief Persada Lift, S.Pd.I., MM, period 2016 – present. 2) Planning of learning activities in improving teacher performance in the Deli Serdang district Private Madrasah Aliyah, namely the Mawaridussalam Private Madrasah Aliyah is carried out by involving teachers to compile all of these programs, while the planning programs are, a) Learning implementation plans, b) Plans for learning approaches and methods, c) Planning for learning tools or media, d) Planning for learning evaluation, e) Planning for preparing a Learning Implementation Plan (RPP), f) Planning for hiring teachers/teachers, and g) Planning for teacher development.

Keywords: History, Management, Planning, Education, Madrasah Aliyah, and Mawaridussalam Islamic Boarding School.

A. INTRODUCTION

Henri Fayol, a French industrialist in Sanusi Uwes and A. Rusdiana explained that there are 4 management functions, namely: 1) Planning; 2) Organizing; 3) Actuating; 4) Controlling. (Sanusi Uwes dan A. Rusdiana 2017, h. 58) Robin and Coulter stated that the most important basic management functions are 4, namely: 1) Planning, 2) Organizing, 3) Leading, and 4) Controlling. (Coulter 2007, h. 9) Senda and Mahdi bin Ibrahim stated that management functions or leadership duties in their implementation include: 1) planning, 2) organizing, 3) directing, and 4) supervising. (Ibrahim 1997, h. 61)

Based on the scientific opinion above, it can be concluded that the role of educational management is largely determined by management functions. These functions are the core part of management. As for management functions globally as Henri Fayol, there are 4 parts, namely: 1) *Planning*; Merancang, 2) *Organizing*; 3) *Actuating*; 4) *Controlling*; Management is needed in any activity, especially in the activities of educational institutions in schools, one of the activities of educational institutions in schools is learning.

Learning is an activity that involves teachers and students in its implementation. According to Ambarita in Ajat Rukajat explained that learning management is the ability of teachers (managers) to utilize existing resources, through activities to create and develop cooperation, so that between them learning is created to achieve educational goals in class effectively and efficiently. (Harahap 2019b) Meanwhile, according to Ardiansyah, there are two concepts of learning management, namely broad and narrow meanings. (Harahap and Misry 2022) The broad meaning contains the process of managing how to teach the learner with activities starting from planning, organizing, directing or controlling, and assessing. (Harahap and Isnawati 2021) While the narrow meaning is an activity that needs to be managed by the teacher during the process of interaction with students in the implementation of learning. (Harahap 2019a)

Based on the scientific opinion above, it can be concluded that learning management is an activity that starts from planning, organizing, directing and evaluating the implementation of learning in order to achieve effective learning outcomes. (Harahap 2020) In learning activities required the competence possessed by the teacher as a professional teacher. (... , Muhammad Sapii Harahap 2022) According to the teacher and lecturer law number 14 of 2005, the teacher must be professional in carrying out the work. (Harahap 2022)

The Mawaridussalam Modern Islamic Boarding School which was initiated and led by Buya Drs. K.H. Syahid Marqum, S.Pd.I., MM. is an educational institution that has

implemented Learning Management with a structured supervision method for its teaching staff.(Harahap, Nunzairina, Subari, et al. 2022) The monitoring of learning carried out at the Islamic Boarding School is 1) Supervision of the implementation of the Teaching and Learning Activities process, which is the responsibility of the Kulliyatul Mu'allimial Islamiyah (KMI) section, 2) Supervision of the material to be taught by the teaching staff, which is the responsibility of the Nadzir Council 3) Meanwhile, those who oversee KMI and the Nadzir council are the Heads of the Education Section. (*Hasil Observasi Awal Dan Hasil Wawancara Dengan Buya K.H.Syahidi Marqum, S.Pd.I., MM. Selaku Pimpinana Pondok Pesantren Moderen Mawaridussalam*, n.d.) From the presentation of the leadership of the Islamic Boarding School, researchers are very interested in further researching how the management process is implemented in the field.(Harahap, Nunzairina, Isnawati, et al. 2022)

Based on the background of the problem above, the researcher felt interested in conducting research with the title "Management of History-Based Islamic Education in Private Madrasah Aliyah Pondok Pesantren Mawaridussalam, Batang Quiz District." Based on the description of the problem in the background of the problem, the question for the formulation of this research problem is how is the lesson plan prepared by the teacher in improving its performance at Madrasah Aliyah Pondok Pesantren Modern Mawaridussalam, Batang Quiz District? The purpose of the study was to find out the lesson plans prepared by the teacher in improving their performance at Madrasah Aliyah Pondok Pesantren Modern Mawaridussalam, Batang Quiz District.

B. LITERATURE REVIEW

1- Concept of Management and Learning

Management is the effective use of resources to achieve goals, leaders who are responsible for the running of companies and organizations. (Nasional 2008, h. 870) Henri Fayol, a French industrialist in Sanusi Uwes and A. Rusdiana explained that there are 4 management functions, namely: 1) *Planning*; 2) *Organizing*; 3) *Actuating*; 4) *Controlling*; (Sanusi Uwes dan A. Rusdiana 2017, h. 128) Robin and Coulter stated that there are 4 basic management functions that are most important, namely: 1) Planning, 2) Organizing, 3) Leading, and 4) Controlling. (Coulter 2007, h. 9) In line with Mahdi bin Ibrahim stated that management functions or leadership tasks in their implementation include: 1) Planning, 2) organizing, 3) directing, and 4) Supervision. (Ibrahim 1997, h. 61) Planning is the first step that must be carried out by managers of Islamic education because the planning system which includes the goals and objectives of education must be based on the situation and condition of the resources owned

by the educational institution organization. Ramayulis in Suryo Subroto explained (Subroto 2010, h. 15) that in education management, planning includes: a) priority research so that the implementation of education runs effectively, in accordance with the priority needs to involve all components directly involved in the education process; b) Setting goals as guidelines as well as evaluating the implementation and results of education. c) Formulation of procedures as part of the action plan stages; d) Delegation of responsibility, both to individuals and groups. Learning is an activity that involves teachers and students in its implementation. According to Ambarita in Ajat Rukajat explained (Rukajat 2018, h. 5) that learning management is the ability of teachers (managers) to utilize existing resources, through activities to create and develop cooperation, so that learning is created between them to achieve educational goals in the classroom effectively and efficiently. (Harahap, Munardi, Effendi, et al. 2022) (Muhammad Sapii Harahap 2022)

Based on the scientific opinion above, it can be concluded that learning management is an activity that starts from planning, organizing, directing and evaluating the implementation of learning in order to achieve effective learning outcomes.

Muslich in Ajat Rukajat explained (Rukajat 2018, h. 5-6) that technically the implementation of learning activities (KBM) needs to pay attention to several things, including: 1) learning places/classrooms, 2) management of teaching materials, 3) management of students, 4) management of learning resources, and 5) management of teaching behavior. Management is often used by companies, learning is from education, while PAI is the lesson being taught, namely from the scope of Islamic education. (Qomar 2018, h. 136) Learning comes from the word learning which means an activity carried out to find some information or more. (Fauzi 2004, h. 47) Gane and Brigge in Mulyono explain that learning is a series of events (events, events, conditions) that are deliberately designed to influence students, so that the learning process can take place easily. (Mulyono 2012, h. 7) Learning is essentially a process of interaction between educators and students. (Komsiyah 2012, h. 1)

From the statement above, it can be concluded that the management of PAI learning is an effort to improve and develop the management carried out by teachers towards the process of teaching and learning activities in Islamic religious education efficiently and make it easier for students to understand the material.

- 2- Types of Learning Strategies. The types of learning strategies in this sub-chapter will be explained by the researcher with 8 types of learning strategies, namely: a) Expository Learning Strategies. (Jarolimek 1981, h. 110-111) b) Inquiry Learning

Strategy. (Sanjaya 2006, h. 194) c) Problem-Based Learning Strategies (SPBM). (Sanjaya 2006, h. 212) d) Cooperative Learning Strategy. (Reinhartz, Judy and Beach 1997, h. 158) e) Affective Learning Strategies (Attitudes). (Sanjaya 2006, h. 227) f) Contextual Teaching and Learning (CTL). (Sanjaya 2006, h. 253) g) Active Learning Strategy, (Nasution 2017, h. 126) h) Quantum Learning Strategy. (DePorter Bobby, Mark Reardon 2003, h. 6)

- 3- Types of Learning Methods, namely a) Lecture Method, b) Question and Answer Method, c) Discussion Method, d) Assignment Method, e) Simulation Method, f) Demonstration Method, g) Experiment Method. (Nasution 2017, h. 141-156)
- 4- The definition of history in the General Indonesian Dictionary contains 3 meanings: 1) old literature: genealogy, origins, 2) incidents and events that really happened in the past, 3) science, story lessons about true events and events - actually happened in the past. (Perwadarminata 1982, h. 646) Meanwhile, according to the expert as mentioned by R. M. Ali in his book, that history is: 1) a number of changes, events and events in the reality around us, 2) stories about changes, events and events which are the reality of life, 3) science in charge of investigating change, events and incidents that constitute that reality. (Ali 2005, pt. h. 11-12) Based on some of the opinions above, history can be interpreted as "retelling or reviewing events or events in the past using various sources that are trusted in the form of data or non-data and arranged systematically using certain methods and approaches. As in this article, it tells how the history of the establishment of the Madrasah Aliyah Private Modern Islamic Boarding School Mawaridussalam and Islamic education at that time.

C. METHOD

This type of research is qualitative research, namely field research, with the aim of explaining the phenomenon as thoroughly as possible by collecting data as deeply as possible. (Kriyantono 2008, pt. h. 56) Qualitative research is a process of research and understanding based on methods that investigate a social phenomenon and human problems. (Iskandar 2009, pt. h. 11) This qualitative research is often called the naturalistic research method, because the research is carried out in natural conditions. (Sugiyono 2014, pt. h. 1) Qualitative research can be in the form of research on a person's life, history and behavior as well as on the role of organizations, social movements and reciprocal relationships. (Corbin 2003, pt. h. 4) Data collection in this study was carried out using three methods commonly used in qualitative research, namely interviews, observations,

and documents.(Heck 2004, pt. h. 226-227) In detail, the data collection in the study entitled "Learning Management in Improving Teacher Performance at Madrasah Aliyah Modern Islamic Boarding Schools, Batang Quiz District" are: a) interviews, b) observation, and c) documentation.

D. RESULT AND DISCUSSION

History of Islamic Education at Madrasah Aliyah Private Islamic Boarding School Mawaridussalam.

Madrasah Aliyah Pondok Pesantren Modern Mawaridussalam is a Madrasa that has just been established since 2008 for about 14 years. Islamic boarding school education (ponpes) is a model of Islamic education that is widely used and applies in several Islamic countries. It has even been used in non-Muslim countries by using a boarding school system, boarding education for 24 hours. However, in these countries, boarding school education has experienced rapid progress and development, while Islamic boarding schools in Indonesia are still experiencing ups and downs, even more that do not exist and have not been able to develop as rapidly as similar educational institutions in other countries.

At first, the five sons of Gontor had not thought about finding new land, because they did not have the funds to buy land. However, entering 2009, with the various negative conditions they experienced in their field of struggle, they accelerated their search for new land as well as the needed funding solutions. Even though they have the same Islamic boarding school ideals, the five of them do not look for the desired land together. At least they are divided into three groups. Ust. Syahid Marqum with his family, Ust. Maghfur with his colleagues, and Ust. Basron Sudarmanto, Ust. Junaidi with Ust. Abdul Wahid became a group, which on his journey was also joined by Ust. Supar Wasesa to become a quartet. The three groups move independently without communicating with each other. Of course, with the consideration and step of 'save' that is believed by each group.(*Hasil Observasi Awal Dan Hasil Wawancara Dengan Buya K.H.Syahidi Marqum, S.Pd.I., MM. Selaku Pimpinana Pondok Pesantren Moderen Mawaridussalam, n.d.*) Ust recorded. Syahid was offered several waqf lands, including in Simalingkar B by (the late) Mr. Drs. H. M. Ardyan Tarigan, MM covering an area of 1.5 ha, and from Mr. H. Hasyim in Marelan covering an area of 5 ha. Also received an offer from Prof. Hasballah Thayyib to manage the Medan Al-Manar Islamic Boarding School. Apart from that, they are also looking for their own land in several locations; in Percut Sei Tuan, in Marendal, on the Silver Expanse and in Perbaungan. Meanwhile, the quartet group also received an offer

to manage waqf land in an area of 5 ha in Berastagi and in Asahan an area of 7 ha. Also look at several locations of land to be purchased in the Limau Manis area of 6 ha, in Belawan area of 3 ha, near Kuala Namu Airport of 10 ha, in Pancur Batu near the Final Waste Disposal Site of 7 ha, in Medan Tuntungan near the General Hospital The Adam Malik Center has an area of 5 ha, in Patumbak an area of 7 ha and in Jaharun B Galang Village an area of 6 ha. This quartet group even made a deed of establishment for a new Islamic boarding school with the name 'MAWARIDUSSALAM' which was legalized by notary Mrs. Hj. Rosniaty, SH in Medan in November 2008. (*Dokumentasi Arsip MAS Mawwaridussalam 2015*, n.d.) One time St. Syahid Marqum had a guest, Mr. H. Amir Siahaan from Lubuk Pakam. After confiding in him, Pak Amir agreed to help find land for the new Islamic boarding school. After a few days, Mr. Amir contacted Ust. Syahid Marqum and gave information about the promised land, on Jalan Peringgian Dusun III, Tumpatan Nibung Village, Batang Quiz. After looking at it together and feeling it was the perfect location for the new Islamic boarding school, the six of us looked for initial funding for the down payment for the land.

The structure is to describe in a systematic way about a job that will be carried out at this pesantren, and explain to everyone who is in this pesantren to communicate to whom and for what matters to be communicated to the right person to receive and answer these matters. In accordance with Ustad Ardiansyah's statement (Lubis, n.d.) with reference to the document (*Dokumentasi Arsip MAS Mawwaridussalam 2015*, n.d.) What exists is that the Head of Madrasah Aliyah Private Mawaridussalam from 2010 to 2022 has been occupied by two people, namely: 1) Nurrokhman, SH., MM, period 2010-2015, and 2) Arief Persada Lift, S.Pd.I., MM, period 2016 – present.

There are 31 educators/teachers at Madrasaal Aliyah, with details of 25 men and 6 women. (Angkat, n.d.) Students are students and female students who are in Madrasah Aliyah. The total number of santri and female students is 715, with details: class X = 267, class XI = 219, class XII = 229. The vision of the Madrasaal Aliyah of the Modern Mawaridussalam Islamic Boarding School is to make the Private Madrasah Aliyah of the Mawaridussalam Islamic Boarding School an Islamic educational institution with modern characteristics that have excellence in human resources and natural resources. (*Dokumentasi Arsip MAS Mawwaridussalam 2015*, n.d.) The mission of Madrasal Aliyah Pondok Modern Mawaridussalam Islamic Boarding School is to form a generation of Muslims who are strong, have noble character, and are ready to serve in society. (*Dokumentasi Arsip MAS*

Mawwaridussalam 2015, n.d.) The Madrasah Aliyah curriculum at the Mawaridussalam Modern Islamic Boarding School consists of 22 subjects.

Learning Planning

Planning learning activities to improve teacher performance in the private Madrasah Aliyah in Deli Serdang district, namely the Mawaridussalam Private Madrasah Aliyah and Darularafah Raya Private Madrasah Aliyah is carried out by, 1) Learning implementation plans, 2) Plans for learning approaches and methods, 3) Planning learning tools or media, 4) Planning for learning evaluation, 5) Planning for preparing a Learning Implementation Plan (RPP), 6) Planning for hiring teachers/teachers, and 7) Planning for teacher development. The details of this discussion are as follows:

1- Planning the implementation of learning. Based on the results of interviews, direct observation, and existing documents, learning implementation planning activities are generally carried out to designate learning implementation in achieving learning goals and targets to be achieved, and steps to produce good and effective learning implementation. In particular, planning for the implementation of learning is carried out by forming a special meeting executive committee and forming special meeting members. The committee for this special meeting was formed from santri/santriwati, namely from members of the Mawaridussalam Islamic Boarding School Santri Organization (OSMASA). As for the formation of members of this special meeting, it is required that they must have criteria, namely: 1) have a bachelor's degree in accordance with subject qualifications, 2) subject teachers, 3) teachers as homeroom teachers, 4) as Nadzir members, 5) registered officials in the Madrasah Aliyah structure and KMI, and 6) certified subject teachers are prioritized. Members of this special meeting will discuss and produce several points from this special meeting, namely: forming a team or committee for implementing learning, determining the time for implementing the learning, determining the teacher who will teach, determining the schedule for implementing learning and determining the place of learning.

2- Planning approaches and learning methods. Based on the results of interviews, direct observations, and existing documents, the activities of planning approaches and learning methods are generally carried out by educators to provide and explain this knowledge to students so that students do not feel bored and easily understand the lessons to be taught. In particular, the planning of learning approaches and methods is carried out by forming special meeting executive committees and forming members of special meetings. Then the members

of this special meeting will discuss and produce several points from this special meeting, namely: the planned approach and learning methods to be used, while the planned approaches and learning methods vary with details, namely: 1) lesson Fikih, 2) The Aqidah Akhlak, 3) Al-Qur'an Hadith subjects, using the following methods: a) Lecture Method , b) Question and Answer Method, c) Discussion Method, d) Assignment Method, e) Simulation Method, f) Demonstration Method, g) Experiment Method.

3- Planning tools or learning media. Based on the results of interviews, direct observations, and existing documents, the planning activities for determining learning tools or media are generally carried out by educators to make it easier for educators and students to carry out the teaching process. In particular, the planning for determining learning tools or media is carried out by forming a special meeting organizing committee and forming special meeting members. Then the team or committee will formulate a plan for this learning tool or media, namely 1) learning tools that are permanent, 2) learning tools that are temporary or can be used or needed from time to time. The details of the learning tools or media are, 1) permanent learning tools or media are a) whiteboards, b) markers with several colors, c) teacher and student desks, d) lesson plans, e) teacher and student chairs /i, f) blackboard eraser, g) classroom lamp, h) fan, i) blackboard ruler, j) teacher's desk patch, k) classroom, l) etc. 2) temporary learning tools or media are: a) projector, b) place for ablution' for ablution practice', c) mosque for practicing fardu' prayer, sunnah prayer, jenajah prayer, tayammum practice d) field for practicing bathing jenajah, shroud the body, and bury the body, perform khauf prayers, eclipse prayers, e) a library for the practice of searching for hadith manually with a hadith dictionary, practice for searching for verses of the Koran manually with a dictionary of the Koran, practice of searching for verses of the Koran and hadith electronically, reading books scholars by referring directly to the original book, namely in the form of a printed or electronic book, f) a room with internet access, g) the Koran and its commentary, h) hadith and its Sarah book, i) etc.

4- Learning evaluation planning. Based on the results of interviews, direct observation, and existing documents, the planning activity of determining learning evaluation planning in general aims to improve the program that has been planned and specifically is to find out what are the shortcomings of the program that has been planned and inventoried and not to repeat it again with the same mistakes in the future and if the program is good/good then it must be continued and maintained. The steps for determining the learning evaluation plan are carried out by forming a special meeting implementing committee and forming special meeting members. Then the team or committee will formulate this learning evaluation plan, namely 1)

daily learning evaluation, 2) weekly learning evaluation, 3) six-monthly learning evaluation, 4) annual learning evaluation, and 5) occasional/sudden learning evaluation. The details of the 5 evaluations are 1) evaluation of daily learning, namely: evaluation for teachers, namely 1 day before teaching the subject and 30 minutes before entering class. As for the evaluation for students, namely: a) after finishing delivering the material on that day, before continuing the material the next day questions will be given about the material on the previous day, 2) weekly learning evaluation, namely: evaluation for teachers is every Thursday that has become a term with Kamisan. As for students/I, there is no weekly evaluation. 3) six-month learning evaluation, namely: evaluation for teachers is: reviewing the content and delivery of the lesson plans. As for students / I are: examination of all subjects orally, practice and writing. 4) annual learning evaluation, namely: evaluation for teachers is: reviewing the content and delivery of the lesson plan. As for students / I are: examination of all subjects orally, practice and writing. and 5) occasional/sudden learning evaluation, namely: teacher evaluation is when teaching the supervisor/nadzir council will listen to the teacher's presentation from outside the class and enter the class and this is done 1 time/month. As for students / I there is no evaluation like this.

5- Planning for preparing the Learning Implementation Plan (RPP). Based on the results of interviews, direct observation, and existing documents, the planning activities for preparing lesson plans are generally carried out to determine the learning objectives and targets to be achieved and the steps to produce lesson plans for learning that will be taught by a teacher later. In particular, the planning for making lesson plans is carried out by forming an activity implementing committee, forming a team or group for preparing a lesson plan (RPP) with the criteria of 1) having a bachelor's degree that matches the subject qualifications, 2) subject teacher, 3) teacher as homeroom teacher, 4) as a member of Nadzir, 5) listed officials in the structure of Madrasah Aliyah and KMI, and 6) certified subject teachers are prioritized. Then determine the subjects that will be prepared for the RPP, namely 1) Mathematics, 2) Jurisprudence, 3) English, 4) Arabic, 5) Physics, 6) Aqidah Akhlak, 7) Al-Qur'an Hadith, 8) Crafts and Entrepreneurship , 9) Economics, 10) History of Islamic Culture, 11) Informatics, 12) Biology, and 13) Chemistry, determine experienced trainers/mentors, namely with criteria 1) As a member of Madrasah accreditation assessors, 2) Madrasah Aliyah alumni or Islamic Boarding School alumni, 3) as a certified teacher at Madrasah Aliyah or know about Madrasah Aliyah, and 4) willing to serve as a mentor and place of consultation after completing the preparation of the lesson plan.

6- Planning for acceptance of teachers/teachers. This teacher/teacher recruitment plan aims to improve the quality of teachers and which of course will affect the performance of a teacher. Madrasah Aliyah Pondok Pesantren Mawaridussalam Deli Serdang, Based on the results of interviews, direct observation, and existing documents, this teacher recruitment activity was planned including 1) inventorying and seeing teacher needs, 2) forming an implementing committee, a) determining committee criteria/requirements, b) determine the method of publication/announcement of teacher acceptance, 3) determine the requirements/criteria for teachers to be accepted, a) determine the submitted files, b) determine the rights and obligations, 4) determine the file selection team and interview examiners, 5) etc. . The details of these steps are: 1) The plan for inventorying and seeing this need is carried out by the Head of the Madrasah Aliyah and the representative of the curriculum section at the beginning of each semester or conditionally, after the results are found, the implementing committee for accepting teachers/teachers begins and if there are no teachers required, there is no establishment of an implementation committee. 2) The planning for the formation of this implementing committee is carried out with the approval of the Pesantren Mawaridussalam leadership, of course with a recommendation from the Head of Madrasah Aliyah. The members of the implementing committee are chaired by the Head of Madrasah Aliyah, Madrasah Aliyah Staff and Administration, Deputy Head of Madrasah Aliyah Curriculum Section, and Madrasah Aliyah Operators. The duties of the implementing committee which have been decreed by the Islamic Boarding School Leaders are to compile activity proposals and be responsible for the running of activities, while one of their tasks is: a) determine the method of publication/announcement of teacher acceptance, b) determine the requirements/criteria for teachers to be accepted, c) determine the files submitted, d) determine the rights and obligations, e) determine the team of file selection and interview examiners, f) etc.

7- Teacher development planning. Based on the results of interviews, direct observation, and existing documents, this teacher development planning activity aims to improve the quality of a teacher which will certainly affect the performance of a teacher. Madrasah Aliyah Pondok Pesantren Mawaridussalam Deli Serdang, based on the observations of researchers in this teacher development activity, planning includes 1) forming an activity implementing committee within the institution, namely: a) determining participants, b) determining training/discussion/workshop materials related to subjects, c) determine an experienced coach/guide, d) etc. 2) forming a team implementing activities outside the institution, namely: a) seeking information on training/discussions/workshops related to subjects, b) determining

teachers to be sent to these activities, c) collaborating with educational and social institutions, d) study tour, e) recreation, f) etc. The steps for planning teacher development in detail are carried out by forming an activity implementing committee, participants with criteria 1) have a bachelor's degree in accordance with subject qualifications, 2) subject teacher, 3) teacher as homeroom teacher, 4) as a Nadzir member, 5) registered officials in the structure of Madrasah Aliyah and KMI, and 6) certified subject teachers are prioritized. Then determine the training/discussion/workshop material related to the subject, namely 1) Fiqh, 2) Aqidah Akhlak, 3) Al-Qur'an Hadith. Then the selection of trainers, the implementing committee sets the criteria, namely: 1) memorizing the Qur'an along with understanding its interpretation, 2) memorizing hadiths related to education, fardhu kifayah, jurisprudence and explanations, 3) understanding of ushul fiqh, ulumul qur' and, 4) can speak Arabic and English actively, 5) alumni of Islamic boarding schools or have been in a dormitory for at least 3 years, 6) are willing to serve as a guide and place of consultation after completing the training/workshop.

E. CONCLUSION

The final results of this study indicate that 1) Madrasah Aliyah Pondok Pesantren Modern Mawaridussalam is a Madrasa that has only been established since 2008, around 14 years old. From 2010 to 2022 the Head of Madrasah Aliyah Aliyah Private Mawaridussalam has been occupied by two people, namely: a) Nurrokhman, SH., MM, period 2010-2015, and b) Arief Persada Lift, S.Pd.I., MM, period 2016 – present. 2) Planning of learning activities in improving teacher performance in the Deli Serdang district Private Madrasah Aliyah, namely the Mawaridussalam Private Madrasah Aliyah is carried out by involving teachers to compile all of these programs, while the planning programs are, a) Learning implementation plans, b) Plans for learning approaches and methods, c) Planning for learning tools or media, d) Planning for learning evaluation, e) Planning for preparing a Learning Implementation Plan (RPP), f) Planning for hiring teachers/teachers, and g) Planning for teacher development.

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