

Teacher Competency Development Management Of Modern Daar Al Uluum Asahan Islamic Boarding School

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ABSTRACT

The focus of this research is on how to manage the development of teacher competencies in Madrasah Aliyah at Pondok Pesantren Modern Daar Al Uluum Asahan. This research uses a qualitative approach with a descriptive method aimed at understanding the planning, preparation, implementation, and evaluation of teacher competency development programs. Data collection techniques include interviews, observations, and document studies. Meanwhile, data analysis techniques involve data reduction, data presentation, and drawing conclusions. The research findings are as follows: 1. The planning of teacher competency development in Madrasah Aliyah at Pondok Pesantren Daar al Ulum Asahan is done through Madrasah Aliyah meetings as a decision-making process to determine the annual plans. 2. The implementation of teacher competency development programs includes two programs: an informal development program where teachers enhance their competencies by studying various book sources to increase their knowledge, and participating in various training programs to develop their competencies. 3. The organization of Madrasah Aliyah teacher development at Daar Al Ulum Asahan is the responsibility of the pesantren's leadership, although the madrasah head is responsible for the operational implementation of teacher competency development. 4. The monitoring of teacher competency development programs at Pondok Pesantren Daar Al Ulum Asahan is carried out through oral and written reports. In the practice of oral supervision and guidance for teacher competency development, the activity committee chairperson reports the implementation of the activities orally to the madrasah head, and within two weeks, a written report is provided.

Keywords: Program, Development, Teacher Competence

A. INTRODUCTION

Based on the Islamic view that management in the sense of regulating something so that it is done properly, precisely and directed is something that is prescribed by Islamic teachings which are full of guidelines. Every Muslim is not justified in doing something without planning, everything that will be implemented must be planned properly, well and neatly organized, so there will be no doubts in working on and deciding a problem (Habib Rana & Shaukat Malik, 2016). There are four things that must be understood by teachers from students, namely the level of intelligence, creativity, physical disabilities, and cognitive development. If these four things can be understood by the teacher, a conducive learning climate will be created (Zaini, 2019). In addition, the teacher lacks mastery of the material being taught so that in delivering the material the teacher is impressed with the textbook and the methods used are not varied and are still focused on the lecture method so that the teaching and learning process seems monotonous and the teacher does not involve students actively in class, so students only listen to the teacher just (Kristiawan & Rahmat, 2018).

(Myori et al., 2019) The emergence of the fact that currently there are still many teachers who are not qualified to teach. There is data which states that as many as 912,505 teachers out of around 2.6 million teachers in Indonesia are deemed not to have proper teaching competence. They consist of 605,217 elementary school teachers, 167,643 junior high school teachers, 75,684 high school teachers, and 63,962 vocational teachers. In addition, it was also noted that 15% of teachers taught not according to their expertise or field of study. This low teacher competency can be seen from the results of the Teacher Competency Test (UKG). In UKG which only measures 2 out of 4 basic teacher competencies, it turns out that only 6%, more than 2.6 million teachers have graduated and do not need further training. When the teacher's CPNS selection data was opened, there were prospective teachers who could only answer 1 of 40 questions correctly and there were even prospective teachers who were only able to answer 5 correctly out of 100 selection questions.

World Bank research in 2012 in 12 Asian countries shows that the quality of Indonesian teachers ranks 40th out of 42 countries. This was exacerbated by the results of a 2012 survey by the Federation of Indonesian Teachers' Union in 29 districts/cities showing that 62 percent of elementary school teachers had never attended any training. In fact, one of the efforts to increase teacher competence that leads to increased performance is to involve teachers in training activities, upgrading, seminars or other scientific activities. Furthermore, data on the eligibility of teachers to become professional teachers shows that out of around 2.8 million teachers from various levels of education, many are actually unfit to be professional teachers.

In general, this is due to the level of education that does not meet the requirements and does not have an educator certificate. However, from the data on teachers who are not eligible, it is teachers who teach in Kindergartens (TK) and Elementary Schools (Kurniawati, 2022; Sakti, 2020)

Basically the emergence of these problems because madrasas do not have a teacher competency development program. so there is no opportunity for teachers to improve and develop their competencies. The focus of school principals in carrying out school management that must be continuously improved is the development of teacher competence on an ongoing basis. Madrasas must support the teacher's role in improving the quality of their education by increasing the competence of their teaching staff (Dirgantoro, 2018). Hasanah (Anwar, 2019) emphasized that some of the madrasah efforts in increasing teacher competency could be carried out in the following ways: First, teachers seek to continue their education level by participating in various MGMP/KKG activities, training, upgrading, workshops, seminars, and improving the quality of performance. Second, the efforts made by school principals in fostering and improving teacher competence, include: (1) sending teachers to attend training, upgrading, workshops, workshops, and seminars;(2) socializing the results of training and various government policies by inviting resource persons; (3) conducting computer and English language training; (4) encourage teachers to continue their studies to comply with government demands; (5) conducting comparative studies to other schools which are considered more advanced; (6) sending teachers for internships to other schools; (7) complete the facilities and various media to support learning activities; (8) giving awards to teachers who excel; (9) teacher welfare by providing additional income sourced from the school committee; and (10) providing exemplary, encouraging and awakening the conscience of teachers so that they are aware of their duties and responsibilities as teachers. Third, community efforts.

Teachers are the most determining factor in improving the quality of education. It is the teacher who is the driving and implementing variable in the educational process. All forms of interaction that take place in the classroom are the responsibility of the teacher. It is this interaction that emerges that determines the quality of education. Because the success of an education is certainly driven by the role of qualified teachers. Bell and Rhodes said: "The most valuable resource available in any school is its staff. Teachers and support staff make the most significant contribution to the success of any school." This means that the most valuable resource available at any school is its staff. Teachers and support staff make the most significant contribution to school success. In the 2020/2021 school year, with the support of 46 teachers, consisting of 31 male and 15 female teachers, the number of students served was 206 with

distribution to 11 study groups at Madrasah Aliyah, Daar Al Ulum Asahan Islamic boarding school (Mincu, 2022).

Madrasah Aliyah Religion Modern Daar Al Uluum Asahan Islamic Boarding School is one of the Religious Aliyah Madrasas located in Asahan which is the only one in Asahan and is managed by 104 private Islamic boarding schools and madrasas and in Indonesia whose coaching of students, apart from being like Madrasah Aliyah Religious, most others also carry out Tahfiz Al-Qur'an. therefore it should be a reference for other madrasas, but as education progresses these madrasas seem to be forgotten by educators and officials, this is because the phenomenon of every education program carried out by the central and regional governments is always changing.

The development of education at the Daar Al Uluum Asahan Modern Islamic Boarding School is expected that students can: (a) Read the Qur'an fluently and at the same time be able to understand its contents, (b) Be skilled in Arabic and English, both of which are international languages, (c) Skilled in the field religious skills, so that it is not awkward after plunging into the community, and at the same time being a role model for the community. Until now, along with the pace of development and change that has occurred, the Daar Al Uluum Asahan-Kisaran Modern Islamic Boarding School which was founded in 1975 and was initiated by the late H. Abdul Manan Simatupang together with the ulama in Asahan Regency gave birth to basic, secondary and tertiary educational institutions in including Raudhatul Athfal, Al-Qur'an Reading Garden, Madrasah Earlyiyah, Integrated Islamic Elementary School, Integrated Islamic Junior High School, Integrated Islamic Senior High School, Madrasah Tsanawiyah, Madrasah Tsanawiyah Salafiyah Program, Madrasah Aliyah, Religious Madrasah Aliyah.

Madrasah Aliyah Modern Islamic Boarding School Daar Al Uluum Asahan. Judging from the data displayed on the organizational structure of the madrasa, the average teacher there is a majority of undergraduate graduates. However, some teachers are still reluctant to develop themselves, this can be seen from how the classical style or method is used in the teaching and learning process, even though they can vary classical and modern methods, such as using infocus to eliminate student boredom in learning. The phenomenon shows that some teachers do not use infocus or take advantage of currently developing technology, because they are not proficient in operating it. Therefore, even though the teachers at Madrasa Aliyah Pondok Pesantren Modern Daar Al Uluum Asahan are already graduates, in carrying out their duties they still need guidance, direction and coaching from the head of the madrasa. As a leader in educational institutions, madrasa heads are required to be able to improve the quality of teacher competence along with the times.

Based on the phenomena that occur in the pesantren and the description above, the focus of the problem of this research is how is the implementation of the management of Madrasah Aliyah teacher competency development at the Daar Al Uluum Asahan Modern Islamic Boarding School? While the objectives of this study consist of: (a) how to plan the competency development of madrasah aliyah teachers at the Daar Al Ulum Asahan Islamic boarding school, (2) how to implement the competency development program for madrasah aliyah teachers at the Daar Al Ulum Asahan Islamic boarding school, (3) how to organize the development the competence of madrasah aliyah teachers at the Daar Al Ulum Asahan Islamic boarding school, and (4) How to supervise the development of aliyah madrasa teacher competencies at the Daar Al Ulum Asahan Islamic boarding school. The results of this study are expected to be useful for the development of knowledge regarding the development of teacher competence in madrasas. In addition, the results of this study are also useful for foundation leaders, madrasa heads, and teachers in correcting weaknesses in the implementation of teacher competency development which has been carried out so far at the Islamic boarding school Daar Al Ulum Asahan.

B. LITERATURE REVIEW

Madrasa Education Management

Madrasas are a sub-system of the national education system, specifically the function of an educational institution developed by the Indonesian Ministry of Religion. Management functions in carrying out Islamic education programs in madrasas, starting from RA, MI, MTS and MA (UU Number 20 of 2003) and Permenag, number 2 of 2020). Management of education in madrasas as well as in schools is carried out by the principal and vice principals, administrators, staff and teachers including; curriculum and learning, the field of staff, both teachers and education staff, student affairs, finance, facilities and infrastructure, and community relations (HUMAS) (Luneto & Luneto, 2019).

(Supriani, 2022) Explains that the operational management function of education in schools consists of functions in the field of curriculum management, personnel or teachers and education staff, student affairs, finance, management of facilities and infrastructure, as well as the field of public relations and some even add research and development. Human resource management contains the role of staffing or staffing in managing teachers and education personnel whose existence is explained in the Education Law, number 20 of 2003 and the Teacher and Lecturer Law number 14 of 2005 and the 2005 Government Regulation concerning national education standards. In this context, professional teachers must have four

main competencies; that is; pedagogic competence, personality, professional competence and social competence. Starting from teacher planning, recruitment, placement, payroll, development, and dismissal have a planned and orderly process so that schools or madrasas have professional and reliable teacher resources.

In addition, it is required to have three abilities. First, cognitive abilities, namely teachers must master material, methods, media, and be able to plan and develop their learning activities. Second, affective ability, namely the teacher has noble character, maintained his behavior so that he will be able to become a model that his students can emulate. Third, psychomotor abilities, namely teachers are required to have the knowledge and ability to implement the knowledge they have in everyday life (Zaini & Syafaruddin, 2020). It can be concluded that education management in madrasah is a process of utilizing madrasah resources in order to achieve educational goals effectively and efficiently. In this case, one of the main functions of the operational management of education in madrasas is how to develop the personal and competence of teachers after they are appointed and serve in madrasas so that their competencies continue to develop as well as possible throughout their tenure and changes that occur in society according to the times.

Madrasa Teacher Competency Development

Part of the need for teacher competency development is the focus of school or madrasah resource management. According to (Zebua et al., 2022) teachers in effective schools participate in making the rules and then carry them out consistently. A school where collegiality and collaboration are apparent among the staff is not one where they must go to the pub together, but it is one where teachers have professional respect for each other and work well together for a common purpose that is to improve the teaching program. Article 4 of Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers as learning agents function to improve the quality of national education. (Tambak et al., 2022) To be able to carry out its functions properly, teachers are required to have certain requirements, one of which is competence. As stated by Surakhmad that the teacher and lecturer law was created constructively by specifying several missions, including: (1) elevating the dignity of teachers; (2) guarantee their rights and obligations; (3) improve their competence; (4) advance the profession and career; and (5) improve the quality of learning .

In line with this, RI Law Number 14 of 2005 Chapter II Article 2 paragraph (1) states, teachers have a position as a professional staff at the levels of basic education, secondary education, and early childhood education on the formal education pathway who are appointed in accordance with statutory regulations. -invitation. The term profession comes from the

English word "profession" which is rooted in the Latin word "profesus" which means to acknowledge or declare capable or expert in a field of work . This job requires a long academic education and training. So, the profession as a job, has a community service function, and there is recognition from the community (Tambak et al., 2022).

The success of educational institutions actually depends heavily on the leadership of the head of the madrasa, the success of the madrasa is the success of the head of the madrasa. However, the head of the madrasa is a vital element for the effectiveness of educational institutions. There will not be a good madrasah with a bad head of madrasa or vice versa a bad madrasa with a good head of madrasa. A good madrasah head will be dynamic in preparing various kinds of educational programs. In fact, the high and low quality of a madrasah will be distinguished by the leadership of the madrasah head.

C. METHOD

This research was designed with a qualitative descriptive approach. Descriptive approach is a type of research that aims to describe systematically, factually, and accurately about the facts and characteristics of certain populations, or tries to describe phenomena in detail. Arikunto states that descriptive research is research that aims to collect information about the status of an existing symptom, namely the condition of the symptoms according to what they were at the time of conducting the research (Creswell & Creswell, 2018; Flick, 2013).

(Sugiyono, 2020) According to other experts, descriptive research is a method used to find the widest possible knowledge of the object of research when the research is carried out. In this study, the researcher tried to describe the facts that are in accordance with the circumstances related to the management of Teacher Competency Development at Madrasah Aliyah Modern Daar Al Aluum Asahan Islamic Boarding School. The research is both quantitative and qualitative in nature and will be analyzed according to the characteristics of the data that the researchers found in the field. The collection of research data regarding the management of competency development for Madrasah Aliyah teachers at the Modern Daar Al Ulum Asahan Islamic boarding school was carried out using observation, structured and unstructured interviews and learning documentation. The data was taken from the main source, namely the head of Madrasah Alyah Pondok Pesantren Modern Daar Al Uluum Asahan who is also known as a key informant. To strengthen the validity of the data findings and the authenticity of the research, the researcher refers to the use of data validity standards suggested by Lincoln & Guba, which consist of credibility, transferability, dependability and confirmability (Suharsimin, 2000).

D. RESULT AND DISCUSSIONS

Teacher Competency Development Planning

The first finding shows that planning for developing the competence of Madrasah Aliyah teachers at the Modern Daar al Uluum Asahan Islamic boarding school is carried out with the Madrasah Aliyah work deliberations as a decision-making process in determining plans to be carried out every year. Planning through this deliberation involved foundation leaders, pesantren leaders, madrasa heads, madrasa head staff, administrators and madrasa teachers. This activity involves useful related parties in producing teacher competency development programs/plans focusing on four main competencies in training programs, workshops, and teacher development which include pedagogic, personality, professional and social competencies based on the needs of professional development based on Islamic values by practicing ta'awun or collaborative principles.

The planning carried out at the Islamic boarding school is based on the vision and mission of the Islamic boarding school which is compiled and determined in a deliberation and involves all components of the Madrasah Aliyah under the auspices of the Islamic boarding school foundation. In fact, the curriculum is prepared by the education unit to allow for the adjustment of educational programs to the needs and potential of madrasas. Madrasas as education delivery units must pay attention to future developments and challenges. For example, developments in science and technology, globalization and information flows, as well as changes in the awareness of society and parents towards education have spurred madrasas to respond to challenges and opportunities. Therefore, we formulated the vision of the modern Daar Al Uluum Asahan Madrasah Aliyah Islamic Boarding School.

The vision is, "The Realization of Excellent Students in Imtaq and Science and Technology", with the following vision indicators: a. Sturdy in monotheism b. Diligent in worship c. Polite in morality d. Achievement in academic and non-academic fields e. Skilled in technology f. quality graduation. g. Have an attitude of community service We chose this vision with an orientation towards long, medium and shorter term goals. This vision is a guideline for every academic member of Madrasah Aliyah Modern Daar Al Uluum Islamic Boarding School to realize the goals of the madrasa. This vision reflects the profile and ideals of the Daar Al Uluum Modern Islamic Boarding School Madrasah Aliyah, including: a. Oriented to excellence by paying attention to contemporary potential, b. In accordance with the norms and expectations of society, c. Is binding for every civitas academica Madrasah Aliyah Private Islamic Boarding School Modern Daar Al Uluum d. As a guide for the implementation of the Daar Al Uluum Modern Private Islamic Boarding School Mission. The mission of the Daar Al

Uluum Modern Islamic Boarding School Madrasah Aliyah, which was compiled based on the vision above, is as follows; a. Practice the teachings of Islam in everyday life b. Carry out teaching and learning activities that are fun, creative and innovative. c. Develop and optimize intra and extra curricular activities d. Growing enthusiasm for continuous learning e. Realizing madrasa residents who care about the environment 5. Madrasah Aliyah Curriculum objectives of the Daar Al Uluum Modern Islamic Boarding School are formulated referring to the general goals, namely the goals of primary and secondary education by laying the foundation of intelligence, knowledge, personality, noble character, and skills to live independently, and attend education Furthermore. Based on this, the teacher as a teacher and learner at the same time.

The Word of Allah SWT regarding the need for change by taking action based on a work program. Meaning: "It is not natural for a human being that Allah gave him the Bible, wisdom and prophethood, then he says to humans: "You should be my worshipers, not Allah's worshipers". However (he said): "You must be rabbani people, because you always teach the Al-Kitab and because you keep studying it (QS. Ali Imran verse 79).

In looking at the research findings that the planning for developing the competence of Madrasah Aliyah teachers is carried out with deliberations involving all components of the Madrasah Aliyah in line with God's will in the letter of Ali Imran verse 159 as follows: Meaning: "So it is because of mercy from Allah that you are gentle with them. If you had been hard and hard-hearted, they would have distanced themselves from around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, put your trust in Allah. Verily, Allah loves those who put their trust in Him.

Development takes place at all levels. For work leaders and junior supervisors, office workers, technicians and expert staff should be programmed to provide the right training at the right time to improve the skills and abilities of employees by giving them new tasks to carry out (Morgan et al., 2014). Performance appraisal and guidance have an important role . That way, madrasah heads have a concern in empowering teachers so they really have high professionalism through competency development through training, workshops and coaching. This development program is carried out on an ongoing basis to ensure that changes in the knowledge and personality of madrasa teachers are actually achieved in the dynamics of the times whose interests and demands are constantly changing (Wardhani & Wijaya, 2020).

Implementation of the Madrasah Teacher Competency Development Program

Informal development activities that are inherent in the authority of the teacher and formal under the authorization of the principal of the madrasa are actually part of the teacher's self-development activities in developing their competence. Self-development activities must prioritize the needs of teachers to achieve standards and increase professional competence, especially those related to the implementation of learning services. These needs include competence to investigate and understand the context in which teachers teach, mastery of material and curriculum, mastery of learning methods, competence to evaluate students and learning, mastery of information and communication technology (ICT), or other relevant competencies.

Functional training is the teacher's activities in participating in education and training aimed at achieving professional competency standards and increasing professionalism to have competence above standards and within a certain period of time. This activity can be in the form of courses, training, upgrading, or various other forms of education and training. Teachers can take part in functional training activities on the basis of assignments, either by the school/madrasah principal, or other institutions such as the Education Office, or professional organizations such as the Indonesian Teachers' Association (PGRI), or because of the teacher's own initiative.

Developing the competence of Madrasah Aliyah teachers at the modern Islamic boarding school Daar Al Ulum Asahan, through various formal training activities, workshops and coaching is a manifestation of practicing the values of Islamic teachings, regarding the belief in changing oneself as a blessing from Allah SWT. Word of Allah SWT in the letter Al Anfal verse 53: Meaning: "(Such punishment) is because Allah will never change a blessing that He has bestowed on a people, until that people change what is in themselves, and indeed Allah is Hearing, Omniscient (QS. Al Anfal verse 53).

Based on this understanding, teacher certification can be interpreted as a process of giving recognition that someone has the competence to carry out educational services in certain educational units, after passing a competency test held by a certification body. In other words, teacher certification is a competency test process designed to reveal mastery a person's competence as the basis for awarding an educator certificate. Teachers who are declared qualified and already have professional certificates will receive financial allowances aimed at improving their welfare. A study was written by Cahyana regarding the development of teacher professional competence in facing certification. The essence of the study is that educator

certification is one of the ways the government has implemented to improve teacher quality through increased competence accompanied by the provision of allowances .

Organizing Madrasah Teacher Competency Development

Development of Daar Al Ulum Asahan madrasah aliyah teachers is the responsibility of the pesantren leadership, which is operationally carried out by the head of the aliyah madrasah. Operational implementation of madrasah teacher competency development. Because the management of the pesantren is managed by the leadership of the pesantren, with the operational development of teacher competence by the head of the madrasa by forming an activity committee. By starting with looking at the annual pesantren program, the head of the madrasa forms a training committee, workshops, and coaching teachers from pesantren and madrasah elements as program implementers. Then the committee makes a proposal by setting a schedule of activities, implementing the program (there are resource persons, trainers/coachers, participants, materials and objectives). After that, the committee made a written report on the implementation of the madrasah aliyah teacher competency development program to the leadership of the pesantren.

Systematic coaching or training for teachers is intended to make teachers more professional. So important is the strategic role of the teacher in education, so that even after completing teacher education, a teacher still needs to be retrained in refreshing teaching knowledge and skills. The role of the teacher in the teaching and learning process is as a manager who plans, directs, motivates children to learn and assesses their learning outcomes well. More broadly, it is explained that the role of the teacher in the teaching and learning process, namely: (1) the teacher as a demonstrator, (2) the teacher as a class manager, (3) the teacher as a mediator and facilitator, (4) the teacher as an evaluator.

Supervision of Madrasah Teacher Competency Development

Supervision of the madrasah teacher competency development program at the Modern Daar Al Ulum Asahan Islamic boarding school is carried out by submitting oral reports and written reports. In the practice of supervising teacher competency development verbally the head of the activity committee together with the head of the madrasa after completion of training, workshops and coaching activities reports verbally about the implementation of activities, and after that within two weeks is given time to provide a written report regarding the implementation of teacher development activities, achievement of goals , activity documents and participants/participants in teacher competency development activities according to the resources (financial, time and human resources) used in these activities.

Allah's Word in the letter Al Hasyr verse 18, regarding the need for planning and supervision or evaluation of worship activities as follows: Meaning: "O you who believe, fear Allah and let each person pay attention to what he has done for tomorrow (hereafter); and fear Allah, verily Allah is Aware of what you do (QS. Al Hasyar verse 18). Then in the letter Al Hadid verse 4, it is explained that Allah, the Omniscient, oversees everything that is done by humans as follows: Meaning: "He is the one who created the heavens and the earth in six periods: Then He resided on the Throne. He knows what enters the earth and what comes out of it and what descends from the heavens and what ascends to Him. And He is with you wherever you are. And Allah is Seeing of what you do (QS. Al Hadid verse 4).

Supervision of the implementation of the madrasah teacher competency development program which is carried out in line with Islamic values. What madrasah management does with the development of the four main competencies of professional educators should be embedded in teachers who have attended training, workshops, and coaching is not something that is easy to implement if there is no will from various parties, especially the teachers themselves.

E. CONCLUSION

This planning process involves the leaders of the foundation, pesantren, madrasa, as well as the staff and teachers, all practicing collaborative and participatory principles (ta'awun). The implementation of teacher competency development programs includes training activities, workshops, and coaching. These programs are categorized into two groups: informal development programs, where teachers enhance their competence by studying various book sources to increase their knowledge and participating in various types of training, and formal development programs, which involve teachers in self-development activities such as MGMP activities. The organization of madrasah aliyah teacher competency development at the modern Islamic boarding school Daar Al Ulum Asahan is primarily the responsibility of the pesantren leadership, although the operational execution lies with the madrasa head and their team. The supervision of the madrasah teacher competency development program at the modern Islamic boarding school Daar Al Ulum Asahan involves oral and written reporting.

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