

The Role of the Head of Madrasah in Improving Certified Teacher Performances at MTs Muhammadiyah Darussalam Talun Pekalongan

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Abstract

Certified teachers have a very big role in improving the quality of education in madrasah. To achieve this success, certified teachers must have an optimal and maximum performance which is felt to be decreasing in performance lately. This study aims to reveal the roles are carried out by the head of the madrasah in improving the performance of certification teachers at MTs Muhammadiyah Darussalam Talun Pekalongan. This research is field research with a qualitative-descriptive method. The results of the study revealed that the role of the head of the madrasah in improving the performance of certification teachers through supervision of the certified teacher performances in the planning, implementation, and evaluation of learning, certification teachers must teach at least 24 hours a week and linearly; the implementation of guidance to certified teachers in the form of the presence of certified teachers must be 6 working days, arrive early, be an example for other teachers and students, carry out religious activities that have been mutually agreed upon; provide additional relevant tasks to participate in workshops, seminars, MGMP activities to improve pedagogical, professional, personal and social competencies. [Guru sertifikasi memiliki peran yang sangat besar dalam meningkatkan mutu pendidikan di madrasah. Untuk mencapai kesuksesan tersebut, guru sertifikasi harus memiliki kinerja yang optimal dan maksimal yang dirasa akhir-akhir ini semakin menurun kinerjanya. Penelitian ini bertujuan untuk mengungkap peran apa saja yang dilakukan oleh kepala madrasah dalam meningkatkan kinerja guru sertifikasi di MTs Muhammadiyah Darussalam Talun Pekalongan. Penelitian ini adalah field research (penelitian lapangan) dengan metode kualitatif-deskriptif. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian mengungkapkan bahwa peran kepala madrasah dalam meningkatkan kinerja guru sertifikasi melalui supervisi

kinerja guru sertifikasi dalam perencanaan, pelaksanaan, dan evaluasi pembelajaran dengan ketentuan guru sertifikasi harus mengajar minimal 24 jam dalam seminggu dan linier; pelaksanaan pembimbingan kepada guru sertifikasi berupa kehadiran guru sertifikasi harus 6 hari kerja, datang lebih awal, menjadi teladan bagi guru lainnya maupun kepada peserta didik, melaksanakan kegiatan keagamaan yang telah disepakati bersama; memberikan tugas tambahan yang relevan untuk mengikuti kegiatan workshop, seminar, MGMP untuk meningkatkan kompetensi pedagogi, profesional, pribadi maupun sosial]

Keywords: Head of madrasah roles, performance, and certification teachers.

A. Introduction

In the 21st century and global era, teacher performance is increasingly being questioned, many teachers fail to understand today's technology even though the 21st century demands teacher creativity and innovation in the learning process, lack of honing academic culture, there are problems related to teacher academic qualifications, besides that there are also problems in developing teacher human resources through professional workgroups that have not been optimal (Abdollah, 2020, 1-5).

A lot of teachers do not understand the main tasks and functions properly and correctly, even though it is very clearly contained in law number 14 the year 2015 namely Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at early childhood education through formal education, primary education, and secondary education. In addition, teachers must work professionally with the meaning of work or activities carried out by someone and become a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education (Law Number 14 the year 2015).

Some teachers have not been disciplined in carrying out their duties such as being late for teaching, not being on time, and even unable to teach. So that students do not master the subject matter and competencies expected in the learning process. This indicates that teacher performance is decreasing from time to time even though some teachers have received certification allowances. For this reason, it is necessary

to have guidance and supervision from the head of the madrasah so that the teacher's performance works professionally (Nur Khamidah, 2021).

The teacher is one of the components of education that plays the most role in improving the quality of education. The role of the teacher is the key to the functioning of a madrasah. Teachers are one of the most important components of education in improving the quality of education. The main tasks and functions of teachers are indeed quite complex, exceeding the complexity of the main tasks and functions of other managers. Teachers must be able to act as educators, managers, administrators, supervisors (supervisors), leaders, reformers, and movers (Mulyasa, 2004, p. 24).

According to Angranei, teachers cannot be said to be competent and professional teachers, even though they are certified. This is evidenced by the lack of teacher knowledge of certification regulations and the fact that the implementation of tasks is only limited to aborting obligations. Another fact that strengthens the conclusion above is that teachers are aware that they are still weak in terms of learning innovation, linearity, literacy, contextual and pious personality (Angranei, 2020).

As we know, madrasah principal is a motor driving force for the success of madrasah goals, because he is a leader in his ward. The head of madrasah must be able to move well with an optimal effort so that the goals of the organization he leads can be achieved well. All head effort madrasah is a person's ability principals in influencing individuals or the group he leads through a processes to achieve organizational goals (Uriatman, 2015).

As an education leader, the head of the madrasah holds an important role in laying the educational foundation for the management and development of human resources in the institution. Therefore, madrasah principals must equip themselves with high leadership, innovation, creativity, competence, hard and soft skills and so that their madrasah can develop rapidly.

Researches on the role of madrasah principals to improve teacher performance have been carried out by previous researchers. First, the research conducted by (Nurulloh dkk. 2020) by the title *The Role Of The Head Of Madrasah's Policy In Improving Teacher Professionalism*. As a result of the

investigation, we came to the conclusion that the policy of Principal Madrasah of MTs Unggulan Hikmatul Amanah is very good, and in this case the role of the principal's policy to enhance the professionalism of teachers is very dominant. Madrasa's director implements the policy through monthly meetings, assigns a task. Implementation of training courses, seminars and workshops. Rewards/allowances for talented teachers and penalties for teachers who violate Madrasa's guidelines. Teachers' professionalism has clearly improved and can be recognized as follows: Active learning discipline. Being able to develop skills and mastering the subject.

Second, the research conducted by (Ahmad & Saefurrohman, 2020) by the title Teachers Perception of Academic Supervision of the School Headmaster. The survey concluded that more than 50% of respondents believed that the principal carried out a well-planned supervisory activity consisting of timetables, programs and supervisory tools. More than 50% of the respondents said that the principal as a supervisor would lead to the high performance of the teacher as a model teacher.

Third, the research conducted by (Syahrudin, 2019) by the title Headmaster Management to Improve Teacher Performance in Singkawang Senior High Schools. The result of study concluded: 1) Planning quality improvement programs for teacher performance is carried out in connection with the school's vision and mission, and work planning. 2) Implementing teacher performance quality improvements includes activities for technical advice (BIMTEK), learning development activities, in-house training (IHT), and workshops to improve teacher capacity and quality of learning. 3) Evaluation of faculty performance is carried out by conducting academic supervision of faculty members and business supervision of government. Based on the results of the survey, the following were proposed: 1) Plans to improve the quality of teacher performance, especially in schools Work plans need to be improved with ongoing professional improvement programs. 2) The way in which continuous professional improvement activities are carried out must be adapted to the needs of the teacher. 3) In order to improve the quality of teachers, it is necessary to carry out evaluation activities consistently.

Fourth, the research that conducted by (Ratmawati, et al., 2017) by the title Role In Improving Academic Supervision of Teachers' Professionalism at Sudirman II Public Elementary School Makassar. The results showed that the role of the

school director in improving teacher expertise was successfully performed in SDN Sudirman II and was able to improve teacher expertise and learning outcomes. The implementation of an academic supervisor begins with the planning, implementation, and follow-up of the director so that the teacher's expertise can be enhanced. Overall, the role of academic supervision can improve teacher performance in four aspects: educational, personal, social, and professional. Teacher abilities are demonstrated in learning and control of learning for students, and in the learning process in a comfortable atmosphere.

Fifth, the research conducted by (Faqihudin, 2019) by the title *Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru dan Mutu Sekolah*. The result of study concluded that school or madrasah need for principals and teachers to always work according to their respective jobs. A school principal should always guide his subordinates in their work and provide intensive training to achieve professionalism. A headmaster always gives awards to teachers who excel, and provides guidance for those who have not. In addition to obtaining material rights, the teacher must always have his intentions in carrying out work so that work professionalism will be quickly obtained so that the expected quality of the school will be easily realized.

The focus of this study to reveal the the role of madrasah principle in improving certified teacher performances at MTs Muhammadiyah Darussalam Talun Pekalongan that can improve the quality of education in madrasah and give some solution how to give the best way to increase it. Every certified teacher has unique, and its should be develop by four competencies.

B. Discussion

1. The Role of Head of Madrasah at MTs Muhammadiyah Darussalam Talun

Regulation of The Minister of Religion of The Republic of Indonesia Number 24 the Year 2018 About Amendment To Regulation of The Minister of Religion Number 58 the Year 2017 Concerning Head of Madrasah explained that the head of the madrasah is the leader of the madrasah. Besides that as a teacher and professional educators with the main task educate, teach, guide, direct, train, assess, and evaluate students on Madrasah (PMA Number 24 the year 2018).

Regulation of The Minister of Education And Culture Republic of Indonesia Number 15 the Year 2018 About Fulfillment of The Workload of Teachers, Principles, And School Supervisors explained principal is a teacher who is assigned to leading and managing Kindergarten School/Extraordinary Kindergarten School (TK/TKLB) or other forms equivalent, Elementary School/Extraordinary Elementary School (SD/SDLB) or other equivalent forms, Junior High School/Extraordinary Junior High School (SMP/SMPLB) or other equivalent forms, Senior High School/Vocational High School/School Extraordinary High School (SMA/SMK/SMALB) or other equivalent forms, or Sekolah Indonesia Luar Negeri (SILN) (Permedikbud Number 15 the Year 2018).

The duties of the head of madrasah carry out managerial duties, develops entrepreneurship, and supervises teachers and education staff. In addition to carrying out the tasks, the head of Madrasah can carry out learning or mentoring tasks to meet the needs of Madrasah teachers. The head of madrasah must have the following competencies: a. personality; b. managerial; c. entrepreneurship; d. supervision; and e. social (PMA Number 24 the year 2018).

According to Usman at Jelantik (2015, p. 5), the head of the madrasah not only acts as an educator, but also acts as a personal, manager, administrator, supervisor, social, leader, entrepreneur, and climatologist. As an educator, the head of the madrasah acts as a planner, implementer, assessor of learning outcomes, guides, trains, and conducts research. As a person, the head of the madrasah must have integrity and noble character, develop an exemplary culture, a strong desire to develop oneself, openness in carrying out main duties and functions, and self-control in carrying out duties. As a manager, the head of the madrasah is planning, organizing, directing, and supervising. As an administrator, the head of the madrasah must be able to manage the administration of the madrasah to support the achievement of madrasah goals. As a supervisor, the head of the madrasah plans supervision to improve teacher professionalism. As a social worker, the head of the madrasah cooperates with other parties for the benefit of the madrasah, participating in social activities. Have social sensitivity both to individuals and groups. As a leader, the head of the madrasah is able to lead the madrasah in the context of optimally utilizing madrasah human resources. As an entrepreneur, the principal must be

creative, innovative, work hard, be tenacious, have an entrepreneurial instinct. As a climatologist, the head of the madrasah must be able to create a conducive madrasah climate, namely PAKEM.

Based on data at MTs Muhammadiyah Darussalam Talun, The head of madrasah take a role in giving advice includes pedagogic, professional, personality, and social competence. In pedagogic competence, head of madrasah advised how to manage student and how to make the meaningful learning by good in planning, implementing, and evaluating; in professional competence, head of madrasah always giving advise how to master the content of learning and how to use information and communication technology; personality competence, head of madrasah always gives advice every certified teacher have good manners; and social competence, head of madrasah always giving advise to interact with students, parents, and community, objective in learning, and inclusive.

2. Certified Teacher Performances at MTs Muhammadiyah Darussalam Talun

Sulistiyani and Rosidah (2003, p. 223) described performance as the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Sulistiyani and Rosidah state that a person's performance is a combination of ability, effort and opportunity that can be assessed from the results of his work.

Prawirosentono (1997, p. 2) stated that performance is a work performance that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in order to achieve goals legally, not violating the law in following morals and ethics.

According to Supardi in Abdollah (2020, p. 7), in general, teacher performance is the ability and success of teachers in carrying out their duties. Specifically, teacher performance is influenced by several factors, namely mental attitude (work motivation, work discipline, work ethic), education, skills, leadership management, income level, health, social security, work climate, facilities and infrastructure, technology, and achievement opportunities.

In Article 1 paragraph 10 of Law Number 14 the Year 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by a teacher or lecturer

in carrying out professional duties. Teachers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. Teacher competence as referred includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

Furthermore, several qualifications must be met by professional teachers in madrasah. According to Sudjana at (Baharun, 2018), the qualifications that must be met by a teacher are, first, to know and understand the characteristics of students. Second, mastering teaching materials, Third, mastering knowledge about teaching and learning. Fourth, skilled in teaching students including planning and implementing learning. Fifth, skilled in assessing learning processes and outcomes. Sixth, skilled in carrying out research and assessment of teaching and learning processes and utilizing the results for the benefit of their professional duties.

The Workload of Certified Teachers of KMA Educators Number 890 the Year 2019 thoroughly discusses the workload of teachers. Both classroom teachers, subject teachers, guidance and counseling teachers/counselors, teachers who are assigned the task of being the head of the madrasa, as well as teachers with additional tasks and teachers with other additional tasks. As for the workload of teachers who are certified educators, it is determined:

First, class teacher, the workload is one class which is the full responsibility, authority, and right in the learning process of all subjects in certain classes at RA and MI, except for physical education and health subjects and subjects of religion and Arabic. Second, Subject teachers have a workload of at least 24 hours face-to-face (JTM) and a maximum of 40 JTM per week, in one or more educational units. Third, Guidance and Counseling Teachers/Counselors with workloads are in charge of guiding and counseling at least five study groups per the Year, either in one or more educational units. Fourth, The head of the madrasah is a teacher who is assigned the task of being the head of a madrasah with an equivalent workload of 24 JTM. Fifth, Teachers with Additional Tasks and teachers with Other Additional Tasks, have equivalents with varying workloads (KMA Number 890 the Year 2019).

According to Nur Khamidah (2020), as The head of madrasah at MT's Muhammadiyah Darussalam Talun said, all of certified teachers have a workload of

at least 24 hours face-to-face (JTM), and given other additional tasks with equivalents. It's mean all of certification teacher suitable with Decree of the Minister of Religion (KMA) of the Republic of Indonesia Number 890 the Year 2019 about the workload of madrasah teachers with certified educators.

The role of the principal's leadership in improving teacher performance requires the principal's attention to create a professional teacher. Madrasah principals need to be able to perform tasks in order to optimally use madrasah resources and actually achieve their goals. Madrasah principals play a key role in improving the performance of educators, managers, managers, supervisors, executives, innovators and educational motivators through leadership and management. Encourage, motivate, supervise and support teachers by effectively leveraging the potential of madrasah resources to achieve educational goals. It maximizes capacity building, conducts ongoing supervision, conducts workshops, implements innovation and excellence, creates a harmonious and facilitating culture, and rewards teachers' work (Milatul Qistiyah & Karwanto, 2020).

The principal is an educational leader who plays an important role in improving teacher performance. Efforts that can be made by madrasah principals in improving teacher performance are related to their role as educational leaders in madrasah, namely: (1) maximizing the focus on improving teacher competence, (2) allocating sufficient budget for increasing teacher professionalism, (3) providing advice and professional guidance to teachers, (4) creating a conducive madrasah organizational culture; (5) creating renewal and excellence, and (6) providing rewards for teachers who are successful or perform well (Gaol & Siburian, 2018).

All of certified teachers at MTs Muhammadiyah Darussalam Talun supervised in the planning of learning, the implementation of learning, and the evaluation of learning. In planning of learning the certified teacher prepare the Rencana Pelaksanaan Pembelajaran (RPP), in implementation the certified teacher supervised how to teach well, media, model, a strategy of learning that can make the student get their competencies. In evaluating how the certified teacher evaluate the process of learning.

C. Concluding Remarks

The role of the Head of madrasah at MTs Muhammadiyah Darussalam Talun Pekalongan in improving the performance of certification teachers focused on four aspects they are pedagogical, professional, personal and social competencies. In pedagogical, head of madrasah gives meeting weekly, monthly, and annually how to understand the students well. Besides that certified teachers supervised how to design, implement, and evaluate learning. In professional competence, certified teachers supervised how to master the material of learning, must teach at least 24 hours in a week and linearly, must be 6 working days, arrive early, be an example for other teachers and for students. Provide additional relevant tasks to participate in workshops, seminars, and MGMP. In personal competency, the certified teacher must have good morality or akhlak al-karimah, carry out religious activities that have been mutually like dhuha prayer and reading Alquran. In social competency, certified teacher has effective communication and good interact with others.

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