

Leadership Strategies of Madrasah Heads in Improving Teachers' Professional Competence at Man 1 Aceh Tenggara

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ARTICLE INFO

Keywords:

Strategy, Leadership, Head of Madrasah

Article history:

Received 2024-01-14

Revised 2024-03-19

Accepted 2024-06-30

ABSTRACT

This research was conducted because of the lack of professional competence of teachers in performing their duties. This is supported by the following phenomena, namely there are teachers who lack knowledge in teaching the material taught, there are teachers who do not understand the psychology of students so that the material taught does not touch (need assessment) the needs of students. The research methodology used is a qualitative research design by applying a phenomenological approach. The data collection techniques that researchers use are interviews, observations and documentation studies. The primary data sources in this study are the madrasah head and teachers, while secondary data comes from school stakeholders including parents and students. The analysis method used in this research is qualitative analysis. The results of this study indicate that the madrasah head at MAN 1 Aceh Tenggara plays an important role in three main aspects: communication, curriculum development, and administration. The madrasah head at MAN 1 Aceh Tenggara can improve teacher competence with effective leadership strategies as a supervisor. This includes setting standards, regular monitoring and feedback, evaluating performance, as well as providing training, mentoring, and collaboration among teachers. The madrasah principals at MAN 1 Aceh Tenggara play a crucial role as managers in improving teachers' competencies. Effective coordination, performance monitoring and professional development are key to recognising teachers' achievements and helping to strengthen commitment to the school's vision, encouraging innovation in an increasingly complex education landscape. Teachers' professional competence at MAN 1 Aceh Tenggara district is key to creating effective and engaging learning.

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INTRODUCTION

The ideal educational institution is, of course, highly valued by its constituents (Syarnubi, 2023). Leaders of educational institutions are keen observers and steadfast in their commitment to managerial standards of effectiveness (Mulyati, 2022). There are three main roles in an institution: the decision-making role, the interpersonal function of building and fostering harmonious human relations, and the role of upholding confidentiality and disseminating information (Santi, 2015). The National Education System Law No. 20 of 2003 looks at the transformation of education in Indonesia to produce Human Resources (HR) in accordance with the demands and needs of society (Tambun, Sirait, & Simamora, 2020)

This principle is reflected in the 2013 Curriculum. This policy is one of the strategic approaches to implementing reforms in the education process in Indonesia (Nurholis, D., Khodijah, N., Suryan, 2022). In the process of implementing this new educational endeavour, teachers are a very important factor (Buchari, 2018). Therefore, the reform of the education process requires careful consideration of how to improve the competence of professional teachers in the learning of high-grade students (Jamin, 2018). Improving the quality of Human Resources (HR) is an important step in supporting the achievement of national development goals (Rusmini, 2017). With superior human resources, it is expected that individuals will be born who have the enthusiasm and capability to advance a country that is undergoing a development process (Suwartini, 2017). One method that can be applied to improve the quality of human resources is through the implementation of structured and rigorous education (Aprianty, D. N., Fernanda, W., Rahmadina, R., Asy'ari, 2023).

To improve the quality of education, teachers should be appointed as principals and school administrators (Syarnubi, 2019). Provide opportunities and support for teachers to develop their potential by attending workshops and courses so they can become more professional in teaching (Rohmawati, Muthi'udin, & Kholisoh, 2023). Creating teacher training materials, improving the system and providing teachers with up-to-date information. Principals provide learning materials, organise teacher training and foster positive relationships with school staff (Mukhtar, 2015).

The quality of education will also improve as a result of the availability of intellectual and technological modes that are essential for the development of a knowledge-based society (Dacholfany, M. I., Azis, A. A., Mardiaty, Zulhayana, S., Ahmad, R., Bay, W., Mokodenseho, 2023). In this context, competence refers to the accumulation of knowledge, skills, and abilities acquired through work (Kartika, L. N., Sugiarto, 2014). Competence refers to the ability and willingness to perform tasks in accordance with workplace expectations (Syarnubi, Alimron, & Sukirman, 2023). As a result, getting professional teacher competence.

In order to improve teacher competence in all educational institutions, the Indonesian government issued Law No. 12 of 2005 concerning Teachers and Lecturers to encourage the development of professional teachers (Risdiyany, 2021). According to Article 8 of the Law, "Teachers must fulfil established academic requirements, have appropriate competencies, obtain educator certification, maintain physical and mental health, and have the ability to achieve national education goals". In this context, teachers are expected to have the capacity to coordinate learning programmes, lead classes professionally, and supervise the teaching-learning process carefully (Qulub, 2019). This is so that students can gain adequate knowledge and ultimately achieve optimal achievement in accordance with the ultimate goal of education (Syarnubi, 2019).

A teacher's professionalism is reflected in a high level of performance in the classroom. Teachers' ability to teach, facilitate learning, and provide support to students during the teaching-learning process enables them to carry out their tasks (Arianti, 2018). A professional teacher will show a high level of productivity in the learning process and be able to produce good quality students (output) (Erindha, A. N., Sari, D. P., 2021). The quality of learning can be significantly improved if a teacher has a broad range of competencies, without being limited to a particular discipline (Husein, W, 2022). By understanding the characteristics of each type of competency, as described by teachers themselves or in the context of government policy, we can provide assistance and support the improvement of teacher competencies effectively (Wulandari, Misdar, & Syarnubi, 2021).

In improving the professional competence of teachers is an important thing that must be done in order to improve the quality of national education, which has been seen by the community as quite low and to realise the ideals of the nation, namely educating the nation's life (Sulastri., Fitria, H., Martha, 2020). The quality of a school or educational institution is highly dependent on the quality level of the teaching staff, namely the madrasah principal and teacher leaders (Sukirman, Baiti, Syarnubi, & Fauzi, 2023). The quality level of the teaching staff can be one of the causes of the quality of school output (Sutarmizi & Syarnubi, 2022). As a manager, the principal should use effective and efficient strategies to implement the policies and decisions that have been made (Ulya, L. U., Mahmudah, 2023). With awareness of the needs of education and the specificity of schools,

professional principals are able to make adjustments so that education and schools can develop in accordance with the demands of the times and development (Yanti, Hawi, & Syarnubi, 2021).

The madrasah principal is a professional leader of the madrasah organisation, responsible for managing all school resources and working together with educators, staff, and other personnel (Maisura, 2018). The role of the madrasah principal's leadership strategy is very significant in improving teachers' professional skills, which in turn can result in success in the teaching and learning process at school (Yusuf, M., Ma'sum, T, Ilyas, 2023). The conditions described above have high relevance in efforts to improve the quality of learners, because the quality of optimal learning outcomes is often determined by the presence of a teacher who has professional expertise in their field (Satriyo Wibowo, Agus Sudarsono, 2016) The madrasah head needs to have specific directions regarding skills improvement for teachers so that teachers' professional skills increase significantly and have a positive impact on improving student learning outcomes (Syarnubi, 2016). There are many different strategies implemented by the principal of MAN 1 Aceh Tenggara with the aim of improving teachers' professional skills. Madrasah principals with less than optimal strategies will have a negative impact on improving teachers' professional skills. Teachers who have a high level of professionalism are expected to have the ability to apply effective learning methods (Malta, Malta, Syarnubi Syarnubi, 2022). The application of these methods is a strategic key for professional teachers in improving education standards (Arisca, Karoma, Syarifuddin, & Syarnubi, 2020). However, there are many challenges faced by teachers in their efforts to improve the quality of education. This reality shows that the use of learning methods is not appropriate and diverse (Ali & Syarnubi, 2020).

Teachers' lack of professionalism can lead to various problems that commonly occur, including in terms of the use of learning methods that are still centred on the teacher, not on the students (Syarnubi, 2020). In the implementation of teaching and learning activities, the dominance is still on the teacher, where students mostly act as recipients of information conveyed by the teacher (Hartati, Achadi, & Mirza Naufa, 2022). Student involvement is limited to listening activities, writing notes, and doing practice questions, which in turn can result in a less meaningful and less interesting learning process for students, which leads to a lack of learning motivation, especially if teachers do not have an adequate level of professionalism (Fauzi, Andriani, & Syarnubi, 2023).

It takes a leadership strategy from the madrasah head to improve the professional competence of teachers through innovative programmes. Although the leadership of madrasah principals may not always be familiar to all teachers, implementing innovative strategies that can galvanise teachers' motivation to improve their competencies is expected to create an environment conducive to the development of positive attitudes towards learning. A variety of approaches can be implemented for this purpose, the most important of which are wisely chosen by the madrasah head to give teachers the freedom and trust to explore and solve learning problems independently (Syarnubi, Martina, & Khodijah, 2019). This aims to develop teachers' thinking skills so that they can better identify and understand their professional competencies.

Based on initial observations at MAN 1 Aceh Tenggara, there is a lack of professional competence of teachers in performing their duties. This is supported by the following phenomena, namely there are teachers who lack knowledge in teaching the material taught, there are teachers who do not understand the psychology of students so that the material taught does not touch (need assessment) the needs of individual students, there are teachers who are less able to adjust the method strategy with the material taught, some teachers face difficulties in compiling and carrying out holistic evaluations of students' abilities on the material taught, while some teachers experience challenges in managing the classroom effectively so that students become less disciplined during the learning process. Following up on this problem, the researcher tends to suspect that teachers who are less professional in their work are closely related to the leadership strategy of the madrasah head in improving the professional competence of teachers (Syarnubi, Alimron, & Fauzi, 2022). Based on the problems and phenomena above, the researcher feels interested in conducting this research.

METHODS

The research methodology used is qualitative research design by applying a phenomenological approach because the phenomenon being investigated is based on existing realities, including case studies related to the strategies applied by madrasah principals to improve teachers' professional competence. This research was conducted at MAN 1 Aceh Tenggara located on Jalan Iskandar Muda Number 5, Kutacane City, Babussalam District, Southeast Aceh Regency. The data used as material in this study include the results of interactions between researchers and research subjects through data collection techniques that researchers do, namely interviews, observations and documentation studies (Hawi & Syarnubi, 2018). The primary data sources in this study are madrasah principals and teachers, while secondary data comes from school stakeholders including parents and students. The analysis method used in this research is qualitative analysis, the data analysis process starts from the data collection stage and ends with drawing conclusions (Misyuraidah & Syarnubi, 2017). This approach consists of three stages of data analysis, namely data reduction, data visualisation, and validation/verification (Fitriyani, Dwi, Mansur, & Syarnubi, 2020). Data validity testing in qualitative analysis includes dependability, transferability, reliability, and confirmability (Febriyanti, Ismail, & Syarnubi, 2022).

FINDINGS AND DISCUSSION

1. The leadership strategy of the madrasa head as an administrator in improving the professional competence of teachers at MAN 1 Aceh Tenggara

The strategy of the head of madrasah at MAN 1 Aceh Tenggara, in carrying out the role of administrator, includes three main aspects: communication, curriculum development, and administrative management. As a leader, the principal must have effective communication skills. At MAN 1 Aceh Tenggara, good communication includes the ability to interact with various parties, including teachers, students, parents and the surrounding community. The principals must be able to convey the school's vision and mission clearly and convincingly. In addition, they should also be able to listen and respond to feedback from all stakeholders. Through regular meetings, meetings with parents and open dialogue with students, the madrasah principal tries to build a harmonious and inclusive school environment.

Based on the observation findings, the researcher found that the madrasah principal at MAN 1 Aceh Tenggara, demonstrated communication skills that are very important in managing the school effectively. The principal is not only able to interact with all stakeholders such as teachers, students, parents and the surrounding community, but also able to convey the vision and mission of the school clearly and convincingly (Ballanie, Dewi, & Syarnubi Syarnubi, 2023). By listening and responding to feedback from all relevant parties through regular meetings, meetings with parents and open dialogue with students, madrasah principals build a harmonious and inclusive school environment. In this process, they not only improve the school's operational efficiency but also strengthen the engagement of the school community as a whole, thus creating conditions that favour meaningful and purposeful learning for students.

Curriculum development includes periodic review, integrating educational technology and implementing innovative teaching methods. The madrasah principal also promotes training and professional development for teachers to improve teaching quality. As observed by the researcher at MAN 1 Aceh Tenggara, the madrasah principal plays a strategic role in ensuring that the curriculum not only meets national standards but is also relevant to the local context. They work closely with a team of teachers to design and implement a curriculum that meets the needs and potential of the students. The curriculum development process involves regular reviews to ensure relevance and accuracy in responding to the latest developments in education (Alimron, Syarnubi, & Maryamah, 2023).

In addition, the integration of educational technology and the application of innovative teaching methods are a key focus in the effort to enhance students' learning experience. The madrasah principal also actively facilitates training and professional development for teachers, so that teachers can continuously update their skills and knowledge according to the latest

developments in education. Thus, the role of the madrasah principal is not only as an administrator but also as a leader who ensures the quality and relevance of the curriculum to improve education at MAN 1 Aceh Tenggara.

Efficient and effective administration is crucial for the smooth operation of the school. The madrasah principals at MAN 1 Aceh Tenggara are responsible for managing various administrative functions, including finance, human resources and school facilities. They ensure that the budget is utilised optimally and transparently, and oversee the maintenance and development of school facilities. In addition, madrasah principals must also be able to manage data and information well, using modern management systems to support data-driven decisions. With these strategies, the principal of MAN 1 Aceh Tenggara tries to create a conducive learning environment, empower teachers, and facilitate the development of students' potential to the fullest. Through effective communication, relevant curriculum development and efficient administrative management, the madrasah principal plays an important role in improving the quality of education in the school.

It can be concluded that the leadership of the madrasah principal at MAN 1 Aceh Tenggara in carrying out the role of administrator includes three main aspects: communication, curriculum development and administrative management. In the communication aspect, the principal tries to build good interactions with all relevant parties to create a harmonious and inclusive school environment. In terms of curriculum development, she ensures that the curriculum is relevant to national standards and local needs and supports teachers' professional development. In terms of administrative management, the madrasah principal ensures optimal and transparent use of the budget and implements a modern management system to support data-driven decisions. Through these strategies, the madrasah principal at MAN 1 Aceh Tenggara plays an important role in improving the quality of education and facilitating the maximum development of students' potential.

2. The leadership strategy of the madrasa head as supervisor in improving the professional competence of teachers at MAN 1 Aceh Tenggara

In the context of improving teachers' professional competence at MAN 1 Aceh Tenggara, the madrasah head can use effective leadership strategies as a supervisor. These include setting clear standards for teachers' competencies and learning processes, regularly monitoring teachers' learning and administrative activities, and providing constructive feedback. Periodic evaluations of teachers' performance also need to be conducted carefully to identify development needs and design follow-up plans that support their professional growth (Syarnubi & Harto Kasinyo, 2018). In addition, relevant training programmes, personal mentoring and facilitation of collaboration among teachers to exchange experiences and best practices are provided and a school culture that supports continuous learning and innovation is built as a commitment to improving the quality of education.

Based on the observation findings, the researcher found that the head of the MAN 1 Aceh Tenggara madrasah can improve teachers' professional competence through the implementation of effective leadership strategies. This approach includes setting clear competency standards, regular monitoring of learning and administrative activities, and providing constructive feedback and regular evaluation of teacher performance. In addition, it is important to provide relevant training programmes and personal mentoring for teachers and facilitate collaboration among teachers to share experiences and best practices (Syarnubi, Fauzi, et al., 2023). Building a school culture that supports continuous learning and innovation is an important component of this endeavour (Sari, Sukardi, & Syarnubi, 2020). The implementation of these strategies will ensure improved teaching quality, motivate teachers to continuously improve and create an optimal learning environment for students (Syarnubi, 2022).

The implementation of effective leadership strategies by the madrasah head at MAN 1 Aceh Tenggara will have a positive impact on improving teachers' professional competence. By setting clear competency standards and conducting regular monitoring and evaluation, the madrasah head can ensure that the learning process runs well and in accordance with the set standards. Constructive feedback and relevant training programmes will help teachers develop their skills and knowledge, while personal mentoring and collaboration among teachers will promote a supportive and

productive working environment. Thus, madrasahs will achieve higher education standards, producing graduates who are competent and ready to compete in various fields.

It can be concluded that the implementation of effective leadership strategies by madrasah principals not only has an impact on improving teachers' professional competence but also on the overall quality of education. Skilled and motivated teachers will be better able to create an optimal learning environment for students, which in turn will produce graduates who are ready to compete in various fields. Thus, an effective leadership strategy as a supervisor that includes standard setting, monitoring, feedback, evaluation, training, mentoring, collaboration and building a supportive school culture, is a strong foundation for achieving higher educational goals and providing a significant positive impact for all educational stakeholders at MAN 1 Aceh Tenggara.

3. The leadership strategy of the madrasa head as a manager in improving the professional competence of teachers at MAN 1 Aceh Tenggara

As the head of madrasah at MAN 1 Aceh Tenggara, the role of the head of madrasah as a manager is crucial in improving teachers' professional competence. That is, effective coordination is the main foundation. By ensuring good communication between the madrasah principal and the teachers, the madrasah principal can ensure that the vision and goals of education are consistently achieved. Holding regular meetings, establishing efficient communication systems and facilitating productive collaboration will help create a harmonious and achievement-orientated working environment.

The managerial role of the madrasa principal at MAN 1 Aceh Tenggara is very important in improving teachers' professional competence, as the results of the researcher's observation that good communication and effective coordination between the madrasa principal and the teachers are crucial to achieving the vision and goals of education. By holding regular meetings, building efficient communication systems and facilitating productive collaboration. The madrasah principal can create a harmonious and achievement-orientated working environment (Sukirman, Masnun Baiti, & Syarnubi, 2023). This ensures that all parties are working towards the same goal, improving the overall quality of education.

Besides coordination, performance-based supervision is also important. By setting clear performance standards and conducting regular monitoring, madrasah principals can provide constructive feedback to teachers. This approach not only helps ensure that educational goals are achieved but also strengthens accountability in learning. By providing timely and effective support, madrasah principals can help teachers to continuously improve the quality of their teaching.

Based on the researcher's observations, coordination and performance-based supervision are fundamental aspects in improving the quality of education. In addition to coordinating various educational activities, performance-based supervision involves setting clear performance standards and regular monitoring of the learning process. With measurable performance standards, educational institutions can ensure that each teacher has a clear direction to achieve the set educational goals. Regular monitoring provides an opportunity to provide constructive feedback to teachers so that they can systematically evaluate their teaching practices. This approach not only strengthens accountability in the educational context, but also provides effective support to educators to continuously improve their teaching quality in a timely manner.

As a leader motivation and professional development are key to building a high-performing team. Recognising and rewarding teachers' achievements, as well as providing regular training and professional development, will increase their motivation and commitment to the madrasah. By encouraging active participation in decision-making and building an inclusive work environment, the madrasah principal not only creates an atmosphere that supports professional growth but also strengthens the collective bond to achieve excellence in education at MAN 1 Aceh Tenggara.

In addition, this approach is supported by the implementation of regular training and professional development programmes, which aim to continuously improve teachers' skills and knowledge in dealing with complex educational dynamics. The active participation of team members in the decision-making process is also central to this strategy, ensuring that each individual feels directly involved in determining the strategic direction of the madrasah and, therefore,

strengthening their sense of ownership of the overall outcome (Nurrahman, Oviyanti, & Syarnubi, 2021). By creating a work environment that is inclusive and supportive of professional growth, this approach not only aims to facilitate teachers' personal development but also to strengthen the collective bond that is essential in achieving educational excellence at MAN 1 Aceh Tenggara.

The role of the madrasah head as a manager is crucial in improving teachers' professional competence. It can be inferred that by ensuring effective coordination, performance-based supervision and providing motivation and professional development, madrasah principals can create a harmonious and achievement-orientated working environment. This approach not only helps achieve educational goals but also strengthens collective bonds and improves the quality of teaching at MAN 1 Aceh Tenggara.

4. The leadership strategy of the madrasa head as a motivator in improving the professional competence of teachers at MAN 1 Kutacane Kab. Southeast Aceh

To improve teachers' professional competence at MAN 1 Aceh Tenggara, the madrasah principal can use effective leadership strategies, namely encouraging active collaboration between teachers in the form of teams or departments, the madrasah principal can facilitate the exchange of in-depth knowledge and experience. This will strengthen togetherness among teachers, but also broaden the collective understanding of best practices in education. In addition, through the development of public and interpersonal communication skills, principals can help teachers build the ability to inspire and positively influence their peers, which is essential in creating a dynamic and supportive learning environment.

The madrasah principal at MAN 1 Aceh Tenggara plays an important role in improving teachers' professional competence through effective leadership strategies, such as encouraging active collaboration among teachers through teams or departments and facilitating in-depth knowledge exchange. This not only strengthens togetherness among staff but also broadens the collective understanding of best practices in education. On the other hand, recognising and supporting teachers is important in creating a dynamic and supportive learning environment. Teachers not only teach the material, but also act as mentors who provide inspiration and guidance to students to achieve their academic and personal goals. Consistent support and appreciation of their contributions not only motivates teachers to improve the quality of their teaching but also strengthens positive relationships between teachers, students and the school community as a whole.

The madrasah head can also increase staff motivation and commitment by rewarding and recognising significant professional achievements. This active support not only rewards individual contributions but also strengthens collective commitment to a shared vision for the school.

By implementing these strategies consistently, madrasah principals can create an institutional culture that is progressive and orientated towards continuous professional development, resulting in teachers who are more skilled and motivated in meeting the increasingly complex demands of education. Meanwhile, teachers, as educators, play an important role in shaping students' character and values through dedication in teaching. The support provided to them not only improves the quality of teaching but also strengthens the motivation to continue to develop and innovate in meeting students' learning needs.

This support not only recognises individual contributions but also strengthens the collective commitment to the school's vision. Meanwhile, teachers, as educators, play an important role in shaping students' character and values through dedication in teaching. By linking the madrasah principal's leadership strategy as a motivator, teachers' professional competence can be continuously improved, so that they are better prepared to face the increasingly complex and dynamic educational challenges.

5. Professional competency of teachers at MAN 1 Aceh Tenggara

The professional competence of a teacher at MAN 1 Aceh Tenggara includes several crucial aspects. Teachers are expected to have adequate teaching skills, including the ability to design engaging and effective lessons according to students' needs and level of understanding. In addition, deep insight into the subject area being taught is also an important focus, ensuring teachers are able to deliver material with accurate clarity and can deal with complex learning challenges. In addition

to teaching skills and strong insight, oversight of the curriculum and use of learning media are also integral parts of teacher competence. The results of interviews, observations and documentation can be concluded that teachers have an obligation to complete their duties and responsibilities, the enthusiasm for work possessed by a teacher will have a positive impact on his students. A healthy spirit and mind owned by a teacher will be better and feel comfortable when teaching in the classroom. Thus, a good work ethic owned by a teacher not only has a direct positive impact on students in terms of learning, but also helps in character building and their success. Teachers' high morale is key to creating a meaningful learning environment and motivating students to reach their potential as teachers.

Overall, the professional competence of teachers at MAN 1 Aceh Tenggara district plays a very important role in determining the success of learning. Competent teachers will be able to create a meaningful learning environment and motivate students to achieve their potential. By continuously developing their teaching skills, deep insight, curriculum supervision, and utilisation of modern learning media, teachers can provide better and more enjoyable learning experiences for students.

CONCLUSION

The principal of MAN 1 Aceh Tenggara plays an important role in three main aspects: communication, curriculum development and administration. With effective communication, the principal creates a harmonious school environment. The madrasah principal at MAN 1 Aceh Tenggara can improve teachers' competencies with effective leadership strategies as a supervisor. This includes setting standards, regular monitoring and feedback, evaluating performance, and providing training, mentoring and collaboration among teachers. The principal at MAN 1 Aceh Tenggara plays a crucial role as a manager in improving teachers' competencies. Effective coordination, performance supervision and professional development are key. Principals at MAN 1 Aceh Tenggara district play a crucial role in improving teachers' professional competence by encouraging active collaboration through teams or departments and facilitating in-depth knowledge exchange. Recognising teachers' achievements also helps strengthen commitment to the school's vision, encouraging innovation in an increasingly complex education. Teachers' professional competence at MAN 1 Aceh Tenggara district is key to creating effective and engaging learning. Support from the madrasah head is also vital in ensuring the continuous development of teachers' competencies, which ultimately contributes to improving the quality of education in this madrasah.

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