



Madrasah Head Transformational Leadership Strategy in Improving Teacher Professionalism

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ABSTRACT

The head of a madrasah who is able to carry out leadership transformation means that he can turn the potential of his institution into energy to improve the quality of student learning processes and outcomes. Potential cannot develop without the role and function performed by a leader. The implementation of transformational leadership will facilitate the efforts of madrasah heads to accelerate or accelerate the capacity growth of teachers in building themselves, working smarter, and even harder to realize madrasah reform. This study aims to determine the Transformational Leadership Strategy of Madrasah Heads in Improving Teacher Professionalism. The results of the study showed that the strategies carried out by the head of the madrasah in improving teacher professionalism were: 1) Organize the implementation of activities that can improve the performance of educators, 2) Identify problems that occur, 3) Provide rewards and sanctions, 4) Hold meetings between subject educators Subject Teacher Deliberation (MGMP), Increase discipline for all educators, staff, and students in learning, 6) Evaluate difficulties related to educator performance, , Continue to strive for welfare for all educators and staff, Creating comfort (harmony) in the work environment. So from several steps that have been and are being carried out by the head of the madrasah it is proven to be able to improve teacher professionalism in learning.

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1. INTRODUCTION

Indonesia, with its diverse ethnicities, cultures and religions, is increasingly establishing itself as a pluralistic nation. This pluralism not only affects governance and socio-economic strata, but also the system and type of education. In general, formal education in Indonesia, especially at the primary and secondary levels, is divided into two, namely educational units managed by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemdikbudristek) which are commonly called schools and educational units managed by the Ministry of Religion of the Republic of Indonesia which commonly called madrasahs. The number of private madrasahs in Indonesia is far greater than state madrasahs.

Facts show that compared to schools, madrasahs still have several disadvantages, although madrasahs also have several advantages (Setyaningsih et al., 2021). For the description of Lampung province, based on data from Emis (Education Management Information System) from the Ministry of Religion of Lampung Province, it shows that 94.71% of madrasahs have private status. This is because historically, madrasahs were considered community-based education, namely educational activities managed by, from and for the community (Setyaningsih, 2021).

"A madrasa with a madrasa head as its leader is a unique organization and different from school organizations, for example there are differences in the way the madrasa head views leadership, the madrasa culture is more characterized by family culture, Islam, the quality or background of teachers, and the amount of curriculum content. (Ari Supadi, 2022a). "The facts show that leadership in madrasahs is not yet fully effective (Syahril et al., 2022)." This can be seen from the large number of madrasahs that have

unsatisfactory graduate quality (D. I. Sari et al., 2022). The toughest challenge in the madrasah restructuring framework is from the perspective of the madrasah head, how to build a reasoning and translation of a policy to a practical level, a transformational leadership style in the madrasah, which is believed to be able to answer the current madrasah restructuring.

Madrasah heads who are able to carry out leadership transformations mean they can turn the potential of their institutions into energy to improve the quality of student learning processes and outcomes (A. T. Sari et al., 2023). Potential cannot develop without the roles and functions carried out by a leader (Istichomah et al., 2022). Potential comes from educators (Ari Supadi, 2022a), students, learning methods used, curriculum, facilities and madrasa environment can be maximized in accordance with what is expected in the vision and mission targets. Thus, the madrasa head's transformational leadership can be interpreted as the form or style applied by the madrasa head in influencing his subordinates (teachers, administrative staff, students and parents of students) to achieve the desired educational goals.

Transformational Madrasah heads develop independence in the implementation of education with an assessment process, namely the values of honesty, fairness, independence, working hard, serving, caring and innovative (Juliarta et al., 2023). These values are used to underlie the madrasah's vision which leads to excellence (Artanto, 2022). Honesty is used to underlie the work of people who work openly, develop fact-based management, avoid reports "as long as you are happy" and avoid work that produces instant results, but raises more complex problems."

The implementation of transformational leadership will make it easier for madrasah heads to accelerate or accelerate the growth of teachers' capacity to develop themselves, work smarter and even harder to realize madrasa reform. Studies on transformational leadership in madrasah institutions have not been carried out very intensively. However, studies in this field are not completely new, most authors and researchers still focus on old theories that highlight several leadership styles, such as autocratic, democratic, authoritarian, situational and other leadership styles.

2. RESEARCH METHODS

This research uses a qualitative approach (Setyaningsih, 2020). Then an interview technique is carried out first by determining the key informant. "This technique is carried out to find out information about teacher professionalism. Meanwhile, documentation techniques are carried out by searching documents and books that can be related to research to find out written data."

The analysis technique used is data analysis before going to the field, namely data found when carrying out a preliminary study, namely data analysis regarding objective conditions. The focus of data analysis here is on the leadership strategy of Madrasah heads. Data analysis in the field consists of 3 activities, namely data reduction, data presentation and data verification which are carried out based on the research focus taken. Testing the validity of the data is carried out by extending observations, increasing persistence, triangulation, analyzing negative cases, using reference materials and carrying out member checks (Setyaningsih, 2023). The data bash test was carried out to prove that the data received was data that was actually found at the researcher's location (Kuncoro et al., 2023).

3. RESULTS AND DISCUSSION

"Transformational leadership is a process in which "leaders and followers raise themselves to a higher level of morality and professionalism (Alfiani & Fauziyah, 2020)." These leaders try to raise awareness among followers by calling for higher ideals and moral values such as freedom, justice, and humanity, rather than based on emotions, such as greed, jealousy, or hatred."

Madrasah Head Transformational Leadership Strategy in Increasing Teacher Professionalism. In carrying out his duties as a madrasah head, he requires a good and appropriate strategy in choosing each step taken, there are many things to consider that must be done appropriately and correctly in order to encourage creativity and increase teacher professionalism in learning.

Several strategies used to increase teacher professionalism are:

Creating conducive situations and conditions in the work environment. The desire to always create a conducive atmosphere in the madrasa environment so that effective learning can take place is a great hope for madrasa heads and all educators. When met in his office, the head of the madrasah said that the main strategy that must be implemented to increase teacher professionalism is to create a conducive atmosphere in the work environment (Mustafida, Andi Warisno, 2019). Things that have been done include establishing and maintaining relationships with all educators, arranging (beautifying) the school garden, renovating (repairing and repainting) the teacher's rooms and old buildings, and always encouraging people to work together to maintain security in the madrasah environment.

Building harmonious cooperative relationships (good relationships). "The next step taken to improve teacher performance, a strategy implemented is to build a harmonious cooperative relationship between leaders and subordinates, in this case, namely between the head of the madrasa and the teacher. "The way to do this is to respect differences, cultivate (get used to) an attitude of mutual respect, prioritize common

interests over individual interests (Syahril et al., 2022)."

Mendorong semangat pendidik agar terus mengembangkan kreativitas dalam pembelajaran. Hal selanjutnya yang dilakukan kepala madrasah adalah menjalankan fungsinya sebagai motivator bagi guru dalam menjalankan tugas (Ari Supadi, 2022b). Karena banyak faktor yang biasa mempengaruhi kinerja guru, diantaranya problem individual, problem keluarga, dan problem yang timbul di lingkungan kerja. Maka dalam hal ini kepala madrasah harus mampu memberi motivasi agar guru tidak pesimis dalam bekerja. Hal yang dilakukan seperti menghimbau agar guru melaksanakan pembelajaran yang menyenangkan, mengusahakan agar pendidik menciptakan media pembelajaran, dan mengabdikan karya pendidik sbagai inovasi dalam pembelajaran.

Improving the discipline of teachers. "Apart from several steps that have been taken to improve teacher performance, a very important step that is always being pursued is improving discipline. Discipline issues are sometimes considered trivial, in fact discipline really determines success in an institution, especially in the madrasa environment (Pugung et al., 2023). The methods used include obeying madrasa rules, being present on time, carrying out lessons on time, and dressing according to madrasa rules, as well as reporting to educators who are absent.

Give appreciation and appreciation to teachers who perform well and are able to encourage students to excel. "Everyone who performs well and really carries out their duties is very appropriate to be rewarded, because everyone needs to be appreciated. The awards given can be in the form of material, service marks, or promotion. "Educators who perform well are given awards in the form of being sent to take part in activities such as comparative studies or taking part in upgrading courses held by the Ministry of National Education at the district or provincial level (Wiranata et al., 2023)." Furthermore, for educators who have honorary status or non-civil servants are given sanctions in the form of being included in activities such as MGMP training and workshops. However, in this activity there has been no change in competency as teaching staff, so the madrasah took steps in accordance with the initial statement for educators who are not civil servants, namely giving thanks. "So awards that are in accordance with the responsibilities given are very good because they can foster high loyalty towards work."

Carry out strict selection of teaching staff. When accepting employees as teaching staff, selection is carried out strictly to obtain quality teaching staff. Recruitment of teaching staff is adjusted to the needs of the madrasah and existing departmental qualifications (Yulianto et al., 2023). Recruitment of teaching staff is usually carried out at the beginning of the even semester (when entering a new class) with several indicators: (a) having a bachelor's/Act IV diploma qualification, (b) submitting a letter of application (job application letter) which is accompanied by other requirements.

Providing welfare guarantees for educators. Apart from carrying out their duties as teaching staff, the welfare guarantees given to educators are the most important thing for continued performance improvement. Educators will not work well if their needs are not met.

Evaluate each activity that has been carried out. After successfully carrying out all activities, the madrasa head must immediately take the next step, namely carrying out an evaluation. Evaluation is carried out to determine whether teacher professionalism in learning has increased or not (A. T. Sari et al., 2023). If teacher professionalism is less than optimal then steps must be taken as a solution.

"Efforts made to increase teacher professionalism are: 1) Organizing the implementation of activities that can improve the performance of educators, 2) Identifying problems that occur, 3) Providing rewards and sanctions, 4) Holding meetings between educators in the Teacher Deliberation subject Subjects (MGMP), 5) Increasing discipline for all educators, staff and students in learning, 6) Evaluating difficulties related to educator performance, Continuing to strive for the welfare of all educators and staff, Creating comfort (harmony) in the work environment. "So from several steps that have been and are being taken by madrasah heads, it is proven that they can increase teacher professionalism in learning."

This is a description of the analysis of the steps taken by the head to increase teacher professionalism in learning. These steps have been proven to increase teacher professionalism and it is hoped that educators will continue to improve their performance starting from discipline and seriousness in carrying out their duties.

4. CONCLUSION

Based on the results of research on the transformational leadership strategy of madrasa heads in increasing teacher professionalism, it can be concluded that the strategies adopted by madrasa heads in increasing teacher professionalism can be concluded as follows: creating conducive situations and conditions in the work environment by; fostering good relationships with educators, staff, madrasah guardians, as well as encouraging students to avoid misbehavior, fostering harmonious cooperative relationships with the community and the business world (cooperation in terms of advancing madrasas), encouraging the enthusiasm of educators to continue to develop creativity in learning (innovating in learning, improving learning methods, and helping students have skills and achieve), increasing discipline for all educators, giving appreciation and appreciation to educators who perform well and are able to encourage their students to achieve achievements (awards in the form of regular promotions, being sent to attend comparative studies

or upgrades, being sent to attend workshops), carrying out strict selection of admissions teaching staff, providing welfare guarantees for educators (providing salaries commensurate with the workload for honorary teaching staff, managing functional allowances for educators, helping with the smooth running of educator certification), evaluating each activity that has been carried out. And the efforts made to increase teacher professionalism are: 1) Arranging the implementation of activities that can improve the performance of educators, 2) Identifying problems that occur, 3) Providing rewards and sanctions, 4) Holding meetings between educators in the Teacher Deliberation subject Subjects (MGMP), 5) Increasing discipline for all educators, staff and students in learning, 6) Evaluating difficulties related to educator performance, Continuing to strive for the welfare of all educators and staff, Creating comfort (harmony) in the work environment. So, several steps that have been and are being taken by madrasah heads have proven to be able to increase teacher professionalism in learning.

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