

THE HEAD OF MADRASAH STRATEGIES IN IMPROVING THE COMPETENCY OF EDUCATORS AT MAN 1 SURAKARTA

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Abstrak

Strategi kepala madrasah merupakan upaya membangun dan meningkatkan kompetensi pendidik madrasah. Strategi seorang pemimpin lembaga pendidikan ini merupakan awal keberhasilan madrasah dalam meningkatkan mutu pendidikan dengan meninjau sistem pembelajaran yang semakin berkembang. Melihat era peradaban yang semakin berkembang maka persaingan pendidikan pun semakin ketat, mulai dari peningkatan mutu pendidik dan tenaga kependidikan maka mutu madrasah pun semakin meningkat. Dengan semakin ketatnya persaingan pendidikan, maka tujuan penelitian ini. Penelitian ini bertujuan untuk membahas strategi kepala madrasah dalam meningkatkan kompetensi pendidikan di MAN 1 Surakarta dan untuk mengetahui hasil dari strategi yang telah dirancang dan dilaksanakan oleh kepala madrasah. . Penelitian ini menggunakan pendekatan kualitatif Keyw, yaitu metode ilmiah yang sering digunakan oleh para peneliti di bidang ilmu-ilmu sosial, termasuk ilmu pendidikan. Peneliti menggunakan metode korelasi dalam analisis data untuk menguji hubungan antara dua variabel atau lebih. Hasil penelitian menyimpulkan bahwa kepala MAN 1 Surakarta mempunyai strategi untuk meningkatkan kompetensi pendidik yaitu dengan mengadakan kegiatan sesuai dengan 6 kompetensi pendidik. Dan hasil dari strategi yang dilakukan kepala madrasah adalah kemampuan guru dalam mengelola pembelajaran, kemampuan mengembangkan seluruh media pembelajaran, pemahaman karakter siswa dan kemampuan menggunakan media pembelajaran berbasis IT, penerapan disiplin, penguasaan. bahan ajar, pelaksanaan khutbah Alquran, pelaksanaan kajian rutin setiap bulan, serta kemampuan guru PAI sebagai inovator, motivator dan pembimbing, kemampuan mengelola dan mengajarkan budaya Islami di lingkungan madrasah.

Kata Kunci : Strategi, Kepala Madrasah, Kompetensi Pendidik

Abstract

The head of madrasah strategies is an effort to build and improve the competency of educators the madrasah. This strategy from an educational institution leader is the beginning of the madrasa's success in improving the quality of education by reviewing the increasingly developing learning system. Seeing that the era of civilization is increasingly developing, competition for education is also getting tighter, starting

from improving the quality of educators and education personnel, the quality of madrasas will also increase. With increasingly fierce educational competition, the aim of this research. This research aims to discuss the head of madrasah strategies in improving educational competency at MAN 1 Surakarta and to find out the results of the strategy that has been designed and implemented by the head of madrasah. This research employs Keyw a qualitative approach, a scientific method frequently utilized by researchers in the social sciences, including educational sciences. Researchers use the correlation method in data analysis to examine the relationship between two or more variables. The results of the research concluded that the head of MAN 1 Surakarta had a strategy to increase educator competency, namely by holding activities in accordance with the 6 educator competencies. And the results of the strategy carried out by the head of madrasah are the teacher's ability to manage learning, the ability to develop all learning media, understanding the character of students and the ability to use IT-based learning media, application of discipline, mastering teaching materials, implementation of Qur'an sermons, implementation of studies regularly every month, as well as the PAI teacher's ability as an innovator, motivator and guide, the ability to manage and teach Islamic culture in the madrasa environment.

Keywords: Strategy, Head of Madrasah, Educator Educator Competence

1. INTRODUCTION

1.1 Background

The head of madrasah strategies is the main factor in determining the success of an educational institution. The leadership of the madrasa head is very influential on the success of all aspects of the madrasa. This is no exception in terms of the teaching and learning process involving an educator. Increasing the competence of educators is largely determined by the strategic management carried out by the head of madrasah.

The quality of education is not only influenced by one factor, but there are several factors that are considered to be interconnected or influence each other, namely the leadership of school principals, teachers, students, curriculum, and collaboration networks. To face the 21st century which is full of competition for the quality of education, educational institutions must be able to compete with other educational institutions, both nationally and internationally. A responsible leader is needed. This requires a madrasa head who is competent and capable of managing all these components in order to improve the quality of an educator as well as the quality of an educational institution.

The current problem is that to become a leader in an educational institution you need a creative and innovative spirit to improve the 6 competencies of educators. The head of madrasah is required to be able to use the best methods to remain able to manage schools effectively to achieve increasingly competitive school quality. Even though improving the quality of schools cannot be done quickly, improving quality for the better can be achieved through proper management from school leaders or principals who can adapt to all current conditions.

One of the factors that influences the quality of madrasahs is the teaching staff, so madrasah heads are required to have strategies for their educators. Educators are one of the most important elements in improving school quality. The definition of an educator according to Article 1 paragraph 6 of Law number 20 of 2003 concerning the National Education System is educational personnel who are qualified as teachers, lecturers, counselors, tutors, tutors, instructors, facilitators, and other designations according to their specialty, and participate, in the implementation of education.

From this it can be seen that the role of educators in madrasahs is very important, teachers are one of the determining factors for the high and low quality of education. The success of education in madrasahs is largely determined by the readiness of educators in preparing students through teaching and learning activities. In connection with this, educators are needed who master the 6 educational competencies. To increase the competence of educators, appropriate madrasah head strategies are needed.

Based on initial observations made by researchers on April 5 2021, MAN 1 Surakarta is an Islamic school that has been established since the 1950s and is still under the Al-Islam foundation with the name Madrasah Aliyah Al-Islam Surakarta. And in 1967 with the Decree of the Minister of Religion of the Republic of Indonesia No. 180 In 1967 the school changed its name to Madrasah Aliyah Agama Islam Negeri (MAAIN) Surakarta. Since 1990, MAN 1 Surakarta has been trusted by the government to organize the Special Madrasah Aliyah Program (MAPK). And to this day, this school is still standing with all its existence, plus the Boarding School Program, which is a boarding program for students, which is mandatory for students who take special science, research and technology programs or religious programs.

Currently, madrasah are able to compete and compete with other Islamic schools in Surakarta by looking at several indicators, namely in terms of academic and non-

academic achievements, infrastructure and alumni achievements. There have been many alumni who have been successful and active with all their achievements, including Habiburrahman El Shirazy or Kang Abik (author of novels verses on love), Burhanuddin Muhtadi (political observer and Director of the Indo Barometer), Wihaji (Regent of Batang), and Musta'in Ahmad (Head of Regional Office of the Ministry of Religion, Central Java Province). In September 2021, a student at MAN 1 Surakarta was selected to be one of the participants in the "Kennedy Lugar Youth Exchange Study" in America, she is Nadia Shafiana Rahma in class 12 of the women's religious program. And another achievement this year is that 112 students have passed SNMPTN, SNMPN, PMDK POLTEKES, SPAN PTKIN, TELKOM UNIVERSITY, and PTS in 2021. With this achievement, school principals are required to continue to innovate and reform in order to maintain and improve achievements. which has now been achieved by MAN 1 Surakarta. And based on initial observations made by researchers, there are several strategies carried out by Madrasah heads, namely related to the 6 teacher competencies, namely providing guidance and supervision to teachers regarding the learning process, providing motivation and good examples for teachers to always do the best for students and progress of the madrasa, creating a sense of togetherness and harmony by improving communication between educators so as to create a harmonious atmosphere in the madrasa environment, involving teachers in training activities, workshops, seminars, KKG and MGMP, holding studies for school members every month so that they remember that every activity must be carried out with full responsibility, and carry out duties such as carrying out worship, cultivating the practice of religious teachings and noble moral behavior in the madrasa, from the learning process to other madrasa activities.

The role of the head of madrasah in the continuity of the learning process is very much needed. The head of madrasah strategies greatly determines the quality of the educational institution. The role of the head of madrasah as educators, managers, administrators, supervisors, leaders, innovators and motivators must be able to create strategies to improve the competence of educators. Based on the existing background, the research problem can be formulated as follows: "What is the strategy of the madrasa head to increase the competence of educators at MAN 1 Surakarta and also what are the results of the strategy that has been implemented by the head of the MAN 1 Surakarta

madrasah"? The general aim of this research is to look at the head of madrasah strategies in improving the quality of education through educator competency. The benefit of this research is that it can enable madrasa heads, madrasa committees and education supervisors to improve the competencies possessed by educators. With this, researchers are interested in discussing **"The Head of Madrasah Strategies in Improving the Competency of Educators at MAN 1 Surakarta"**

2. METHODS

The type of this research is case study. Case Study is a detailed research model about individual or particular social unit over a certain period of time. In this research, the researchers used qualitative approach or explanatory research, namely research that analyzes the relationship between research variables and hypotheses that must be proven.¹

Researchers use the correlation method in data analysis to examine the relationship between two or more variables. In this research, the type of research used is field research, because this activity is carried out in a school environment, the approach used is a descriptive approach, namely a research method that aims to provide an overview of a particular symptom/society.

The research location is at an educational institution. Researchers conducted research at MAN 1 Surakarta with the head of the madrasah as the subject of this research. This research uses data collection techniques through observation, interviews and documentation.

3. RESULTS AND DISCUSSION

3.1 Madrasah Head's Strategy for Improving Educator Competence

Based on data obtained by researchers at MAN 1 Surakarta, researchers found several strategies for the head of MAN 1 Surakarta to improve 6 teacher competencies, namely: 1) pedagogical competency, in improving this competency there are two strategies, namely developing learning tools and developing IT-based learning media by attending training. every new school year. 2) personality competency, in improving this

¹ Kuncoro, Mudrajad.2003. Metode Riset untuk Bisnis dan Ekonomi: Bagaimana Meneliti dan Menulis Thesis?, Jakarta, Penerbit Erlangga.P.54

competency the strategy used by the madrasa head is to develop teacher discipline in three ways, namely preventive discipline, corrective discipline and progressive discipline. 3) social competence, in improving this competence the strategy used by madrasah heads is holding teacher workshops every semester break, namely twice a year. 4) professional competence, in improving this competence there are four strategies, namely comparative studies, further studies, writing scientific papers and books and requiring teachers to follow the MGMP. 5) spiritual competence, in increasing this competence the strategy carried out by the madrasah head is to hold Qur'an sermon activities once a month, namely on Friday in the second week and attended by all madrasah teachers. 6) leadership competency, in improving this competency the strategy carried out by the head of the madrasah is holding monthly study activities for teachers once a month, namely every Friday in the fourth week and revitalizing Islamic culture in the madrasah, such as getting used to praying together in the mosque. madrassas and also commemorate Islamic holidays.

3.2 Results of the Head of Madrasah Strategies in Improving The Competency of Educators

The results of the head of madrasah strategies in improving the competency of educators can be seen from the mastery of the 6 competencies of a teacher. 1) The results of the teacher's pedagogical competence can be seen from the ability to manage learning, the ability to develop all learning media, understanding the character of students and the ability to use IT-based learning media. 2) The results of the teacher's personality competence can be seen from the application of time discipline, word discipline and deed discipline as well as behavior that reflects a good attitude for students. 3) The results of teacher professional competence can be seen from mastery of teaching materials, continuous development of professionalism and also creative development of teaching materials. 4) The results of teachers' social competence can be seen from good communication with all madrasah residents, the absence of personal or group problems and the teachers are always united in madrasah activities. 5) The results of the teacher's spiritual competence can be seen from the implementation of Koran sermons once a month, teachers who set an example for students who are guided by the Koran, and teachers instill that all work must be done with sincerity and the intention of worship. because of Allah SWT. 6) the results of teacher leadership competency can be

seen from the implementation of regular monthly studies every month, the PAI teacher's ability as an innovator, motivator and guide, the ability to manage and teach Islamic culture in the madrasa environment.

4. CLOSING

4.1 Conclusion

Based on the results of research on the strategy of the head of MAN 1 Surakarta in improving the competence of educators as explained in chapters one to chapter 4, the results of data analysis. So conclusions can be drawn, namely:

- a. The strategy used by the head of MAN 1 Surakarta to improve the competence of educators is by holding activities in accordance with the 6 existing competencies. Pedagogical competence, there are two strategies, namely developing learning tools and developing IT-based learning media. Personality competency, namely by fostering teacher discipline. Social competence, the strategy used is holding teacher workshop activities. Professional competency, there are four strategies, namely comparative studies, further studies, writing scientific papers and books and requiring teachers to follow the MGMP. Spiritual competency, the strategy used is holding Qur'an sermon activities. Leadership competency, the strategy used is to hold monthly study activities and revive Islamic culture in madrasas.
- b. Results for pedagogical competence: ability to manage learning, ability to develop all learning media, understanding of student character and ability to use IT-based learning media. Personality competency: application of time discipline, word discipline and action discipline as well as behavior that reflects a good attitude for students. Professional competency: mastery of teaching materials, continuous development of professionalism and also creative development of teaching materials. Social competence: good communication with all madrasa members, no personal or group problems and teachers are always united in madrasa activities. Spiritual competency: carrying out Koran sermons once a month, teachers who provide examples to students who are guided by the Al-Qur'an. Leadership competency: carrying out regular monthly studies every month, PAI teacher's ability as an innovator, motivator and guide, ability to manage and teach Islamic culture in the madrasa environment.

4.2 Suggestions

Based on the results of the researcher's analysis, the following are recommended to the parties:

a. To the Head of Madrasah MAN 1 Surakarta

It is hoped that there will always be more training or activities to improve the 6 teacher competencies. For professional competence, the provision of comparative study scholarships is expected to be realized. And for social competence, more activities are held in collaboration with industry and other professions, such as exhibitions, fairs or social services.

b. To Educators at MAN 1 Surakarta

It is hoped that all educators will be more active in participating in all activities and training to improve competencies such as writing scientific papers so that more works can be created by MAN 1 Surakarta teachers.

c. To Further Researchers

It is hoped that this research can become a source and reference related to madrasa head strategies and educator competencies.

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