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The Managerial Competence Of The Madrasa Head In Improving Teacher Professionalism And Performance At Mi Al-Maarif Bojongsari, Cilacap District

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ABSTRACT

Background. Professional Madrasah Principals in the new paradigm of education management will have a positive impact and fundamental changes in the reform of the education system in Madrasahs.

Purpose. This quantitative study In addition to this, becoming a professional headmaster needs to start with a professional appointment as well.

Method. This study uses a qualitative descriptive approach, namely research procedures that produce data descriptions in the form of words, spoken, or a person's behavior.

Results. The result is that professionalism has good performance, so the competence of the principal here is very good in improving teacher performance and professionalism. a) Creating a program involving all school members is a form of leadership in human resources as human beings who need to be respected.. b) In achieving the school's vision and mission, the principal of the MI Al-Ma'arif Bojongsari school has delegated authority to teachers and administrative staff as a mirror of modified leadership. c) In improving the competence of pedagogic teachers, the principal of the MI Al-Ma'arif Bojongsari

Conclusion. The efforts made by teachers in improving pedagogic competence are teachers have realized that the work of the teacher is a profession that needs to be improved. Efforts made by teachers in improving pedagogic competence, in addition to following the program that has been implemented by the school.

KEYWORDS

Erformance, Managerial Competence, Professionalism

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INTRODUCTION

Professional madrasah principals in the new paradigm of education management will have a positive impact and quite fundamental changes in the renewal of the education system in madrasahs. Reliable managerial skills are able to bring a healthy and dynamic madrasah atmosphere (Winder & Tempier, 2018). Creating the attitude and spirit and professionalism of teachers also depends a lot on the leadership of the madrasah head. Teachers or other staff will be able to work well and enthusiastically if the madrasah principal is able to apply his leadership effectively (Foster, 2011). Therefore, to improve the professionalism of teachers, it is necessary to pay attention to the leadership of the madrasah principal.



In the study of education management, the activity of mobilizing others is leadership (PINHEIRO dkk., 2021). Leadership that determines direction and goals, provides guidance and creates a work climate that supports the implementation of the overall administrative process and teaching and learning activities.

As a manager, the madrasah head has more skills or generalist knowledge (de Jong dkk., 2022). Because he will be a role model for his subordinates who will enforce obligations completely and perfectly in his leadership. Therefore, the madrasah head as a manager is required to have a conceptual framework related to strategic matters, namely the ability to educate teachers and employees (Buchholtz & Sinstad, 2021). In this case, the madrasah head is the component that most determines the success or failure of the madrasah in delivering competitive (Villegas-Torres & Lengeling, 2021a) teachers who are ready to compete in producing quality output in educational challenges, because in the hands of the madrasah head, curriculum, learning resources, infrastructure and learning climate become something meaningful in improving good teacher performance (Gabriela dkk., 2022; Kartel dkk., 2022; Qureshi dkk., 2022). In addition, teachers are also the spearhead of the implementation of the decisions and policies set by the madrasah head.

Teacher performance or work performance (performance) is the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience, and seriousness and the use of time (Enikolopov dkk., 2020). Teacher performance will be good if the teacher has implemented elements consisting of loyalty and high commitment to teaching duties (Villegas-Torres & Lengeling, 2021b), mastering and developing learning materials, discipline in teaching and other tasks, creativity in the implementation of teaching, cooperation with school residents, leadership that is a role model for students, good personality, honest and objective in guiding students, and responsibility for their duties.

In addition to this, becoming a professional headmaster needs to start with a professional appointment as well. In fact (Kadwa & Alshenqeeti, 2020), there needs to be a rigorous selection within a certain time and selection based on those who have been in the school for a long time (Poskitt, 2020). This will create a democratic climate conducive to the creation of optimal learning to develop children's potential. This is the only way to develop professional principals who are ready to push the vision into action of the new paradigm (Dewi S dkk., 2022; Hikmah dkk., 2022; Keshav dkk., 2022). In relation to teacher professionalism, a teacher must have academic qualifications, competencies, an educator certificate, be physically and mentally healthy, and have the ability to realize national education goals. Teacher competencies include: pedagogical competence, personality competence, social competence and professional competence obtained through professional education. The problem of teacher professional competence is one of the competencies that must be possessed by every teacher in any level of education.

Based on preliminary observations made by researchers at MI Al-Maarif Bojongsari, Cilacap Regency, several problems were found in the implementation of the principal's duties as a manager which caused the madrasah principal's managerial duties to not be carried out optimally, including planning, the difficulty faced by the madrasah principal in planning is that the madrasah principal has difficulty in gathering opinions from teachers and employees to make decisions in a plan due to the lack of a culture of initiative from teachers and employees to give their opinion (Anoum dkk., 2022; Demina dkk., 2022; Firman dkk., 2022). Directing, the difficulties faced are the different perspectives, habits, willingness and skills of teachers make it difficult for the madrasah head in an effort to unite the vision and mission towards achieving madrasah goals (Oladrostam dkk., 2022). Supervision, the difficulties faced are the many administrative tasks that are the responsibility of the madrasah principal, causing less focus on the madrasah principal's supervision of the

implementation of madrasah programs. The lack of madrasah's relationship with the community causes public perception to position teachers as the main key to educational success or failure. Lack of monitoring and evaluation carried out by the madrasah head of the madrasah program.

Based on the situation in the field, the competence carried out by the principal shows an increase in good things so that it can also be seen that the skills or performance of teachers show an improved state (Hartini dkk., 2022; Ilham dkk., 2022; Safitri dkk., 2022). This statement is in accordance with the initial observations as described above, there are several reasons that encourage the author to conduct this research including progress in the field of education requires education managers who are able to manage education units and are able to improve teacher performance in achieving educational goals, and some madrasah principals in Indonesia are weak in supervision and managerial competencies (Najeed dkk., 2022; Nopiana dkk., 2022). Third, the public perception has been positioning teachers as the main key to the success or failure of education, even though a teacher is only one component in the education unit at school. In addition to the teacher, the principal is a party that plays an equally important role. Fourth, empirical studies with this theme are interesting to do considering the rapid development of management science and theory, especially education management.

Based on the problems that have been described in the background of the problem above, and due to the limitations of time, funds, energy and theories and so that this research can be carried out in depth, not all problems that have been identified will be studied (Dianovi dkk., 2022; Rahmah dkk., 2022; Rohmalimna dkk., 2022). Researchers provide limitations, where research will be conducted on "Managerial Competence of Madrasah Principals in an effort to improve professionalism and teacher performance at MI Al-Maarif Bojongsari Cilacap Regency".

RESEARCH METHODOLOGY

This research conducted is included in field research. Field research, namely research in which data collection is carried out in the field, such as in the community environment, institutions and community organizations and educational institutions both formal and non-formal. The type of field research is qualitative research. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. This research takes data from the research site, namely by using data collection techniques of observation, interviews, and documentation. Researchers carried out the data analysis stage from the acquisition of field data obtained from observations, interviews and documentation. Data analysis is made by reviewing, organizing, analyzing, dissecting, finding patterns, and reporting systematically.

RESULT AND DISCUSSION

Managerial Competence

The study of competence was initiated by Mc Clelland in his article entitled Testing for Competence Rather than Intelligence. Through several studies Clelland concluded that aptitude tests traditionally used by psychologists to predict performance, in fact cannot predict job performance, because the results are often biased (Hermansyah dkk., 2023; Nadya dkk., 2022). Likewise, test results and references cannot also predict a person's success in work. Mc Clelland found a deeper measurement model called competence. Competencies are characteristics that exist in individuals that are related to the reference criteria for effective and or superior performance in work situations. Competence is illustrated like an iceberg, the surface can be identified, while the bottom / inside

cannot be seen. Skill and knowledge are outer competencies (surface) while motive, trait, self image and social role are hidden competencies that are not visible to the naked eye, but determine a person's success. In general, the term HR competency is referred to as capability to perform which indicates that HR competency consists of various variables.

Competence is a collection of knowledge, skills and attitudes that exist in a person to perform activities effectively in a job or job function which is the standard expected of employees. Competencies are also used for individuals to guide self-improvement. HR competencies can be divided into two, namely those that are visible, such as knowledge competencies and skill competencies and invisible competencies (hidden competencies) such as self-concept, traits and motives, all of which can be categorized in attitude variables (Noer dkk., 2023). Boyatzis defines competency as "the fundamental characteristics of a person that cause or give rise to effective and outstanding performance."

This competence is determined by the factors of motives, traits, self-concept, knowledge, skills that will determine and distinguish between people who have superior or average performance, or effective and ineffective performance. Because this variable is difficult to measure, Spencer and Spencer further developed these competencies into six competency groups that can predict superior performance, each consisting of 2-5 competencies. The competencies required from one job to another are different. Spencer and Spencer formulated competencies for each field of work, for example technicians and professionals, sales people, helping and humanservice workers, managers and entrepreneurs. In this study, managerial competency is used. The indicators that competent managers must have are as follows: Impact and Influence, Achievement orientation, Teamwork and cooperation, Analytical thinking, Initiative, Developing Others, Self Confidence. Directiveness / Assertiveness, information Seeking, Team Leadership, Conceptual Thinking.

Professionalism

Professionalism is the condition, direction, value, purpose, and quality of an expertise and authority related to a person's livelihood According to the American Webster dictionary, Professionalism is "a behavior, an objective or a series of qualities that are adequate or describe the style of a profession (the conduct, aims, qualities, that characterize a profession). aimsr qualities, that characterize a profession). Professionalism contains two elements, namely the element of expertise, and the element of vocation, the element of technical skill and ethical maturity, the element of reason and morals. And both of them are the rounded elements of leadership. Thus, talking about professionalism cannot be separated from the issue of leadership in a broad sense. A profession provides services based on science that is only understood by certain people who are systematically formulated and applied to meet client needs. So the profession is a scientific job to meet the needs of members of society. Furthermore, "professionalism is an idea, flow or opinion that a profession must be carried out by professionals with reference to the norms of professionalism. So professionalism is primarily a matter of attitude. Not a set of competencies. A true professional is a technician who truly cares. Furthermore, it is said that true professionalism implies a pride in work commitment to quality, dedication to the interests of clients, and a genuine desire to help.

Teacher Performance

Performance is an activity carried out by each individual in relation to achieving planned goals. In this regard, there are several definitions of performance. Smith in stating that performance is .output drive from processes, human or otherwise. Performance is the result or output of a process. It is further stated by Mulyasa that performance can be interpreted as work achievement, work implementation, work achievement, work results or performance. Performance is a universal

concept that is the operational effectiveness of an organization, part of the organization, and its employees based on predetermined standards and criteria. Because organizations are basically run by humans, performance is actually human behavior in carrying out its role in an organization to meet predetermined standards of behavior in order to produce the desired actions and results.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. In relation to teacher performance, the form of behavior in question is the teacher's activities in the learning process. With regard to teacher performance standards, Sahertian as quoted by Kusmianto in the teacher performance assessment guidebook by supervisors explained that: Teacher performance standards relate to the quality of teachers in carrying out their duties such as: (1) working with individual students, (2) lesson preparation and planning, (3) utilizing learning media, (4) involving students in various learning experiences, and (5) active leadership from the teacher.

From the various definitions above, it can be concluded that the definition of the concept of teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which include lesson planning, lesson implementation, lesson evaluation and fostering interpersonal relationships with students. Based on the results of interviews with principals, the way the principal improves teachers' pedagogical competence is by preparing the School Work Plan and Budget (RKAS). In the plan, a program to improve teachers' pedagogical competence is made. To realize the work plan, the principal makes a TEAM consisting of two teams, namely, the school development team (TPS) and the Curriculum Development Team (TPK). This team translates the school work plan into a program of activities.

TPS makes programs related to the future development of the school, including planning the needs of school facilities and infrastructure. While TPK makes programs related to improving teacher competence, including pedagogic competence. The team formed by the principal has the task of elaborating the activity plan in the form of programs. The formation of this team is done through deliberation in a teachers' council meeting involving all teachers and supervisors. In particular, the curriculum development team (TPK) develops programs related to improving teachers' pedagogical competence through In House Training (IHT). In this IHT activity, teachers are guided to make learning tools, learning media, making questions and post-learning evaluations. In addition to IHT activities, to improve teachers' pedagogical competence, principals also conduct classroom supervision, send teachers to participate in upgrading and subject teacher meetings (MGMP). There are several legal bases that guide principals to improve teachers' pedagogical competence, namely Law No. 20 of 2003 concerning the national education system, Law No. 14 of 2005 concerning teachers and lecturers, Government Regulation No. 13 of 2007 concerning principal standards, Permendiknas RI No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, Permendiknas RI No. 19 of 2007 concerning education management standards.

As a consideration for school principals in improving teachers' pedagogic competence, the findings in this study are Permendiknas RI No 23 of 2006 concerning Graduate Competency standards and Permendiknas RI No 41 of 2007 concerning process standards. To improve teachers' pedagogic competence, principals must have adequate knowledge and competence. With adequate knowledge and competence, principals can consider very important factors as a basis for improving pedagogic competence. In Permendiknas RI No 13 of 2007 concerning principal standards, it is explained that school principals have various competencies including managerial competencies that function to lead schools in order to optimally utilize school resources, manage teachers and staff in order to optimally empower human resources. The principal's consideration in improving teachers'

pedagogic competence is based on the National Education (Los, t.t.) Permit to empower school resources. This empowerment of school resources is to support the process standards implemented by the school, because in the process standards, teachers are required to make syllabus, lesson planning, lesson implementation, learning outcomes assessment, and others.

For this reason, teachers are required to have pedagogic competencies related to learning process activities. The principal's consideration to improve the pedagogic competence of this teacher, so that teachers are really able to implement the contents of Permendiknas RI No. 14 of 2007 concerning process standards, because with process standards teachers are required to be able to manage learning, understanding of students, utilizing learning evaluation technology, and developing students. The demand for teachers to have the ability to carry out the learning process in accordance with Permendiknas No. 14 of 2007 concerning process standards, so that the Graduate Competency Standards can be achieved. Graduate Competency Standards are qualifications of graduate abilities that include knowledge attitudes and skills.

The basis for improving teachers' pedagogical competence is the issuance of Law No. 20 of 2003 concerning the National Education System. This law provides updates to the learning process. The term student is not used in this law, the word student is replaced by learner. This shows that in education, students are required to be active in participating in the learning process. With the demand for learner activeness, the teaching and learning process needs serious attention and shifts to a learning process. In improving pedagogic competence is a professional demand and demands of the law. The legal basis for teachers in improving pedagogic competence is law No. 14 of 2005 concerning teachers and lecturers. Teachers as a profession need to improve pedagogic, as a basis for considering teachers to improve pedagogic competence, is the demands of the profession with the issuance of Permendiknas No. 23 of 2006 concerning graduate competency standards and Permendiknas No. 41 of 2007 concerning process standards, because the two Permendiknas are interrelated candy. Teachers need to have adequate pedagogic competence, so that teachers can implement Permendiknas No 41 of 2007 concerning education process standards. In the education process standards, teachers are required to make learning plans, implement learning plans and evaluate the results of the learning process, this is Mulyasa's ability to manage learning.

The success of the school is strongly influenced by the leadership of the principal. Leadership is the ability to move, influence, motivate, invite, direct, advise, guide, order, command, prohibit and even punish and foster with the intention that humans as management media want to work in order to achieve goals efficiently and effectively ". Principals must be able to mobilize all school residents, be it teachers, administration or other school residents, mobilizing is an activity of the principal in influencing school residents so that school activities can run as expected. In addition to the principal influencing by moving, the principal also needs to provide motivation, so that activities carried out by school residents increasingly show effective and efficient results. Therefore, the role of the principal is very important.

CONCLUSION

From the exposure of the research results above, several conclusions can be drawn as follows:

1. How principals in improving teacher competence: a) Making programs by involving all school members is a form of leadership of human resources as people who need to be respected. Principals always involve teachers in the preparation of the program, this shows that the principal applies democratic leadership by fostering and developing a common life in togetherness through cooperation that mutually recognizes, mutually appreciates and respects the strengths and weaknesses of each individual. b) In achieving the vision and mission of the school, the principal of

MI Al-Ma'arif Bojongsari has delegated authority to teachers and administrative staff as a mirror of democratic leadership, where the responsibility for the tasks that have been delegated lies in the hands of teachers and administrative staff, because the principal is the leader of the school. The creation and implementation of these programs is a way done by the principal in improving the pedagogic competence of teachers, the principal of MI Al-Ma'arif Bojongsari. c) In improving the pedagogic competence of teachers, the principal of MI Al-Ma'arif Bojongsari has formed a curriculum development team (TPK) which is tasked with outlining the program contained in the school's activity and budget plan (RKAS).

The efforts made by teachers in improving pedagogic competence are teachers have realized that the work of the teacher is a profession that needs to be improved. Efforts made by teachers in improving pedagogic competence, in addition to following the program that has been implemented by the school. Teachers also try to improve competence by learning on their own through books and the internet, informal discussions between teachers, attending training, training, seminars, subject teacher meetings. Seeing the efforts made by MI Al-Ma'arif Bojongsari teachers, it can indeed improve pedagogic competence so that it can improve understanding of students. By understanding the character of students, teachers can more easily provide guidance and guidance.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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