

IMPROVING TEACHER PROFESSIONALISM THROUGH MANAGERIAL PRINCIPALS AT THE MUADALAHWUSTHO EDUCATION UNIT, DARUSSALAM ISLAMIC BOARDING SCHOOL, BLOKAGUNG, BANYUWANGI

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ARTICLE INFO	ABSTRACT
<p>Accepted : 31-08-2023</p> <p>Revised : 18-09-2023</p> <p>Approved : 25-09-2023</p> <hr/> <p>Keywords: education; managerial principal; teacher professionalism.</p>	<p>The objectives in this study are as follows: (1) To describe and study more deeply about the principal's management in improving teacher professionalism in the Muadalah, Wustho Al-Amiriyah Ponpes Darussalam Blokagung Education Unit (2) To describe the principal's managerial steps in improving the professionalism of teacher teachers in the Muadalah, Wustho Al-Amiriyah Ponpes Darussalam Blokagung Education Unit. The data collection used in this study was observation, interviews and documentation. This type of research is in the form of qualitative research. Data is analyzed in the form of data reduction, data presentation and conclusions. By design take data sources on principals and teachers. The results showed that the managerial principal of the Mudari Wustho Al-Amiriyah Blokagung Education Unit consisted of 1. planning, 2. implementation, 3. surveillance, 4. Organizing. The principal as manager plays the role of 1. educator, 2. manager, 3. supervisor, 4. motivators, 5. Innovator. The managerial steps taken by the principal are to carry out 1. supervision, 2. give rewards, 3. motivating 4. encourage continuing further education. For this reason, researchers concluded that the principal as a manager carries out his duties well to improve teacher professionalism can be seen from how the principal makes efforts to improve teacher professionalism.</p>



Introduction

The headmaster plays a very important role in influencing and directing all existing school personnel, in order to work together in an effort to achieve the goals of the school organization (Sholeh, 2016). No less important is the productivity of school organizations as seen in the form of effectiveness and efficiency of management as well as the quality and quantity of graduates, much determined by the existence of a high work discipline in work performance or performance (work performance) of school personnel (Ahmad Susanto, 2016). The performance of teachers in a form of carrying out the task of educating and teaching their students, very much also determined or influenced by their work motivation. The effective leadership behavior of the principal determines or greatly influences the performance of teachers (Fitriati & Mulyani, 2015).

The principal has a role as a manager in his school who is responsible as a leader of the educational process in the school, related to the professionalism of teachers under the auspices of the principal's manageriality (Syamsul, 2017). The new paradigm of education management in order to improve quality effectively, needs to be supported by quality human resources (Nurkomala, Wahyudi, & Faizal Nurmatias, 2021).

The principal is a teacher who is appointed to a structural position in the school, the principal is assigned to manage the school (Lazwardi, 2016). Successful principals understand the existence of schools as complex organizations. The success of the principal shows that the principal is someone who determines the center point and purpose of a school. It can be said that the success of a school is the result of the principal (Kastawi, Nugroho, & Miyono, 2021). The role of the principal as a manager reflects the responsibility to mobilize all resources in the school, so that a high work ethic and productivity are born in achieving goals. The principal must have a vision and mission, as well as a complete education management strategy and be oriented towards teacher professionalism.

As for the role of managerialism of the principal in the Islamic perspective based on the Qur'an surah An-nahl verse 90:

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

It means: Indeed, Allah commands justice, good deeds, and provides assistance to relatives. He (also) forbade heinous acts, disobedience, and hostility. He taught you a lesson so that you can always remember.

In the above paragraph there is content that explains the principal to apply managerialism in the institution or educational institution he leads.

According to (Matondang, 2018), managerial competence is the ability of school principals in the form of technical abilities in carrying out their duties as education managers. The managerial competence shown in what he does is clear. That is, activities that are collected from several fundamental functions into a unique process.

According to (Spinner, Desy, & Amrami, 2016), professionalism is actually a need for everyone in carrying out all their work, not except for a teacher. This professional attitude is even one of the main determinants for the success of a profession. Any profession, if done professionally will give good results. Conversely, even bona fide work, if not done professionally, only gives birth to losses and bankruptcy. In simple terms, it can be said that being a professional figure is being an expert in the field of work done. For a teacher, professionalism is definitely a non-negotiable demand. Because, it is impossible for a teacher to be able to produce quality students if he does not have expertise in teaching, lacks mastery and understanding of the subject matter taught, and is professional in dealing with problems or obstacles that come from students.

From the definition that has been stated above, the author concludes that what is meant by a profession is a type of work that is not done by relying on physical strength, but requires higher education for people who enter it, and is based on special knowledge and skills and gets recognition from others. Continuously develop the strategies he uses in doing work that is in accordance with his profession.

The professionalism of teachers according to the Islamic perspective in the Qur'an surah Al-Isra' verse 84:

.....قُلْ كُلٌّ يَعْمَلُ عَلَىٰ شَاكِلَتِهِ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَىٰ سَبِيلًا.....

Meaning: Say (Prophet Muhammad), "Everyone acts according to his own nature." Then your Lord knows better who is more righteous in his ways.

Based on the redaction of the above paragraph has content that contains instructions that an action or work, should be done professionally, and the redaction of the above paragraph is related to the professionalism of the teacher, a teacher should carry out his work must be in accordance with the professionalism of the teacher.

Based on preliminary observations made by researchers in January 2022 about the principal's managerial in improving teacher professionalism at the MuadalahWustho Al-Amiriyah Blokagung Education Unit, the principal has done all his duties well because he has been able to manage or manage the system in the school well. The principal is able to manage based on appropriate management procedures and steps, the principal in improving teacher professionalism requires teachers to be able to carry out their duties professionally with their competencies (Hamalik, 2002).

In terms of improving the professionalism of their teachers, the principal also requires his teachers to be orderly in making lesson plans, controlling the implementation of learning and evaluating learning periodically. The principal's efforts to achieve the goals of the school organization are one of them by optimally empowering his teachers, namely the principal always involves teachers and provides opportunities to actively participate in Subject Teacher Deliberation (MGMP) activities and participate in Teacher Working Group (KKG) discussions, workshops, seminars, upgrades, education and training (training) for each subject, and provide opportunities to continue education. In addition, the principal also conducts coaching improvement efforts to teachers by motivating teachers to improve knowledge, skills and insights in order to improve their performance and professionalism. Because here teachers must have passed the S1 program and teachers must master Computer Technology Science (ITC).

Thus, the principal must have a managerial role in improving teacher professionalism. So that the teaching and learning process is not saturated or monotonous and produces quality graduates. Based on the explanation above, it can be seen that the managerialism of the principal in the Muadalah, Wustho Al-Amiriyah Blokagung Education Unit starts from planning, programing, implementing programs and evaluating programs assisted by all components in the Muadalah, Wustho Al-Amiriyah Blokagung Education Unit, in order to achieve the program well.

Research Methods

In this study, researchers used qualitative research methods. According to (Zuchri, 2021), qualitative research can be used to examine temporary problems, and will develop after a researcher has started to go into the field to conduct research. Qualitative research

method is an appropriate research method because the research to be studied is a discussion that will change and develop at any time in accordance with the existing social situation.

This research uses one of the types of qualitative research, namely descriptive qualitative. Descriptive qualitative research aims to provide an overview of a particular group or a symptom or the relationship of two or more symptoms. The qualitative-descriptive research method can help researchers to determine the managerialism of school principals in improving teacher professionalism in the Muadalah, Wustho Al-Amiriyah Blokagung Education Unit.

Results and Discussion

The results showed that the managerial principal of the Mudari Wustho Al-Amiriyah Blokagung Education Unit consisted of 1. planning, 2. implementation, 3. supervision, 4. organizing. the principal as a manager acts as 1. educator, 2. manager, 3. supervisor, 4. motivator, 5. innovator. The managerial steps taken by the principal are to carry out 1. supervision, 2. reward reward, 3. motivate 4. encourage continuing further education.

1. Analysis of Principal's Managerialism in Improving Teacher Professionalism in the Mudari Education Unit Wustho Al-Amiriyah Ponpes Darussalam Blokagung.

In principal managerialism the things that need to be done and need to be prepared are planning, organizing, implementing and supervising.

- a. Planning Principal's Managerialism in Improving Teacher Professionalism

The principal's managerial activities in improving teacher professionalism in the MuadalahWustho Al-Amiriyah Blokagung Education Unit are as follows, namely, determining planning by determining various stages of stages including: formulation of school vision and mission, formulation of work programs, formulation of school rules.

According to Uzer Usman (2015: 14) Planning is a process of preparing a series of decisions to take action in the future directed at achieving goals with optimal means. Planning is the first activity to be carried out in administration. A good plan should be directed at what kind of goals will be achieved with regard to goal setting, why they are needed with respect to the reason or motive for the need for the activity, how it will be carried out with respect to work procedures, objectives, and costs. When it will be carried out in respect of persons involved in the implementation of activities. conduct an assessment regarding which activities, which have been jam, are, and will be completed. What possibilities may affect the implementation and activities of making adjustments and changes in plans.

Based on the results of the research, the first thing done by the principal in the implementation of planning is to determine the goals as a manifestation of the school towards the vision and mission, explain what is to be achieved in the school development efforts in the middle period as outlined in the work program, and the formulation of targets that are the school's targets, namely short-term goals, good improvement, quality

improvement, Effectiveness, productivity, and efficiency, priorities are always considered seriously and made specifically.

The main purpose of planning is for the organization to be able to see objectively the internal and external conditions so that the organization can anticipate changes in the external environment. From the researcher's response that in planning the implementation of management carried out all are carried out properly based on the documentation obtained when conducting research.

b. Organizing Principal's Managerialism in Improving Teacher Professionalism

Organizing activities for the principal's management in improving teacher professionalism, carried out by the principal of the Muadalah Wustho Al-Amiriyah Blokagung Education Unit by dividing the work programs of education personnel in accordance with their abilities.

Organizing according to (Hidayat & Syam, 2020) includes dividing the components of activities needed to achieve goals into groups, dividing tasks to hold groupings designed to enable humans to work together effectively to achieve common goals. Taking into account this opinion, all planned work programs will succeed well if the program is organized, appointed the person in charge, given clear instructions and task descriptions. With the clarity of the person in charge and the corridor of duties, overlap and vagueness can be avoided (Djollong, 2015).

c. Principal's Managerial Implementation in Improving Teacher Professionalism

Actuating or implementation has an important meaning in the implementation of organizational activities because it is also the core of management. Without implementation, the plan that has been compiled cannot be implemented because there is no driving force for the implementer to carry out his duties and be willing to cooperate. In the implementation of actuating carried out, among others, is the provision of motivation, guidance, relationship building, communication implementation, development or improvement of implementers (developing people)

Based on the results of an interview with the Principal of the Mudari Wustho Al-Amiriyah Blokagung Education Unit Mr. Muhammad Ma'ruf Arwani, S.Pd, in the implementation program, the principal provided opportunities for teachers by providing guidance to participate in trainings according to the fields held by teachers to improve teacher professionalism. Trainings both conducted by external and internal parties can be carried out and included according to the abilities of each teacher. In addition, the principal motivates teachers to include or continue their studies to further deepen the knowledge set. In addition to deepening knowledge, it can add new experiences for teachers.

According to Budi Suhardiman (2012: 44) said that management is a special process consisting of planning, organizing, implementing, and supervising carried out to determine and achieve predetermined targets through the use of human resources and others.

d. Supervision of Principal Managerialism in Improving Teacher Professionalism

In every implementation of organizational work, supervision is a major factor in achieving the goals and objectives of the organization. Supervision is the process of determining what will be achieved, namely standards. What is being produced, namely implementation, assessing implementation and if necessary taking corrective actions so that implementation can proceed according to plan, namely standards. Also formulate supervision (controlling) as an effort to examine the activities that have been carried out. The principle of effective supervision helps our efforts to organize planned work to ensure that the execution of the work takes place according to plan.

Supervision can only be carried out if the manager can be responsible for the implementation of the plan. Effective supervision should be aimed at prevention, deviation, planning that will occur, both now and in the future. The most effective supervision technique is to strive for the presence of good quality subordinates. Supervision can be carried out through predetermined stages based on pre-prepared planning. The supervisory process can be carried out through stages as follows: determining standards or bases for supervision, measuring work implementation, comparing implementation with standards and determining deviations, taking corrective actions if there are deviations so that implementation and objectives are in accordance with the plan.

Based on the results of an interview with the principal of the Muadalah, Wustho Al-Amiriyah Blokagung Education Unit under the supervision of the principal visits every school day to see the attendance of teachers and ask for reports to teachers as well as reports on learning activities. The general supervisor visits the classroom to see the activities carried out by the teacher and collaborates with the principal to conduct a supervision, in addition the principal as the supervisor at the school provides an assessment to the teacher by looking at the completeness of the syllabus, annual program, semester program, KKM, RPP, daily agenda, education calendar, effective days, lesson schedule, class attendance, and grade list. The supervision carried out by the principal to the teacher is to see the professionalism of the teacher. The headmaster improves teacher professionalism by providing guidance and direction to teachers.

2. Analysis of Principal's Management Steps in Improving Teacher Professionalism in the Mudari Wustho Al-Amiriyah Education Unit for the 2022/2023 school year

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, article 1 states that teachers are professional educators with their core obligations being to carry out education, teaching, guidance, direction, training, assessment, and evaluation of students in formal early childhood education, primary, and secondary education. While article 7 states that the teaching profession and the lecturer profession are fields of work.

Teachers as a profession have a series of important tasks consisting of education, teaching, and training. Educational activities mean continuing and deepening various values of life. Teaching activities mean continuing and developing science and technology and training activities to develop various talents and abilities in students. Teacher professionalism in learning is a manifestation of work results in planning, implementing, and evaluating student learning outcomes. In carrying out this

performance, there are several competencies that determine the success of a teacher in carrying out their duties. The competencies applied refer to the Regulation of the Minister of National Education Number 16 of 2007 concerning Standards of Academic Qualifications and Teacher Competencies, including competencies in the pedagogic, personality, social, and professional fields.

The principal becomes the decisive party for the development and progress of a school. In view of national education policy, referring to the Regulation of the Minister of National Education of the Republic of Indonesia Number 19 of 2007 concerning Education Management Standards by Primary and Secondary Education Units, there are 7 duties and functions of school principals, namely principals as educators, managers, administrators, supervisors, leaders, innovators, and motivators. To be able to carry out these duties and functions, the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Principal Standards explains that school principals should have 5 main competencies, namely competencies in the fields of personality, managerial, entrepreneurship, supervision, and in the social field.

Based on interviews, and documentation with the principal of the Mudari Wustho Al-Amiriyah Education Unit of Banyuwangi Regency, Mr. Muhammad Ma'ruf Arwani, S.Pd, that the principal's managerial steps in improving teacher professionalism have the following objectives:

- a. Improve the quality of teacher teaching;
- b. Improve and develop teaching materials in teaching and learning activities
- c. Develop teaching methods; d. Improve the assessment of the media;
- d. Develop the teacher's attitude towards his duties.

The steps taken by the principal of the Mudari Wustho Al-Amiriyah Education Unit in improving teacher professionalism are:

- a. Carry out supervision;
- b. Provide rewards;
- c. Motivate and encourage education;
- d. Teacher development through assignments

Based on the results of an interview with Mr. Ady Yahya S.Sos, one of the teachers of the MUYANG WUSTHO AL-AMIRIYAH Education Unit, the steps taken by teachers in improving their professionals independently include: attending seminars, training, workshops, MGMP, continuing education, and learning from various media. According to Cucu Suhana (2016: 16) to improve teacher professionalism can also be done by participating in scientific activities, attending educational courses and participating in teacher organizations. With the increase in teacher professionalism, it is expected to improve the learning process in the classroom for the better. If the learning process goes better, the learning outcomes will increase.

Conclusion

In the context of the Mudari Wustho Al-Amiriyah Blokagung Education Unit, Banyuwangi, East Java Regency, the principal's managerialism is seen through the stages

of planning, organizing, implementing, and supervising. The planning process carried out by the principal includes the preparation of a vision, mission, and work program that includes teacher duties, the implementation of discipline, and curriculum and lesson plans (RPP). Evaluation is carried out through daily assessments, with assessment aspects including syllabus, annual programs, semester programs, KKM, RPP, independent curriculum assessment, daily agenda, education calendar, effective days, lesson schedules, class attendance, and grade lists. The principal's role includes educator, motivator, innovator, supervisor, manager, and leader. The principal's managerial steps in supporting the improvement of teacher professionalism involve several aspects. This includes the implementation of teacher working group meetings (KKG) which are held periodically every month, while teachers are also directed to take part in education and training programs (training), seminars, Continuous Professional Development (PKB), and workshops. These activities can be organized by the education office, independent training institutions, or through participation in seminars that are in accordance with teacher competence. The headmaster also coordinates the participation of teachers in trainings and seminars according to their respective fields of study. In addition, the principal encourages teachers to use interesting and effective learning methods in the teaching and learning process.

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