

The Head of Madrasah's Strategy in Improving Teacher Performance at MAN 1 Bandar Lampung

Wulan Sari^{1✉}, Reni Dwi Puspitasari², Zulaiha³

¹ Universitas Islam An Nur, Lampung, Indonesia

² Universitas Islam An Nur, Lampung, Indonesia

³ Universitas Islam An Nur, Lampung, Indonesia

✉ email: wsari3921@gmail.com

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ABSTRACT

This research aims to determine the increase in teacher performance by the head of the madrasah as the manager of educational institutions at MAN 1 Bandar Lampung, to find out the implementation of conducting an academic supervision program, to find out monitoring and evaluation in supervising the implementation of teaching, follow-up academic supervision. This type of research uses descriptive qualitative research, which will be explained narratively. Observation, interviews, and documentation were carried out for data collection. The research sample was teachers of all subjects at MAN 1 Bandar Lampung. The results of this study indicate that: Improving teacher performance by the madrasah head uses three aspects of the stages starting from planning, implementing and supervising the strategy carried out by the madrasa head in improving MAN 1 Bandar Lampung and fostering teacher performance, providing motivation, providing supervision, and fostering discipline, implementation in carrying out academic supervision programs, and monitoring teacher performance, and monitoring and evaluation in supervising the implementation of teaching, follow-up academic supervision with increased results seen from the results of questionnaires and direct interviews with informants.

Keywords: The Head of Madrasah; Strategy; Improving Teacher Performance

INTRODUCTION

The process of education continues to develop along with the development of human life itself, even in which the two processes are essentially united in the process of human life that cannot be separated. The principal of the madrasah is essentially a teacher who is given additional assignments, which are a component of education. Puspitasari stated a close relationship exists between the quality of madrasa principals and various aspects of the school, such as school discipline and climate (Puspitasari, Herlina, & Suyatna, 2020). The madrasa head must be able to create a conducive and innovative atmosphere in carrying out activities in the madrasa. This is in accordance

with the Minister of National Education Number 13 of 2007 regulation concerning school principal standards, which states that madrasa heads manage teachers and staff optimally utilizing human resources, creating a culture and climate of madrasas. Human resources optimally, creating a conducive and innovative school culture and environment for learning (Zainuddin, 2017).

The madrasa head is a determining factor in managing education in his madrasa to achieve educational goals. Therefore, madrasah heads must have adequate knowledge, abilities and skills in carrying out their duties to manage education; they must be able to act as administrators and supervisors. The madrasah head must train educators or teachers to achieve the goals determined together. The madrasah head can directly help teachers develop their ability to achieve the learning goals set for students, increase teaching knowledge and skills, and provide guidance for teachers who experience difficulties. It is necessary to carry out continuous supervision in accordance with the development of educational development activities to produce quality teachers with good competence (Rahayu & Ismawati, 2022).

Teacher performance can be interpreted as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period within the framework of achieving educational goals. Teacher performance is the ability of a teacher to carry out learning tasks in madrasah and responsibility to students under his guidance by increasing student learning achievement. Teacher performance is defined as a condition that shows a teacher's ability to carry out his duties in the madrasa to illustrate the existence of something the teacher displays in learning activities (Hamzah, 2021).

Based on the results of research conducted by (Buchori, Kultsum, & Rodani, 2022), which has been published in an international journal states that, the principal of the madrasa is a professional person, a teacher who is given the additional task of leading the madrasa where the teaching and learning process is carried out. The head of a madrasah must be competent to mobilize, guide, protect, maintain, develop, encourage and assist all human resources in the madrasa to be used optimally to achieve the stated goals. The madrasah management process includes four stages: planning, organizing, actuating and controlling.

Strengthening one of the empirical studies conducted by Sidik Purwoko in his conclusion states: (1) there is an influence from the leadership of the madrasa head on the performance of teaching staff; (2) there is an effect of teacher commitment on teacher performance; (3) there is an influence of teacher discipline on teacher performance of; (4) there is an influence of madrasa culture on teacher performance; (5) there is an effect of leadership performance, teacher commitment, teacher work discipline and madrasa culture simultaneously on teacher performance (Maki, Wasliman, & Dianawati, 2022).

The above opinion reveals that the better the performance of teachers in madrasas, the better the performance of teachers in the world of education, so the improvement of problems faced by both individuals and groups problems is the centre

of attention to be pursued in improving teacher performance in the future (Puspitasari & Mulkiyah, 2023). Teacher performance can be seen clearly in the learning that is shown from students' learning achievements. Good teacher performance will result in good student learning achievement, and vice versa, and poor teacher performance will result in less than optimal student achievement. The existence of an action displayed by the teacher in or during the learning activity (Islamic & Manajemen, 2019).

Some factors that influence a teacher's work behavior and performance are individual variables in the form of abilities and skills, family background, social level, and experience. The two organizational variables include leadership resources and job design. The three psychological variables include attitude, personality, learning and motivation. One of the factors is increasing teacher performance by providing a reward and being involved in making the school's vision and mission and all school activities that can improve teacher performance. It is hoped that a teacher will be empowered to realize performance when carrying out tasks and functions professionally so that students become the next generation—educated millennials (Antariksa, Islam, Maulana, & Ibrahim, 2020). Therefore, improving teacher performance is needed in the educational environment.

METHOD

This type of research is descriptive qualitative research, namely research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. Data is collected by observation, interviews, and documentation (Arikunto, 2014). When viewed from the source of the data, this research includes field research, in which the researcher goes into the field, studies a process or discovery that occurs naturally, records, analyzes, interprets, and reports, draws conclusions from these processes and tries researching or conducting a study of the reality of social life in the community directly. Meanwhile, when viewed from the properties of the data, this research is included in qualitative research (qualitative research) or naturalistic. It is called qualitative because the data it collects is qualitative, not quantitative, using measuring devices (puspitasari, Herlina, & Suyatna, 2019).

The subjects of this study were teachers at MAN 1 Bandar Lampung. The sample for teachers was all subject teachers who would be given treatment to improve teacher performance at MAN 1 Bandar Lampung. Data collection was carried out by distributing questionnaires, interviews and documentation. The data collection instrument will be made with several aspects and described in indicators which will be made based on the questions that refer to these aspects. Interviews are carried out by asking the interviewee directly to find out relevant results. They will be used as a source of material to improve teacher performance and to find out what aspects affect or hinder teacher performance (Sudjana, 2016).

Data collection was carried out by distributing questionnaires, interviews and documentation. The data collection instrument will be made with several aspects and described in indicators which will be made based on the questions that refer to these

aspects. While the instruments for each variable are represented in tabular form as a grid of madrasa principal strategy questionnaires can be seen in Table 1, and teacher performance can be seen in Table 2

Table 1. Indicators and Strategic Aspects of Madrasah Principals

Aspect	Indicator
Planning	Develop performance coaching
	Conduct work meeting
	Develop organizational structure
Implementation	Conducting academic supervision programs
	Teacher performance monitoring
Monitoring and Evaluation	Supervise the implementation of teaching.
	Following up on academic supervision
	Conduct evaluation meetings

Table 2. Teacher Performance Indicators and Aspect

Aspect	Indicator
Pedagogic Competence	Understand the foundation of education
	Carry out learning
Professional Competence	Develop Professionalism
	Can Develop Learning Materials
Personality Competence	Show Authority
	Can be a role model
Social Competence	Able to adapt
	Have a communicative attitude.

Based on Table 1, the Madrasa Principal Strategy has 3 aspects and 8 indicators which are the focus of this research MAN 1 Bandar Lampung. Meanwhile, based on Table 2, 4 aspects and 8 indicators are the focus of this research.

The data analysis technique in this study uses an interactive model and then compares the performance of the Bandar Lampung MAN 1 teachers as work achievements for the 2022 Academic Year. The steps in data analysis are: 1) Data Reduction, namely the researcher performs data reduction by sorting out categorisation and abstract from documentation; Data display, namely data reduction carried out by researchers by systematically compiling data, followed by writing the data obtained in the field in narrative form. The preparation is done by entering the results of the analysis into notes, then in sentences explaining the findings obtained from observations, interviews, and documents in the field and the data is arranged based on the research focus; 3) Conclusion, Withdrawal or Verification (Conclusion Drawing/Verification), namely based on data that has been reduced and presented, the researcher draws conclusions that are supported by strong evidence at the data collection stage. Conclusions were drawn by comparing teacher performance results at MAN 1 Bandar Lampung.

RESULT AND DISCUSSION

Improving the Strategy for the Principal of Madrasah MAN 1 Bandar Lampung, as discussed in this study, includes a) Arranging Performance Development, b) Implementation of work meetings, c) Organizational Structure, d) Academic Supervision Program, e) Monitoring teacher performance, f) Supervision of teaching implementation, g) Follow up on academic supervision, and h) Evaluation meeting. To find out the Strategy for the Head of Madrasah MAN 1 Bandar Lampung as follows: 1) Arrange the performance development of MAN 1 Bandar Lampung In the previous period, there were still teachers who did not understand the performance of madrasas resulting in miscommunication between fellow teachers, as a step taken by the head of the madrasa in increasing cooperation between peers teachers, namely by involving teachers in preparing teacher performance development. 2) Work meeting of MAN 1 Bandar Lampung Implementation of the work meeting involves all teachers and staff in MAN 1 Bandar Lampung by providing opportunities for a) a minimum 5 subject teacher representatives, b) a minimum 3 representatives from educational staff, and c) homeroom teacher representatives a maximum of 3 people for each grade level.

While the thing that is difficult to decide is the issue of giving additional assignments to teachers who have more abilities, it is difficult to reach a consensus because sometimes teachers who are allowed to do additional assignments refuse for various reasons such as: a) Determining committees in activities such as the Final Examination committee Semester, Committee for Working Meetings and New Student Admissions Committee, and b) Determination of grade increases for students with problems, starting from the intensity of attendance, not completing assignments, and non-compliance with the rules of MAN 1 Bandar Lampung. 3) The Organizational Structure of MAN 1 Bandar Lampung in the Madrasah Head Strategy as an increase in Deputy Head of Madrasah, homeroom teacher, and student organization coaches is carried out by looking at the general requirements and special requirements. Each managing organ makes a percentage of activity plans based on their respective duties and functions. 4) Academic supervision of MAN 1 Bandar Lampung. The implementation of academic supervision matters that are of concern to the head of the madrasa include a) Learning tools such as (RPP, teaching materials, reference books, and student worksheets), b) implementation of learning such as opening the lesson, outlining the material, conduct interactions and methods or approaches in learning) and c) assessment guidelines (such as grids, weighting or assessment syntax, and alternative answers in the implementation of daily tests and semester tests).

The findings that are often found in the implementation of learning a) the suitability of lessons based on the lesson calendar, which is a discrepancy between lesson plans for teaching materials and lesson calendars, b) filling in the attendance list for teaching, and c) physical evidence related to the completeness of supervision. 5) Monitoring the Performance of MAN 1 Bandar Lampung Teachers Monitoring is carried out by the head of the madrasa by paying attention to the lesson schedule with

class conditions monitored directly by the head of the madrasa and the deputy head. If there is a class in which the students are hanging around, then follow-up is carried out such as asking what lesson is currently being held, who the teacher is teaching, contacting the teacher concerned and so on.

As the head of the madrasa in terms of looking at teacher performance, namely: a) looking at the completeness of teacher administration, b) looking at the frequency of teaching implementation, c) looking at supporting activities such as (participation in seminars, training, MGMP, teacher and subject deliberations, learning media workshops, and following the socialization of the independent learning curriculum). 6) Supervision of the teaching implementation of MAN 1 Bandar Lampung Steps in supervision carried out by the head of the madrasa include a) checking the teacher's teaching plans and completeness, b) paying attention to the implementation of learning and c) knowing the evaluation method in determining students' grades. 7) Follow up on academic supervision of MAN 1 Bandar Lampung Follow up on the results of supervision in improving teacher performance by carrying out technical guidance and providing follow-up for the completeness of supervision documents, as well as monitoring the completion of documents based on the time provisions that the head of the madrasa has included in the implementation notes; Evaluation meeting, the head of the madrasa conducts in terms of improving teacher performance, the time for holding the evaluation meeting is at the end of the semester, and the place for implementation is the teacher council meeting in the teacher's room. The findings that often become the meeting agenda are teachers who do not maximize performance, students who have problems in the learning process, madrasa rules and attendance in learning.

As steps taken in completing the results of the evaluation meeting, namely: a) motivating carrying out community service, b) providing hope about the needs or completeness of tools to support learning, and c) giving rewards to teachers who have good achievements or performance. The Performance of MAN 1 Bandar Lampung Teachers The Improvement of the Strategy of the Principal of Madrasah MAN 1 Bandar Lampung, as discussed in this study, includes: a) Understanding the foundation of education, b) Carrying out learning, c) Developing professionalism, d) Being able to develop learning materials, e) Demonstrating authority, f) Be a role model, g) Be able to adapt and h) Have a communicative attitude. To find out the performance of madrasah MAN 1 Bandar Lampung teachers as follows: 1) Understand the foundation of education Improvement in teacher performance can be seen from the results of interviews about teachers who know the foundation of education by 70% of teachers who see the foundation of education, 20% of teachers who have heard of the foundation of education but do not know clearly, and 10% of teachers who do not pay attention to the foundation of education at all. 2) Implementing learning Implementation of learning as an increase in teacher performance, the method often used in implementing learning is 40% group study, 40% independent learning method and 20% lecture method. While the pattern in the learning process before and after the Covid-19 era by looking at the conditions that

teachers have experienced, namely Covid-19 requires online learning processes with ineffective learning outcomes due to limited cell phones, network quota, sometimes unstable networks, and media use.

Online learning for students who have not fully mastered it Developing professionalism As a strategic step for the head of the madrasa in terms of improving teacher performance, it provides opportunities for madrasah teachers to take part in activities that have a positive impact on teacher professionalism such as (participation in seminars, training, MGMP, learning media workshops, and participating in the socialization of the independent learning curriculum. Activities that madrasa teachers can follow as a strategy for the head of the madrasa to improve the performance of madrasa teachers at MAN 1 Bandar Lampung, so the head of the madrasa prioritizes starting from a) continuing education to a higher level, actively participating, b) KKG (Teacher Working Group) and Teacher Community activities, c) Participate in training in order to support the quality of learning, d) review a lot of references. 4) Can develop development learning materials. Learning materials are of concern to the head of the madrasa to improve the performance of mathematics teachers such as: a) The teacher repeats the teaching material so that understanding becomes stronger, b) triggers a strong enthusiasm for learning, c) describes material step by step to achieve goals and d) Development begins with a description of light material, then based on the results of developing the material in implementation. 5) Demonstrating authority The madrasa teacher's authority is strict with students who commit violations by giving academic sanctions. However, suppose student violations occur outside the classroom or during school hours still in the atmosphere of madrasah hours. In that case, the handlers are the guidance counsellor teacher and the deputy head of the madrasa in student affairs. 6) Being able to be an example The exemplary attitude of the teacher always sets an example in communicating well. This is important in addition to establishing cooperation as well as maintaining pride among fellow teachers. MAN 1 Bandar Lampung teachers always provide opportunities to discuss with students in their free time. Teaching and learning activities can be carried out not only in the classroom but also outside the classroom.

Teachers can take students around the school environment to observe the surrounding environment. The surrounding environment can be used as a learning resource. Varied learning activities will motivate active students so that the results obtained by students will be maximized. Teachers must be able to design learning that involves active students in responding to the subject matter and establishes two-way interactions so that what is conveyed by the teacher can be effective. 7) Able to adapt Adaptations carried out by MAN 1 Bandar Lampung teachers by paying attention to patterns or conditions of the madrasa environment without reducing the level of educational foundations, for example, adaptations include: a) Open-minded is an open and broad mindset that can involve acceptance of various kinds of ideas and information; b) Willing to learn. The teacher community that follows, Smart Teachers can share experiences, strategies, and knowledge to find ways to adapt to madrasahs with situations and conditions that are very different from before; d) Bandar Lampung

MAN 1 teacher carry out adaptations, especially in a) accepting new prospective students, this needs to provide education to prospective parents/guardians about the significance of a child for. 8) Have a communicative attitude The attitude of the MAN 1 Bandar Lampung teacher in establishing good communication between the teacher and the Bandar Lampung MAN 1 committee, good internal communication can provide convenience in solving madrasah problems.

The results of this study are that efforts to improve teacher performance by the principal are stated to have increased after being given design, implementation, and supervision, which makes the teacher have to follow existing regulations. The teacher is directly invited to make the design. The existence of deliberations in open meetings and freedom of opinion and giving rewards to teachers who excel makes teachers more enthusiastic in improving their performance.

CONCLUSION

The results of this study indicate that: Improving teacher performance by the madrasah head uses three aspects of the stages starting from planning, implementing and supervising the strategy carried out by the madrasa head in improving MAN 1 Bandar Lampung and fostering teacher performance, providing motivation, providing supervision, and fostering discipline, implementation in carrying out academic supervision programs, and monitoring teacher performance, and monitoring and evaluation in supervising the implementation of teaching, follow-up academic supervision with increased results seen from the results of questionnaires and direct interviews with informants Improving the strategy of the madrasa head carrying out three stages in carrying out his duties and functions as the head of the madrasa with three stages starting from planning, implementing and supervising so that the evaluation of the work program becomes a reference for managerial improvement of the head of Academic Supervision of MAN 1 Bandar Lampung. Improving the Strategy for the Principal of Madrasah MAN 1 Bandar Lampung, as discussed in this study, includes a) Arranging Performance Development, b) Implementation of work meetings, c) Organizational Structure, d) Academic Supervision Program, e) Monitoring teacher performance, f) Supervision of teaching implementation, g) Follow up on academic supervision, and h) Evaluation meeting.

The strategy for carrying out work meetings involves all teachers and staff at MAN 1 Bandar Lampung by providing opportunities for a) a minimum of 5 subject teacher representatives, b) a minimum of 3 representatives from academic staff, and c) homeroom teacher representatives, a maximum of 3 people for each grade level. While the thing that is difficult to decide is the issue of giving additional assignments to teachers who have more abilities, it is difficult to reach a consensus because sometimes teachers who are allowed to do other assignments refuse for various reasons such as: a) Determining committees in activities such as the Final Examination committee Semester, Committee for Working Meetings and Committee for New Student Admissions, and b) Determination of grade increases for students with problems,

starting from the intensity of attendance, not completing assignments, and non-compliance with the rules of MAN 1 Bandar Lampung.

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