



Efforts Of The Madrasah Head In Enhancing Teacher Professionalism At Madrasah Diniyah Al-Muttaqiin

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Abstract

The importance of teacher professionalism in teaching serves as a benchmark for the Madrasah Head, who plays a crucial role in enhancing teacher professionalism. This study aims to assess the level of teacher professionalism in teaching at Madrasah Diniyah Al-Muttaqiin, describe the efforts made by the Madrasah Head in improving teacher professionalism at Madrasah Diniyah Al-Muttaqiin, and identify the factors that hinder and support the Madrasah Head's efforts in enhancing teacher professionalism at Madrasah Diniyah Al-Muttaqiin. This qualitative research adopts a descriptive approach. The main subjects of this study are the Head of Madrasah Diniyah Al-Muttaqiin, with teachers and staff as informants. Data collection was conducted through observation, interviews, and documentation. Data validity was ensured through source triangulation. The data analysis technique used is interactive analysis, which includes data reduction, data presentation, and verification. A professional teacher is defined as one who possesses pedagogical, professional, social, and personal competencies. The findings of this study are as follows: Teacher professionalism in teaching at Madrasah Diniyah Al-Muttaqiin has improved due to the support of the Madrasah Head. The Madrasah Head conducts supervision and evaluation, discipline training, motivation, and recognition for teachers. Supporting factors for improving teacher morale include the Madrasah Head's attention to the material and spiritual needs of teachers. The inhibiting factors include the lack of teacher awareness regarding the importance of discipline in fulfilling teaching duties, both individually and collectively, at the Madrasah.

Keywords: efforts, enhancing, professionalism, teachers



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INTRODUCTION

Building a nation that excels cannot be separated from the quality of its human resources (HR). Human resources are the most vital and fundamental assets for



developing a nation capable of competing at the international level. Superior human resources can only be achieved if educational institutions and educators play a central role in fostering competitive, creative, and productive individuals. Educational institutions and teachers are like two sides of the same coin—inseparable and mutually supportive (Schleicher, 2020).

Education plays a crucial role in human resource development, serving not only as a means to eradicate backwardness but also to eliminate ignorance and poverty. Education is a deliberate and structured effort aimed at creating an environment and learning process that actively supports students in developing their potential, so that they acquire spiritual strength, self-control, intelligence, noble character, and the skills necessary for societal and national development (UNESCO, 2021). In today's globalized era, the advancement of a nation is closely tied to the quality of its human resources, which, in turn, heavily depends on the quality of its education system.

One of the essential components in the education system is the role of the Madrasah Head. According to recent educational leadership studies, the effectiveness and quality of a Madrasah are significantly influenced by its leadership (Leithwood et al., 2020). The Madrasah Head not only acts as a manager but also as an evaluator who designs work programs, oversees the performance of teachers and staff, and ensures the success of the institution they lead.

The Madrasah Head is a professional figure within the organizational structure of a Madrasah, responsible for managing resources and working collaboratively with teachers to achieve educational goals. Through the professionalism of the Madrasah Head, teacher professionalism can be more easily enhanced, aligning with their functions and responsibilities.

In supporting teacher professional development, Madrasah Heads are encouraged to facilitate further education for teachers, promote continuous professional development programs, and foster participation in seminars, training, and workshops (Darling-Hammond et al., 2020). These efforts are necessary for expanding teachers' scientific knowledge and strengthening their teaching competencies.

Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk is a private educational institution associated with a formal school, Madrasah Ibtidaiyah (MI), where students of Madin are also enrolled in MI. Over recent years, the Madrasah has demonstrated efforts to improve teacher professionalism, as evidenced by several teachers attaining undergraduate degrees. These efforts extend beyond formal education; the Madrasah actively engages teachers in scientific forums, educational training, and certification programs to further enhance their competencies.

Managing an educational institution like Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk demands prioritization of educator quality and productivity. These factors directly influence the teaching strategies and approaches adopted by



teachers. Alongside improving teacher professionalism, the Madrasah strives to provide adequate facilities and infrastructure to support high-quality education delivery. In the competitive educational landscape, Madrasahs without qualified teachers and complete facilities are at risk of losing public trust and may eventually face closure due to declining student enrollment.

Therefore, performance evaluations by the Madrasah Head are essential, serving as a critical factor in the educational management cycle from planning to development and evaluation. These evaluations are intended to foster teacher professionalism through fair and strategic actions and policies taken by the Madrasah Head to mentor and support teacher development.

METHOD

This study employs a qualitative approach with a descriptive method. The qualitative approach is used to explore in-depth the efforts made by the Head of Madrasah in enhancing teacher professionalism at Madrasah Diniyah Al-Muttaqiin. This research does not focus on testing hypotheses, but rather on understanding the various actions and strategies implemented by the Head of Madrasah to foster teacher development (Sugiyono, 2019).

Time and Place of Research

The research was conducted at Madrasah Diniyah Al-Muttaqiin, located in Lengkong Village, Lengkong District, Nganjuk Regency. The data collection took place from May to June 2023. This location was chosen due to its status as a relatively new educational institution that has gained significant attention from the local community (Sugiyono, 2019).

Research Timeline at Madrasah Diniyah Al-Muttaqiin



Gambar: 1

Research Subjects

The subjects of this study are the Head of Madrasah, as well as several teachers and staff who are involved in the educational activities at Madrasah Diniyah Al-



Muttaqiin. The selection of subjects was done through purposive sampling, where participants were chosen based on their relevance to the research focus. These included the Head of Madrasah and teachers who are directly engaged in improving teacher professionalism (Moleong, 2018).

Research Procedure

The research was carried out in multiple stages, including planning, data collection, data analysis, and reporting. The procedures followed are as follows:

1. **Observation:** Observations were made to systematically record the phenomena being studied. This included observing the teaching and learning process, teacher-student interactions, and other activities related to enhancing teacher professionalism. This method provided a general overview of the current situation at the Madrasah and the efforts made by the Head of Madrasah (Miles, Huberman, & Saldana, 2014).
2. **Interviews**
Semi-structured interviews were conducted with the Head of Madrasah, several teachers, and staff to gain deeper insights into the Head's efforts to enhance teacher professionalism. The interviews followed a guide that allowed for flexibility in exploring the topic while maintaining consistency in data collection (Moleong, 2018).
3. **Documentation**
Secondary data were collected through documentation, including administrative records, training reports, and policy documents related to teacher development at the Madrasah. This data helped to supplement the information gathered from observations and interviews (Sugiyono, 2019).

Research Instruments

The instruments used in this research include:

1. *Interview Guide:* A list of questions designed to explore the efforts of the Head of Madrasah in improving teacher professionalism (Miles, Huberman, & Saldana, 2014).
2. *Observation Sheet:* A tool used to record direct observations during the fieldwork (Moleong, 2018).
3. *Documents:* Relevant documents such as training reports, administrative data, and policies related to teacher professionalism (Sugiyono, 2019).

Data Collection Techniques

Data were collected through **observation, interviews, and documentation**. The data collection stages were as follows:



1. *Observation*: Observing the activities within the Madrasah provided a general understanding of the context and the efforts of the Head of Madrasah (Miles, Huberman, & Saldana, 2014).
2. *Interviews*: Conducted with the Head of Madrasah and several teachers to understand their experiences and perspectives on improving teacher professionalism (Moleong, 2018).
3. *Documentation*: Relevant documents, such as training materials, reports, and official records, were reviewed to support the findings (Sugiyono, 2019).

Data Analysis Techniques

Data analysis in this study was conducted using **interactive analysis** as described by Miles, Huberman, and Saldana (2014). The analysis involved three main steps:

1. *Data Reduction*: The first step involved selecting, focusing, and simplifying the data collected. This helped to organize the data for further analysis (Miles, Huberman, & Saldana, 2014).
2. *Data Presentation*: The next step was presenting the data in a clear and structured format. This could include narrative descriptions, tables, and graphs to help in interpreting the findings (Miles, Huberman, & Saldana, 2014).
3. *Conclusion Drawing/Verification*: The final stage involved drawing conclusions based on the data and verifying these conclusions by checking the consistency and relevance of the findings through member checks and revisiting the data (Moleong, 2018).

Data Validity Checking

To ensure the validity of the data, the following techniques were employed:

1. *Credibility*: To enhance credibility, **source triangulation** was used, comparing data obtained from different informants (the Head of Madrasah, teachers, and staff) to ensure consistency (Moleong, 2018).
2. *Dependability*: To ensure dependability, efforts were made to minimize errors in data interpretation, ensuring that the findings were consistent and reliable (Sugiyono, 2019).
3. *Confirmability*: Confirmability was achieved by verifying data through the audit trail, which includes field notes, interview transcripts, and other documentation. This process ensured objectivity and transparency in the research (Miles, Huberman, & Saldana, 2014).

RESULTS AND DISCUSSION



The presentation of research data is provided to understand the key characteristics related to the study. Based on the interviews, observations, and documentation conducted by the researcher on teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong, the researcher focused on efforts to enhance teacher professionalism. The data presentation includes:

Teacher Professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk

A professional teacher is one who possesses a range of competencies that support their duties, including pedagogical, professional, social, and personal competencies. These competencies enable teachers to create a comfortable learning environment.

Regarding teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong, the Head of Madrasah stated: "To be professional means to be an expert in one's field. An expert must be of high quality in performing their tasks. However, not all experts are necessarily of high quality. Being of high quality is not just about expertise; it also involves integrity and personality. From the perspective of human resource development, professionalism is a combination of personality, integrity, and skill or expertise" (Nuha, 2023).

This statement aligns with the observations made by the researcher, which found that: Teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong has been carried out to the maximum extent. This is evidenced by teachers consistently preparing teaching materials, serving as role models for students, demonstrating noble character, mastering the subject matter comprehensively, and being able to interact and communicate effectively with students, fellow educators, educational staff, parents, and the surrounding community. Being professional is a requirement of every profession, just as teachers must possess certain skills that are standardized by professional codes. Without these skills, one cannot be called a teacher. In essence, not just anyone can become a teacher, as teachers are operators of an educational curriculum and the front-line soldiers in the fight against ignorance.

Efforts of the Madrasah Head in Enhancing Teacher Professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk

The Madrasah Head plays a crucial role in improving the quality of education at the Madrasah. The Madrasah Head must have a strategic plan to enhance teacher professionalism. A Madrasah Head is required to have the necessary competencies



to perform their duties effectively. Supervision and evaluation are essential to assess teacher performance and behavior at the Madrasah to determine whether improvements are needed to achieve professional standards.

Muhamad Ulin Nuha, the Head of Madrasah Diniyah Al-Muttaqiin Lengkong, stated: "In order to enhance teacher professionalism, we first need to consider the school's direction, which is guided by its vision and mission. To achieve this vision and mission, human resources need to be well-prepared through training, workshops, and other activities. Additionally, raising awareness about the importance of improving teacher competencies in accordance with the Law on Teachers is crucial" (Nuha, 2023).

Arina Rosyidah, the treasurer at Madrasah Diniyah Al-Muttaqiin Lengkong, added: "As far as I know, the Madrasah Head increases teacher professionalism by organizing training, education programs, and regular departmental meetings. Furthermore, the Madrasah Head promotes discipline among teachers, for example, ensuring that teachers adhere to the code of ethics, arrive on time, and set a good example for others" (Rosyidah, 2023).

During the observation, the researcher noticed that the Madrasah Head monitored all classrooms during the first hour and after recess to ensure that no classroom was left unattended, meaning that all classes had a teacher present according to the schedule. When asked about this, the Madrasah Head explained: "Direct supervision is essential to optimize teacher performance. Continuous monitoring of discipline and teaching methods is necessary" (Nuha, 2023).

The researcher also observed that the Madrasah Head visited the staff room to check the attendance records of teachers and the reports of teachers who were absent or late. "Every teacher who is unable to attend or arrives late must report to the duty teacher, who will then substitute for them. There is a specific logbook for teachers who are absent or late" (Rosyidah, 2023).

This statement is supported by Ustadz Fathkurrohman, a teacher at Madrasah Diniyah Al-Muttaqiin Lengkong: "Teachers must master the competencies required of a teacher. Monitoring the teaching and learning process is essential. Duty teachers must cover any classes left unattended due to teacher absence" (Fathkurrohman, 2023).

The Madrasah Head conducts supervision and evaluation by assessing teaching methods, discipline, and overall performance at the Madrasah. The Madrasah Head's evaluation includes daily classroom visits, observing teaching



methods from outside the classroom, and stepping in when a teacher is absent or late to inquire about students' understanding of the material taught.

Factors Inhibiting and Supporting the Efforts of the Madrasah Head in Enhancing Teacher Professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk

The Madrasah Head, as a supervisor, encounters challenges in their duties. At Madrasah Diniyah Al-Muttaqiin Lengkong, the Madrasah Head collaborates with teachers of varying characteristics and deals with diverse situations. It is crucial for a Madrasah Head to be responsive to these challenges to continue performing their duties effectively.

The research findings indicate that one of the main factors inhibiting the efforts of the Madrasah Head to enhance teacher professionalism is the lack of teacher awareness regarding the importance of discipline in fulfilling their duties. On the other hand, a supporting factor for improving professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong is the implementation of teacher discussions, although these are not held regularly.

From the observations and interviews, the researcher concludes that the Madrasah Head must be responsive to these challenges to continue performing their duties effectively.

DISCUSSION

Teacher Professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong

Being professional means blending quality with integrity, and being a professional teacher is a necessity. However, the teaching profession is also closely related to psychological and humanistic roles, often embodying a humanitarian image. Based on the data previously described, it is evident that teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong is strong. This is demonstrated by teachers consistently preparing lesson plans, serving as role models for students, displaying noble character, mastering the subject matter comprehensively, and effectively interacting and communicating with students, fellow educators, educational staff, parents, and the surrounding community. From the above description, the researcher concludes that a professional teacher is characterized by qualities that a good educator must possess to produce a generation of dignity and morality. Based on interviews and observations, the researcher believes that while many can become teachers, becoming a teacher with expertise in educating requires adequate education, training, and experience.



Efforts of the Madrasah Head to Enhance Teacher Professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk

Supervision and evaluation are necessary to assess teacher performance and behavior at the Madrasah. These assessments determine whether teachers meet professional standards or require improvements.

From the research on the evaluation of the Madrasah Head in enhancing teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong, the researcher concludes that the evaluation by the Madrasah Head is a determinant factor in the management process of enhancing teacher motivation. Moreover, the management process, from planning to development to evaluation, is aimed at enhancing teacher motivation. It is essential that the Madrasah Head takes fair and wise actions and policies to guide and assist teachers in improving their professionalism.

Based on observations and interviews in the field, the researcher found that the Madrasah Head conducts supervision and evaluation by assessing teaching methods, discipline, and overall performance at the Madrasah. The Madrasah Head's evaluation includes daily classroom visits, observing teaching methods from outside the classroom, and stepping in when a teacher is absent or late to inquire about students' understanding of the material taught. Additionally, the Madrasah Head fosters discipline, provides motivation, and recognizes teachers' efforts to enhance teaching enthusiasm at Madrasah Diniyah Al-Muttaqiin Lengkong to achieve professional standards.

Factors Inhibiting and Supporting the Efforts of the Madrasah Head in Enhancing Teacher Professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong

The Madrasah Head, as a supervisor, encounters challenges in their duties. At Madrasah Diniyah Al-Muttaqiin Lengkong, the Madrasah Head collaborates with teachers of varying characteristics and deals with diverse situations.

The factors that challenge the realization of professional performance include internal factors, such as teachers' ability to manage themselves to commit to professional performance, including overcoming laziness, maintaining professionalism, responsibility, discipline, and others. External factors include teachers' collaboration with the Madrasah Head and other teachers to improve the



quality of education and their ability to interact with students from diverse backgrounds.

The research findings indicate that one of the main factors inhibiting the efforts of the Madrasah Head to enhance teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong is the lack of teacher awareness regarding the importance of discipline in fulfilling their duties. Conversely, a supporting factor for improving professionalism is the organization of teacher discussions, although these are not held regularly.

CONCLUSION

The improvement of teacher professionalism at Madrasah Diniyah Al-Muttaqiin Lengkong Nganjuk is significantly influenced by various supporting and inhibiting factors. One of the main supporting factors is the Madrasah Head's consistent attention to both the material and spiritual needs of the teachers, which has positively boosted their enthusiasm for teaching. Through several strategic efforts, the Madrasah Head has implemented initiatives such as supervision and evaluation of teaching practices, the enforcement of discipline, the provision of motivational support, and the granting of recognition and rewards to teachers. These initiatives have played a pivotal role in fostering a professional teaching environment. However, there are also inhibiting factors, particularly the lack of teacher awareness regarding the critical importance of discipline in fulfilling their responsibilities, both individually and collectively. Despite these challenges, the overall professionalism of teachers at Madrasah Diniyah Al-Muttaqiin has shown significant improvement. This is evidenced by the teachers' consistent preparation of teaching materials, their exemplary conduct as role models for students, their mastery of subject content, and their effective interaction and communication with students, colleagues, educational staff, parents, and the wider community. These achievements collectively demonstrate the growing professionalism that is vital for delivering quality education.

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