

LEADERSHIP THE HEAD OF MADRASA IN IMPROVING THE PERFORMANCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS

(RESEARCH IN MTS DARUL HIKMAH AND MTS ONE ROOF AS SOLEHHIYAH BANDUNG REGENCY)

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Abstract

The success of the educational process in madrasahs, one of which is influenced by the leadership of the head of the madrasa and the performance of PAI teachers. This study aims to describe the efforts made by the head of the madrasah in improving the performance of PAI teachers. The research method used in this study is a naturalistic descriptive method. The source of this research data is the head of MTs Darul Hikmah and MTs Satu Atap As Solehhiyah Bandung Regency as primary sources. Data collection techniques with interview, observation and documentation techniques. The results showed that the head of the madrasah was able to make planning and implementation as well as monitoring the performance of PAI teachers properly in accordance with the rules and procedures that apply in the Madrasah. The leadership style carried out by the head of the madrasa is a democratic leadership style with a supportive leadership model so that PAI teachers are able and perform well in accordance with the demands of educator competencies that must be possessed.

Keywords: Head of Madrasa, leadership, teacher performance.

INTRODUCTION

Leadership is the ability to distribute resources to support organizational tasks (Winston & Patterson, 2006). Basically, the Head of Madrasah as a leader performs three functions as, namely helping teachers understand, choose, and formulate educational goals to be achieved, mobilizing teachers, employees, students, and community members to succeed educational programs in schools, creating schools as a harmonious, healthy, dynamic, comfortable work environment so that all members can work with full productivity and obtain work satisfaction which high (Burhanudin, 2000, p. 5), (Widyasari, 2017).

The head of a madrasa as a leader in a madrasa must strive optimally so that the effectiveness of his leadership behavior can be realized. Leadership behaviors displayed in the managerial process are consistently referred to as leadership styles (Firmansyah & Wibowo, 2017). The leadership style in question is a way of behaving typical of a leader towards the members of his group (Ali et al., 2015). As a leader in an educational

institution, a madrasa head must be able to carry out his leadership well and have an exemplary performance in carrying out his duties as a leader, especially to influence his subordinates so that they can cooperate and have good performance can carry out their duties (Bashori, 2016). And in an effort to influence it, a model or appropriate leadership style is needed (Permadanti, 2021). Other studies state that teacher performance will improve and increase...

The role of a madrasa head leader must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is always maintained by Rachmawati (Permadanti, 2020: 5). The head of the madrasah as a leader who is an organ that should be able to influence the attitudes and behavior of his subordinates, this shows that the head of the madrasa expects teachers to improve their work after getting influence from their superiors (Permadanti, 2021). Conditions in the field that reflect the state of teachers that are not in accordance with the expectations and goals of the madrasa can be a reflection of the leadership of the head of the madrasa.

Based on the results of preliminary observations made by researchers, it was found that the Head of the MTs Madrasah in Bojongsoang District, Bandung Regency, had various conditions, there were madrasah heads who were still young and there were some who were almost retired. Even in some private Tsanawiyah Madrasahs there are Madrasah Heads who have retired but are still used by the foundation. As a result, many of the duties of the Head of the Madrasa are delegated or covered by the teacher. Although delegation of duties is legal, if it is too frequent and numerous, it will give the impression that the Head of the Madrasa is only a symbol in the school (Suprihana et al., 2015).

The spirit of the Head of the Madrasah in carrying out his duties also raises enthusiasm for the teachers. Although there are MTs whose principals perform their roles well, some teachers perform less than optimally (Rahmawati, 2020). Vice versa, there is a Tsanawiyah Madrasah whose Principal is not excited, but some of the teachers have performed well.

MTs Darul Hikmah and MTs Satu Atap As Solehhiyah Bandung Regency are private tsanawiyah madrasahs in Bandung Regency, the head of madrasahs in these MTs has carried out his leadership role in improving teacher performance in classroom learning which includes teacher performance in the field of planning, implementing and evaluating learning.

MTs Darul Hikmah and MTs One Roof As Solehhiyah Bandung Regency provide encouragement, direction, guidance, exemplary, and supervision to teachers in improving their performance so that teachers in madrasahs have complete learning tools so that classroom learning can run according to the implementation procedures. In addition, it is to improve the pro-life ability of teachers in carrying out their duties as the head of the madrasa in this MTs. The Head of MTs Darul Hikmah and MTs Satu Atap As Solehhiyah Bandung Regency, included teachers in workshops, seminars, and subject teacher

deliberations (MGMP) in accordance with the scientific competence of teachers who contributed to improving their performance in providing education and learning in the classroom.

Teacher performance is the ability of a teacher to perform actions in accordance with the goals that have been set, which include aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes (Raberi et al., 2020). Performance is very important in determining the quality of work of a person, including a teacher.

In fact, the teachers of MTs Darul Hikmah and MTs Satu Atap As Solehhiyah, Bandung Regency have not shown good performance in carrying out their duties and functions, meaning that they are in accordance with the main duties and functions of teachers, such as: activities in planning teaching programs, carrying out learning activities, carrying out assessments, carrying out daily tests, compiling and implementing improvement and enrichment programs and holding development of teaching fields that are their responsibility. As an illustration of the profile of MTs Darul Hikmah and MTs One Roof As Solehhiyah, there are still teachers whose performance is still low, including teachers who teach monotonously and without careful preparation. Teachers still use teaching preparation very simply, have not fully used the required curriculum references, and are inconsistent in the implementation of the learning implementation plan (RPP) scenarios that have been prepared and in the learning process the teacher is still dominant in using the lecture method.

The task of the madrasa head in his role as a leader is to develop initiative and interactive power with all stakeholders to achieve learning objectives. Madrasa heads build moral forces that are integrated with shared values, goals, and beliefs in planning, implementing, supervising, and evaluating programs. The three main tasks in acting out leadership are to improve the effectiveness of learning that determines the direction of madrasah development, align teamwork to realize the vision and mission of madrasah, and motivation in directing, guiding, developing, and empowering teachers to achieve quality educational goals. The role and function of the head of the madrasah as a leader, manager, motivator, educator, innovator, supervisor, administrator, head of the madrasa can take various steps to improve teacher performance (Muflihah & Haqiqi, 2019). Teacher performance is the main cause in determining the quality of education (Podgursky, M.J., & Springer, 2007)

Furthermore, as a leader (leader) the head of the madrasa must have noble qualities. Among those traits are shidiq, amanah, tabligh, and fathonah. These traits are absolutely a must-have for a leader. This is in order to build trust from teachers and education personnel in their areas of responsibility (Shofiani, 2021).

As a leader, the head of the madrasa must also be able to mobilize and influence others to jointly realize the vision and mission of the madrasa. In addition, as the head leader of the madrasa, he must be able to understand the condition of teachers, employees and students, as well as be able to communicate both orally and in writing. The head of the madrasa must also be able to make decisions both related to internal and external affairs. PAI teachers must be able to create a program of planning and evaluating students. Meanwhile, in the process, the head of the madrasa in the school makes a plan, implementation and evaluation of the program. So that with good leadership, an increase in the performance of PAI teachers will be produced (Abdy, 2019).

Referring to the background above, the purpose of this study is to find out the extent of planning, implementing and evaluating the benefits carried out by the head of the madrasah in improving the performance of PAI teachers in MTs Darul Hikmah and MTs Satu Atap As Solehhiyah Bandung Regency. With this research, it is hoped that it will become a theoretical foundation, and decisions can be made regarding the improvement of the education sector, especially regarding teacher performance (Cai, Y., & Lin, 2006).

METHODS

The method that will be used in this study is a descriptive method, and is fast qualitative, because the process of collecting and analyzing data is carried out systematically to achieve certain goals through observation, interviews, and studies. Qualitative research has two main objectives, namely first to describe and uncover (to describe and explore) and secondly to describe and explain (to describe and explain) most qualitative research descriptive explanatory. Bogdan and Taylor in explaining qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2000). Except that, qualitative descriptive research methodologies also give rise to written data from documents, books and photos as well as statistical data (Tohirin, 2012).

Data analysis in this study uses the Analysis Interactive model from Miles and Huberman (Miles & Huberman, 1992, p 237) which divides analysis activities into several parts, namely: data collection, data reduction, data presentation, and drawing conclusions or data verification. In general, data analysis in this study was carried out through stages with the following steps; (1) record all findings of phenomena in the field either through observation, interviews and documentation; (2) reviewing records of observations, interviews and documentation studies, and separating data that are considered important and unimportant, this work is repeated again to examine possible classification errors; (3) describe the classified data by taking into account the focus and objectives of the research; and (4) make a final analysis in the form of a report on the results of the study.

RESULT AND DISCUSSION

Leadership Planning of Madrasah Heads in Improving PAI Teacher Performance

The success of the Principal in managing his school is inseparable from the Principal's ability as a leader in carrying out managerial roles and functions in the institution he leads (Virgo & Slameto, 2018). Therefore, a principal is required to have the skills and readiness to manage the school. The skills and readiness referred to are managerial abilities as regulated in Permendiknas No. 13 of 2007 concerning Standards for Principals and Madrasahs, which include planning, organizing, implementing, directing and supervising.

Before planning, the principal of MTs Darul Hikmah Bojongsoang Bandung Regency first adjusts the planning to the needs, predicts what may happen in the future in accordance with the estimates and analysis carried out, so that it can be accounted for and by involving educational resources.

Based on the results of interviews with the head of MTs Darul Hikmah Bojongsoang and Wakasek student affairs, as well as existing documents, in carrying out performance coaching for PAI teachers and all other teachers, the head of the madrasah formulated several plans that must be developed in coaching teacher performance including (1) Creating a comfortable work climate, (2) Facilitating teachers in teaching and learning activities both in the classroom and outside the classroom, (3) Build the character of creative teacher performance, include teachers in education and training, and provide support to teachers in carrying out their main duties and functions.

The regular planning program for teachers to improve pedagogical competence, is with two programs. First, the learning tool preparation program The preparation of learning tools which includes lesson plans, learning syllabuses, annual programs, semester programs and educational calendars is carried out regularly at the beginning of each semester. This is done to anticipate government policies that often change in determining the applicable curriculum. Second, internal and external workshop or training programs for teachers. PBM management planning is a very important control where the achievement of quality targets on the quality of the teaching and learning process as well as the value of the teacher's level of competence will be measured in it. In general, teachers can complete their teaching administration on time because the curriculum waka provides a deadline for completion before the implementation of the teaching readiness workshop. In addition to the PBM management program, the principal with the coordination of the curriculum waka in collaboration with the quality management waka plans education and training (training) program programs both in the internal and external environment.

The principal's programs in improving the professional competence of teachers in MTs Darul Hikmah Bojongsoang Bandung Regency are as follows:

- a. The class placement program is in accordance with the competencies and skills possessed by the teacher. The principal and the curriculum team routinely supervise to assess the accuracy of the main tasks and functions of teacher performance based on the competencies possessed by each individual. Class placement according to the competence and skills possessed by the teacher is very important to support the smooth process of teaching and learning activities, making it easier for teachers to be facilitators of the material presented and making it easier for students to understand the subject matter.
- b. Information and Communication Technology training program for teachers. Currently, teachers' mastery of ICT is one of the important parts of improving teacher professional competence, considering that everything has been greatly facilitated with technology, including in the process of teaching and learning activities. Planning for improving the quality of learning in terms of teacher professional competence is a field of work from quality management. Especially now in the midst of the Corona pandemic so that learning is carried out online, which automatically teachers must be able to use ICT.
- c. Peer teaching program for teachers in the field. The peer teaching program is a teaching and learning training program carried out by teachers in a field, for example between PAI teachers. This program aims to evaluate how to teach teachers to each other, exchange ideas for making teaching media, including uniformizing the components of assessment in each subject matter, so that teachers are not trapped in the subjectivity of assessment. In one semester, the peer teaching program for teachers in the field is carried out for 3-6 times according to the needs of the teacher, although this program is not directly regulated by the curriculum, but each field teacher coordinator will be asked for his report on the development of this peer teaching program during a teaching preparation workshop held at the beginning of each semester.
- d. New teacher recruitment and mentoring program. The recruitment process aims to meet the needs of educators and bring new dynamics in teaching and learning activities. In the process of teacher recruitment in MTs Darul Hikmah Bojongsoang Bandung Regency, prospective teachers must have educational competency standards.
- e. Involving teachers in teacher professional development organizations such as teacher working groups (KKG), subject teacher deliberations (MGMP), and holding supervision to directly monitor teacher performance. The planning carried out by MTs Satu Atap As Solehiyah Bojongsoang in an effort to improve the performance of its teachers is generally contained in an annual work program made based on quality standards applicable in the Environment of MTs Satu Atap As Solehiyah Bojongsoang. From the existing statute, madrasahs annually create

and compile activity programs as an effort to improve the quality of the education system in madrasahs, both in natural resources and human resources.

Referring to the results of interviews with the heads of One-Stop MTs As solehiyah Bojongsoang and Wakasek as well as existing documents, planning related to improving the performance of PAI teachers consists of, first, teachers teaching a minimum of 18 hours of lessons plus 6 hours of guidance. Along with the certification for teachers, the average class hours are 24 effective, namely from 07.00 WIB to 14.45 WIB. The class hours that must be completed by the teacher within 4 days are effective in every 1 week. This means that on average, for each day teachers have to spend 6 hours of lessons and guidance each day for the next 4 days. The second program for improving teacher performance is that teachers must master contextual teaching learning (CTL) in carrying out learning activities. Contextual teaching learning is a contextual teaching and learning process, meaning that the teacher strives that what is taught and learned by students is material that is contextualized with the needs of the students and the social environment. The goal is that the concepts and theories and ideas in the material given can be accepted and understood by students and can be applied practically in everyday life.

In an effort to improve the professionalism of teachers in MTs Satu Atap As solehiyah Bojongsoang, the head of the madrasah and his staff create and compile programs for teachers to take part in trainings, workshops, seminars and workshops related to teacher professionalism about syllabus development, making rpp, about pedagogics and deepening the maten field of teacher teaching. In addition, teachers are also motivated to be able to continue their education through advanced studies, namely the master's level for those who already have a bachelor's degree (SI) and continuing undergraduate education for those who do not have a bachelor's degree in education Another plan related to teacher performance is that teachers who do not yet have a professional teacher certificate are expected to be able to participate in the teacher certification program so that teacher professionalism increases in line with the demands of teaching ability as an educator profession obtained from the teacher certification program held by the government through a designated institution. Another plan prepared is the establishment of subject teacher deliberations (MGMP) as an effort by teacher associations to improve teaching abilities and formulate strategies to improve the quality of learning.

Based on the presentation of the findings of interviews, observations and documentation as disclosed above, related to planning and work programs in teacher performance coaching, it can be concluded that teacher performance coaching planning is an initial action in order to achieve the vision and mission of these two madrasahs. Therefore, the plan designed by the head of the madrasah is related to teacher performance development, namely by continuing to improve the competencies of teachers through monthly and annual regular meetings, through training activities, workshops or seminars on education, involving teachers in teacher professional development organizations such

as the Student Eye Teacher Deliberation (MGMP), Teacher Working Group (KKG) and coaching through supervision of class visits.

Implementation of Madrasah Head Leadership in Improving PAI Teacher Performance

The implementation stage is to carry out the plans that have been prepared in the management of teacher performance coaching to improve teacher work so that the quality of graduates can be of high quality. Improving quality and relevance in order to improve the competitiveness of graduates is already a must. One thing that does not go unnoticed by school leaders in an effort to foster the performance of teachers is to send and include teachers to various trainings and teacher organizations to improve teacher professionalism (Nurhidayati, 2018). The implementation stage, in this case basically answers how all the functions of management as a process to achieve the goals of the institution that have been set through cooperation with others and with existing resources, can proceed as it should (effectively and efficiently).

Implementation can also be interpreted as a process of activities to realize anything that has been planned (Firdianti, 2018). The training required by teachers in schools is training that is tailored to the needs of teachers, namely training that refers to the demands of teacher competencies. The purpose of this training is to equip a variety of accumulative knowledge and skills leading to the complete mastery of competencies according to the minimum ability profile as a subject teacher so that they can carry out their duties properly (Mudassir, 2016).

The researcher's findings related to the process and implementation of teacher performance coaching carried out by the Head of Madrasah provide an opportunity for all teachers to take part in training. By attending the training, teachers are guided in compiling learning tools, namely compiling Prota, Promissory Notes, Syllabuses, Lesson Plans, making questions and assessments, making learning media. Training can be one of the right alternatives in developing the ability to compile learning tools. The results of another study proposed by Sa'bani, that it is proven that the competence of teachers in MTs Muhammadiyah Wonosari in compiling rpp can be improved by training activities (Sa'bani, 2017). This is the case with the results of research conducted by Yasri on 20 MTs in DKI Jakarta. The results of his research revealed that the training program had a sufficient impact on the selection of learning methods, media and learning resources, reporting the results of assessments to stakeholders, the use of methods in learning, learning media and resources and closing learning, making question items in accordance with indicators (Yi, 2020).

Madrasah heads are very dexterous in holding various implementation programs of various forms of training, teacher workshops on PTK, workshops on media and learning models, and teacher task development. All of these programs are designed by the head of the madrasah in collaboration with stakeholders in order to foster teacher performance,

so that teachers have good performance in carrying out their duties and responsibilities. Madrasahs hold workshops or trainings that are tailored to the needs of teacher development by bringing in several speakers from universities or from the Dinas or The Ministry of Religion. As for external training, the head of the madrasa sent several teachers to attend seminars or workshops according to their respective fields. In accordance with Siagian's statement (1987:5) which says one of the most effective vehicles that can and should be used in the development of human resources is education and training.

Workshop activities are considered the most effective activities in improving the teacher's ability to compile learning tools. Workshop activities can also be combined with literacy and HOTS. The results of the research conducted by Hasanah showed that the workshop on 12 PAI teachers in improving performance to compile the 21st Century RPP carried out through three cycles has succeeded in having a positive impact and has increased. This is evidenced from the results of the first cycle as much as 62.5% experienced an increase in the ability to compile the 21st Century RPP, literacy, HOTS in cycle II showed results of 73.75% (8 out of 12 people were included in the complete category), meaning that there was an increase from cycle I to cycle II as much as 66.66%, then in cycle III it increased to 86.25% (Hasanah, 2020)

The head of the madrasa plays a role in motivating teachers to continue their studies to a higher level, for example S2, this program can be done by providing scholarship assistance through the Ministry of Religion to teachers who have high loyalty to school then for teachers who are motivated to go back to school, can continue their studies at personal cost. Work loyalty is defined as loyalty, devotion and trust given or shown by someone to an institution, in which there is a sense of love and responsibility to strive to provide the best service and performance (Nento & Abdullah, 2021). Several studies have shown that loyalty and commitment greatly affect employee performance (Brown et al., 2011). This development aims to improve the ability or skills of teachers in their scientific fields. The formal education that has been taken is indeed a very important capital. This means that even those who have gone through certain levels of formal education still need to be given additional education that is more likely to apply their knowledge to the concrete situations faced in the days in educational institutions (Siagian Sondang, 1987, p.173).

Encouraging teachers to continue their studies to the master's level seems to have been done a lot in various schools. One of them is the head of SMA Negeri 4 Pagaralam who encourages PAI teachers to continue their studies at the master's level (Marhan, 2017). PAI teachers who are qualified masters have excellent performance. For example, the performance of PAI teachers who were educated in S-2 at SMA / SMK in Banjarmasin city as a whole in the 7 people studied was good, especially in terms of pedagogical ability, ability to create and build a conducive learning atmosphere, communication ability, and social ability. In addition, they have a commitment to service and a sense of

responsibility as teachers of Islamic religious education to serve the community in which they live (Sulaiman, 2019).

In the context of the management function, implementation is to move people to work in accordance with the tasks assigned to them so that they can achieve the goals that have been set (Husaini & Fitria, 2019). In carrying out the main duties and functions given by superiors to subordinates or members, it must be carried out with a full sense of responsibility, totality, and maximum (Wiliyanto, 2022). It is necessary to have good cooperation from superiors to subordinates or members and between fellow members in carrying out their duties. So that the goals to be achieved can be realized. For a profession, competence is a demand. For the sake of this is also the case with the teaching profession. Successful teamwork is likely to lead to satisfaction and further improvement of performance. There are five indicators of teamwork namely contribution, interaction, maintaining a path, being quality-oriented, and individual teams must have relevant knowledge and skills (Hwang, 2018). Teachers as one of the factors that determine the success of education must have various competencies needed to support success in carrying out their educational duties (Tabi'in, 2016).

Implementation means stimulating group members to carry out tasks in carrying out the madrasa program. To carry out or move (actuating) means to empower members of the group to carry out tasks with enthusiasm and good will (Rouf, 2015). The task of mobilizing is performed by the leader. Therefore, the leadership of the principal has a very important role in mobilizing personnel in carrying out teacher performance. with enthusiasm and good willpower. In this case the task of implementation is performed by the leader. Where the madrasa leader, namely the head of the madrasa, must mobilize personnel.

Things that need to be considered in moving these are: 1) Determination of starting a work plan 2) Providing examples of work implementation procedures from the leadership 3) Providing motivation for members to want to work in accordance with their duties and responsibilities 4) Coaching workers or members 5) Improving the quality of the quality of workers 6) Supervision and morality of workers (Syafaruddin et al., 2018). So to continue to foster the performance of these teachers, the head of the madrasah carries out several ways and efforts in coaching the performance of teachers and always monitors teacher performance through teacher performance assessment activities. In the findings of the efforts made by the head of the madrasa in fostering teacher performance by providing motivation and direction. Monthly meeting activities are used as a medium to provide motivation and direction to teachers, both motivation related to duties and responsibilities as teachers, motivated to improve their performance, and briefings related to problems faced by teachers. as Bafadal (Bafadal, 2012, p 72) said about motivation and direction using the language of moral guidance, where the principle of moral development of work can be identified by giving encouragement, namely all efforts to provide encouragement to members or subordinates so that they are willing to work sincerely and sincerely.

The provision of motivation proves that in motivating teachers, the head of the madrasa does not only motivate to improve the individual performance of the teachers but motivates to improve the performance of the group of each institution to improve the quality of education in schools. As Wibowo said (Wibowo, 2011, p.378) that in building a culture of high performance, cultural leaders are needed. A Cultural Leader is essentially a leader who experiences others more including the fact that others can have different cultures.

This statement proves that in providing motivation, the head of the madrasa has done it correctly, namely by paying attention to individual and group aspects in providing motivation and direction so that to form a good performance will be easily achieved.

The next finding is the efforts made by the head of the madrasa in fostering teacher performance by providing rewards or awards. Rewards or awards are given in the form of salary increases, transfer of positions, namely teachers who have achievements in madrasahs can be transferred from ordinary teachers to homeroom teachers or deputy heads of madrasahs. As Siagian (Siagian, 2012, p.70) says that as a rational being, a laborer wants to get rewarded if he is judged to be successful in carrying out his duties. The award can be a salary increase, a promotion, a certificate of appreciation in its various forms. This proves that in an effort to foster teacher performance, the head of the madrasa has given all kinds of awards in the hope that teachers can improve their performance (Sonedi et al., 2018).

The next effort to foster teacher performance carried out by the head of the madrasah is to carry out teacher supervision of subjects that have been scheduled in advance as a teacher development service that can advance and develop teaching so that teachers can teach well and have an impact on student learning. As stated by Bafadal (Bafadal, 2006, p. 107) one of the efforts to improve teacher performance through educational supervision coaching, as has been written, this coaching has characteristics, one of which is that educational supervision coaching is an activity to help teachers improve their abilities in carrying out their duties, especially in managing the teaching and learning process. The ultimate goal of educational supervision is that teachers are increasingly able to manage the learning process effectively and efficiently. A teacher to achieve his role must have a complexity of competence. If he does not have these four competencies, his role will not be maximized. If we pay attention, the task of educators and education staff is quite heavy. In fulfilling this, they need help from the head of the madrasa as a supervisor. We all know that the teacher is a school personnel who is always dealing with various things so that he cannot solve the problem thoroughly without getting help from other parties, especially from the head of the madrasa as a supervisor.

Evaluation and Supervision of the Head of Madrasah on the Performance of PAI Teachers

The managerial performance assessment of the principal in terms of the monitoring activities carried out, of course, is closely related to the planned and organized school program (Triwiyanto, 2015). Management includes the effective and efficient achievement of organizational goals (Daft & Daft, 2009). Supervision is an effort to check the activities that have been and will be carried out. Supervision is oriented towards all objects of educational institutions and is the most important management factor to achieve the goals to be achieved (Amiruddin et al., 2022).

Based on the results of data collection in the field through interviews and documentation studies, the authors found several things related to the process of implementing supervision of the head of the Madrasah are the following activities.

Develop an objective, responsible and continuing supervision program with standards on national education standards, both daily, monthly and annual supervision programs. Before the implementation of supervision, the head of the madrasa provides socialization to all educators and education staff. Second, supervision of madrasah management is carried out by the principal which includes monitoring, supervising, reporting, and follow-up of the results of supervision. Furthermore, the head of the madrasa allows the school committee or representatives of other interested parties to monitor the school regularly and continuously to assess the efficiency, effectiveness and accountability of management,

The next activity is that the head and the school superintendent supervise academic management which is carried out regularly and continuously to all educators and education staff. Teachers are required by the head of the madrasa to report the results of the evaluation and assessment at least at the end of each semester addressed to the principal and parents. Education personnel report on the technical implementation of their respective duties. The head of the madrasa reports the results of the evaluation to the school committee and other parties who are concerned. Every party who receives a report on the results of supervision, must follow up on this in order to improve the quality of the school, including providing sanctions for deviations found.

The results of the assessment are information that can be used to improve and improve educational programs. In addition, the information can be used for the purposes of certification, selection, remedial, promotion and so on, as well as for the accountability of the executor to interested parties. Currently, the success rate of academic supervision assessment is only associated with the achievements achieved by each student, namely in the form of numbers, and even if it is used as material for improvement, it is only used in very micro interests, such as improving teaching methods or developing teaching materials.

In the process of controlling teacher performance on a daily basis, in addition to the head of the madrasah and curriculum waka who came down directly to check the readiness of teachers in PBM, the principal also urged teachers to evaluate themselves in implementing PBM. Supervision through PKG and PKB Teacher Performance Assessment (PKG) and Continuous Performance Assessment (PKB) is the latest evaluation assessment product rolled out by the government to evaluate teacher performance during one academic year. Supervision through Clinical Supervision Clinical supervision is a measuring tool for evaluation that exists before Teacher Performance Appraisal and Continuous Performance Assessment. This format is still often used in the administration of teaching in institutions as a form of transition from the old format to the new format.

The Head of the Madrasah is responsible for maintaining continuous communication through partnerships with all teachers and their staff through performance planning, continuous performance communication, and performance appraisal, which is closely related to the performance management practices of the Madrasah. This is because teacher performance management is an activity that must be carried out starting from teachers entering the organization through the process of human resource planning, performance coaching, and performance appraisal (Putri, 2017). The supervision carried out by the principal is part of the principal's main function as a supervisor.

CONCLUSION

The head of the madrasah is able to carry out planning well in improving the performance of PAI teachers. Planning is made in monthly annual routine programs and incidental programs. Improving the performance of PAI teachers by conducting training and workshops to improve the pedagogical competence of PAI teachers. The head of the madrasa encourages PAI teachers to continue to the master's level and motivates teachers to play an active role in various activities. With the leadership management of the head of the madraah, there is a change in the improvement of the performance of PAI teachers, this is as a result of the good management of the principal. The role of the principal as a motivator and supervisor has implications in optimizing the performance of PAI teachers and teachers. Madrasah heads with a supportive leadership leadership model make PAI teachers more professional and motivated to continue to improve their performance. Another important change in the good management of the principal made matters related to orders, instructions and examinations that were greatly avoided and changed into the form of cooperation, partnership, awareness and exemplary provision of the principal himself.

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