

Madrasah Head's Strategy in Improving Teacher Pedagogical Competence at MTSN 1 Bondowoso

Siti Fatima^{1*}, Zainul Arifin²

Abstract

The madrasa head's strategy is that the decision of the success of an educational institution is very dependent on the availability of quality human resources (HR) among educators and supporting institutions. Educators are said to have pedagogical competence. As in Republic of Indonesia Law No. 14 of 2005, a teacher's pedagogical competence is in recognizing student characteristics to be able to actualize their potential, the ability to plan and evaluate the implementation of learning. The focus of the research is on the principal's leadership strategy which must be constructed based on the teacher's pedagogical circumstances and abilities in assessing the needs, changes and development of the learning environment with aspects of togetherness and diversity of students so that there is a need for new methods that focus more on experience in the field as carried out by the principal. Madrasah Tsanawiyah Negeri 01 Bondowoso school. The research method used in this research uses data collection methods used through interviews, observation, interviews, and documentation. The data analysis technique used in this research is the Miles Hubberman data analysis technical model, namely data collection, data reduction, data display, and data verification. In this research, triangulation techniques are used as a technique for data validity.

Keywords: Madrasah Head strategy, Pedagogical Competence

History:

Received : 18 Feb 2023

Revised : 21 March 2023

Accepted : 10 June 2024

Published : 29 June 2024

¹²STIT Ambarukmo

*Author Correspondent fatimgesrek@gmail.com

Publishers: LPM IAIN Shaykh Abdurrahman Siddik Bangka Belitung, Indonesia

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Introduction

The head of a madrasah is a leader and manager in a madrasah, namely an Islamic educational institution that covers primary to secondary levels. The head of the madrasah has the main responsibility for managing all operational and educational aspects of the madrasah. The head of a madrasa can be defined as a functional teacher who is given the task of leading a madrasa where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons. Purwanti (2016). The leadership management strategy of madrasah heads is one of the keys to success in improving the quality of performance of educators and education staff. Basically, it moves and motivates other people to take actions that are always directed at achieving organizational goals. With this role, educators are said to have pedagogical competence. As in Republic of Indonesia Law No. 14 of 2005, a teacher's pedagogical competence is in recognizing student characteristics to be able to actualize their potential, the ability to plan and evaluate the implementation of learning (Indonesia, 2005)

The research conducted by Toto Ujiarto, the head of the madrasah, was a professional person, a teacher who was given the additional task of leading the madrasah where the teaching and learning process takes place. The head of a madrasa is a teacher who has the ability to lead all the resources available at a madrasa so that they can be utilized optimally to achieve common goals. The madrasa head at Madrasah Tsanawiyah Negeri 01 Bondowoso has a strategy to increase teaching capacity. The role of teacher pedagogical competence in recognizing student characteristics, realizing student potential, planning learning and evaluating learning implementation. The

importance of developing teacher pedagogical competence to improve student learning outcomes and the effectiveness of teacher-student interactions. Research methods such as observation, interviews and documentation were used to collect data related to school leaders' leadership strategies and teachers' pedagogical competencies. Triangulation of data sources and methods to ensure the validity of the data obtained in the research. The madrasa head's strategy in developing a vision and mission statement, holding work meetings, managing human resources, financial management and improving the quality of learning at Madrasah Tsanawiyah Negeri 01 Bondowoso. This journal focuses on all these phenomena and discusses the leadership strategies of madrasah heads to improve the teaching abilities of teachers at MTsN 01 Bondowoso. As in the aim of education, which is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. The first education that every individual receives begins in the family, the next stage is at school or college and in the community. The role of education is very large in realizing complete and independent humans who are noble and beneficial to their environment. Through education, humans will understand that they are creatures who are blessed with advantages compared to other creatures. Education makes a huge contribution to the progress of a nation and is a vehicle for translating constitutional messages and building national character (nation character building).

The role of this research focuses on the madrasa head's strategy which must be constructed based on the teacher's pedagogical circumstances and abilities in assessing the needs, changes and development of the learning environment with aspects of togetherness and diversity of students. So there is a need for a new method that focuses more on experience in the field as is done by the head of the madrasah at MTsN 01 Bondowoso.

Teacher Pedagogical Competence

Poerwadarminta (2003), that pedagogy is defined as the science of teaching or the science of education. Meanwhile, Sari, Z.I., & Noe, W (2014:52) stated that pedagogical competence is a competency that is very closely related to a teacher's performance. Thus, it can be stated that pedagogy is the art or science of how to be a teacher, in this case it is very closely related to teaching. Pedagogy is a science that must be mastered by educators or teaching staff, because in pedagogy there is a study of the learning process, teacher interaction with students, and how to manage the teaching and learning process.

Method

In this research using a qualitative descriptive approach Sugiono (2022) what is studied is a group of people or individuals, objects and events that are in-depth about leadership strategies in improving teachers' pedagogical competence. With case study research, re-researchers describe, analyze and describe phenomena that occur in a group of individuals at MTsN 01 Bondowoso by collecting data using purposive sampling techniques. Mean-while, taking into account the provisions selected based on information and information regarding leadership strategies in improving teacher pedagogical competence using in-terview, observation and documentation methods. In this case the researcher made di-rect observations or observations at the research location, the researcher also conducted interviews with certain parties who have the capacity to convey information and infor-mation about the madrasa head's strategy in improving teacher pedagogical competence.

The data analysis technique used in this research is the Miles Hubberman (1992) data analysis technique model, namely data collection, data reduction, data display, and data verification. Researchers collect all the data needed to select and choose according to the research topic, then the data is presented in the form of descriptions and sentence descriptions. To ensure the validity of the data, researchers used triangulation of sources and methods. Where researchers compare information and information from sources and compare the results of interviews, observations and documentation.

Results and Discussion

Strategy of Head Master

From the results of supervision, it is found that a person's competence is whether the educator is competent or not or whether his teaching is only conventional (old model), and whether a learner is creative and innovative and his responsiveness can also be seen. When an educator is in a poor position, only teaching conventionally/old models or because of several generations of paper, not being creative or innovative in his learning, his number will be calculated by having to take a program that is a priority scale, by bringing it up in the following year, namely training. which is carried out once a year to relate to pedagogical methods, learning innovation or learning assessment. If the number is small but they are competent, the teaching is good, there is no need for training, then it is enough to be directed to be in the *kombel* (learning community). This learning community can cross between madrasas or within madrasas. With the existence of this learning community, it is carried out in a guided manner because the number of educators at Madrasah Tsanawiyah 1 Bondowoso is not too many. If you just create a *permapel* learning community, the learning community is carried out in pairs, it will be more colorful, for example in a mathematics and science group, for example, combining mathematics and science people, and so on. It is hoped that from this group, by identifying problems that arise, when carrying out the learning process from identifying existing problems into an analysis to find solutions by negotiating within the learning community so that solutions emerge that can be brought into the learning. Based on UUD No.14 of 2005 concerning teachers and lecturers, it is explained that pedagogical competence is a teacher's ability to manage the learning process related to, including understanding educational insights or foundations, understanding students developing, curriculum or syllabus, learning design, implementation educational and dialogical learning, use of learning technology, evaluation of learning outcomes, and development of students to actualize their shared potential.

According to Hakim (2015) teacher pedagogical competence is the ability to organize learning, framework for instruction and implementation, results of learning evaluation and student development to actualize their potential. Furthermore, according to Panda (2012), teacher pedagogical competence is the ability and desire to regularly apply attitudes, knowledge and skills to promote learning from teachers and students. The following are some of the pedagogical competencies of teachers: first, mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional and intellectual aspects. Second, mastering learning theory and educational learning principles. Third, develop a curriculum related to the subjects being taught. Fourth, Organizing educational learning. Fifth, utilize information and communication technology for learning purposes. Sixth, Facilitate the development of students' potential to actualize their various potentials. Seventh, Communicate effectively, empathetically and politely with students. Eighth, Carrying out assessments and evaluations of learning processes and outcomes. Ninth, Carrying out assessments and evaluations of learning processes and outcomes. Ninth, Carry out reflective actions to improve the quality of learning Sagala (2017).

Conclusion

Based on the research results and discussion, research on the relationship between religiosity and academic resilience in Islamic educational institutions has been limited for ten years. Through a literature search of these studies, there were 23 studies and filtered into nine studies because ten studies were not in the scope of academic resilience, then from 9 to 6 because three studies could not be accessed (close access), and 6 of these studies all came from Indonesia. These studies aim to determine the relationship between the two variables in 50% of the six studies. The method of interest to answer the purpose of the research relationship between religiosity

variables and academic resilience in Islamic educational institutions is quantitative, with a magnitude of 83.33% of 6 studies. While the population/sample and subjects in these studies tend to be students with a rate of 100%, the method/technique of data collection in 6 studies of the relationship between religiosity and academic resilience is 66.66%. Finally, the results of these studies all state that there is a relationship and influence of religiosity on academic resilience in Islamic Education Institutions.

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