



THE PRINCIPAL STRATEGY IN IMPROVING TEACHERS' QUALITY AT MADRASAH ALIYAH SABILURRASYAD NW BARABALI, CENTRAL LOMBOK OF INDONESIA

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Abstract

This study aims to identify, analyze and describe strategic steps in planning, implementing, supervising, and evaluating teachers' quality improvement. The research setting is at Madrasah Aliyah Sabilurrasyad NW Barabali, Central Lombok of Indonesia. This study used qualitative approach through descriptive analysis. The research subjects were principal and teachers. The data collection techniques were interview, observation and documentation methods. The data validity technique was done by triangulation includes credibility, transferability, dependability and confirmation. The data analysis techniques using data reduction, data presentation and conclusion methods. The results of data analysis show that in planning to improve teachers' quality, the school principals must understand about teacher competencies, pay attention to the teaching and learning process of the teachers, hold meetings related to the preparation of school program planning. In implementing quality improvement, principals include teachers in seminars, training, workshops, further studies, MGMP, increase welfare benefits and provide

the supporting facilities. In supervising the improvement of the quality of teachers, the principal sees directly and indirectly teaching and learning activities of the teacher. Therefore, evaluating teachers' quality improvement can be done by conducting guidance through discipline and supervision. It means that the strategy undertaken by the principal has positive impact on improving the teachers' quality at the Madrasah Aliyah Sabilurrasyad NW Barabali, Central Lombok of Indonesia.

Keywords: Strategy, Teachers' Quality, Competency, Teaching and Learning

INTRODUCTION

Educational competition can be characterized through development that are increasing rapidly in all fields, as well as in educational activities. Globalization greatly influences the education development in Indonesia so that the quality of human resources is needed. One of the important challenges facing schools is how to manage a quality (Nurmasitah, et al 2015).

The demands of the globalization era place the importance of efforts to improve the quality of education as a vehicle for building and forging the human resources quality. The human quality is produced through the implementation of excellent education. In order to improve the quality of national education, the government through the Ministry of National Education (Depdiknas) continuously strives to make various changes and renewal of the education system. One effort that has been and is being carried out is related to the teacher factor.

Teachers become one who are the most expected to be able to reform the education level. The teachers become the most important link that connects teaching with the hope of a better future for education in school. The view above shows that it is not easy to be teacher today, because teacher is the main focus of the criticisms in Indonesia's educational problems. The teacher is a full challenges profession. Teacher is always faced with the requirement of the profession quality, the mandate from parents, the community, and the government. Teacher problems in Indonesia must be resolved comprehensively, which involves all related aspects in the form of welfare, qualifications, guidance, professional protection and administration (Suyanto, 2001).

The principal is the education unit level leader, must be responsible for the progress and reverse of the school. Not infrequently the principal receives a threat, if he cannot make good progress in his school, he will be transferred or terminated from his position. Therefore, principals are required to have various abilities, both related to management and leadership issues. In the strategic management context, the principals need to reflect coordinating role, as

facilitators and decision makers for school strategic programs run by the team in a certain period of time both longterm, midterm and shorterterm so that the plans that have been made can be held in well. The interrelationship between planning, implementation and cross-leadership strategic evaluation are interrelated and cannot stand alone, there are systematic stages that must be run by the school in accordance with the program that has been and will be determined so that it can minimize the potential deterioration of school performance with leadership change (Irani et al 2014).

THEORETICAL REVIEW

The principal as an school education manager has a very important role in determining or bringing the school that he leads to obtaining good quality learning. This situation certainly can be realized well, if the principal is able to create a relevant strategy in improving teachers' quality.

Winardi (2012) argues that the strategy of an organization or the sub is a stated conceptualization and will be implied by the organization leaders, including: the long-term goals or objectives of the organization, broad constraints and self-determined policies by the leader or received from the superior who limits the organization's activities and the group of plans and short-term goals that have been implemented will give their contribution in achieving the goals of the organization.

While Salusu (2014) argues that strategy is an art of using the skills and organization's resources to achieve its goals through effective relationships with the environment in the most favorable conditions. The concept suggests that strategies emphasize understanding in a situation where leaders are able to utilize all organizational resources appropriately and correctly. In this case, then a leader must be required to have intelligence in mastering the situation and conditions possessed by the organization, so able to implement a program development and drive the organizational resources.

Furthermore Saladin (2014) argues that strategy is an integrated and broadly integrated plan, which links the advantages of corporate strategy with environmental challenges and that is designed to ensure that the company's main goals can be achieved through proper implementation by the organization. The principal is a functional teacher who is given the task to lead a school where there is a teaching and learning process or a place where there is interaction between the teacher who gives lessons and students who receive lessons (Wahjosumidjo, 2005).

Sallis (2006) states that quality is a philosophical and methodological method that helps institutions to plan change and set agendas in the face of excessive external pressure. Quality

implies the degree of excellence of a product or work, both in the form of goods and services. Whereas in the world of education, goods and services cannot be seen, but can be felt (Danim, 2007).

Furthermore Sumayang (2003) states that quality is the level where the design specifications of a product of goods and services are in accordance with their functions and uses, besides that quality is the level where a product of goods and services is in accordance with the design specifications.

Based on the experts opinions above, it can be concluded that quality is a philosophical and methodological, about the size and level of good and bad things that help institutions.

Furthermore, Daryanto (2013) underlines that qualified teachers are those who can teach students thoroughly, correctly and successfully. Highlighting the low level of competency of teacher professionalism, teacher mastery of the material and teaching methods that are still below the standard, as the cause of the teachers low quality leads to the low image of the teacher.

There are four strategies that can be carried out by principals according to Sulhan (2013) to improve the quality of teachers in schools as follows: 1) Quality improvement through education and training; 2) Training in carrying out tasks; 3) Learning system training; 4) Make improvements through classroom action research activities.

Based on the description above, the principal's strategy referred to this study is the action taken by the principal to regulate and foster all school activities forms in accordance with existing conditions, so as to be able to realize teachers' quality improvement. Improving teachers' quality is a variety of ways and efforts as well as actions taken as the principal responsibility to increase the degree (level) of teacher excellence based on clear data, goals, objectives and targets.

RESEARCH METHOD

The research method used in this research is descriptive qualitative method with a case study research approach. The samples in the study were the principal, teacher and head of the school committee, then used a purposive sampling technique. The instrument of this research is the human instrument, the research instruments used in this study are interview guidelines and observation guidelines to the principal, teacher and head of the school committee.

Research has been carried out at Aliyah Sabilurrasyad Madrasah NW Barabali, Central Lombok. Aliyah Sabilurrasyad Madrasah NW Barabali was established in 2006, address at Barabali Village, Batukliang District, Central Lombok Regency. The source of research data on the principal's strategy in improving teachers' quality at the Aliyah Sabilurrasyad Madrasah NW Barabali is the school principal, teacher and school committee.

Data collection techniques used in this study are: observation, interviews, documentation studies. Data validity checking is done by fulfilling four criteria as stated by Riyanto (2007), namely: credibility, transferability, dependability and confirmation. Then the data analysis technique uses methods: data collection, data reduction, data presentation and conclusion determination

DISCUSSION

Planning

Teachers' quality planning according to Mulyasa (2007) is an activity to determine the needs of educational staff, both qualitatively and quantitatively for now and in the future. Furthermore, Siagian (1992) argues that in the planning formulated and determined all activities of the institution concerning what must be done, why it is done, where it is done, when it will be done, who does it and how it is done. Activities carried out in planning can include setting goals, enforcing strategies, and developing plans to coordinate activities.

The headmaster at the Aliyah Sabilurrasyad Madrasah NW Barabali has conducted a teachers' quality improvement planning activity, named:

1. Understanding teacher competencies
2. Pay attention to the teacher's learning process
3. Hold meetings related to the preparation of school program planning

Implementation

The implementation was a series and follow-up of the teachers' quality improvement management process carried out by the principal at the Aliyah Sabilurrasyad Madrasah NW Barabali. The teacher is one of the determinants of the high and low education quality. The education implementation success is largely determined by the extent to which the readiness of teachers in preparing their students through teaching and learning activities. In other words, to improve the quality of education outcomes is strongly influenced by teacher performance capabilities. A teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education, formal education, basic education, and secondary education (Law of the Republic of Indonesia No. 14 of 2005 About Teachers and Lecturers along Law No. 20 of 2003).

The strategic steps taken by the school principal in implementing teachers' quality improvement at the Aliyah Sabilurrasyad Madrasah NW Barabali, Central Lombok in the following ways:

1. Include teachers in training, workshops, and seminars

2. Subject teachers' discussion (MGMP)
3. Include teachers in the teacher certification program
4. Increase teacher welfare benefits
5. Providing supporting facilities

Supervision

Supervision can be interpreted as one of the activities to determine the educational objectives achievement level desired to be used as material for evaluation, then whether there needs to be improvement. The principal always provides guidance to the teacher relating to discipline. The results of the observations show that the principal is going around monitoring the condition of the madrasa. Is there a class that is not watch over by the teacher or is there a teacher who has not entered yet, then what the principal does is direct supervision, such matters are very important in an effort to optimize teacher discipline.

Strategic steps taken by the school principal in supervising teachers' quality improvement in the Aliyah Sabilurrasyad Madrasah NW Barabali, Central Lombok in the following ways:

1. Direct supervision
2. Indirect supervision

Evaluation

After carrying out all activities, the principal must immediately take the next step, which is conducting an evaluation. Evaluation is done to know the teachers' quality improvement, whether increasing or not. Guidance on discipline carried out by the principal, every morning the principal departs early to be able to see directly the discipline level of the teacher and students, the principal can also shake hands with the teacher and students, this is also very good for maintaining the relationship between the principal and teacher, and can be a good culture for school.

The principal always monitors and evaluates the teacher by supervising the teacher. In general, supervision can be interpreted as evaluating the overall activity of the teacher, individually or in groups according to their respective goals for members, groups or for a program in various educational fields (Gorton, 1977).

Strategic steps taken by the principal in evaluating teachers' quality improvement in the Sabilurrasyad Aliyah Madrasah NW Barabali, Central Lombok in the following ways:

1. Conduct training through discipline
2. Conduct coaching through supervision

CONCLUSION

Based on the research and discussion of the research on the principal's strategy in improving teachers' quality at the Sabilurrasyad Madrasah NW Barabali, it can be concluded that the strategy carried out by the principal is sufficiently good in accordance with the program designed and implemented by the principal. In detail, as a conclusion of the principal's strategy in improving the quality of teachers at the Sabilurrasyad Madrasah NW Barabali, are as follows:

1. Strategic steps taken by the principal in planning to improve teachers' quality at the Aliyah Sabilurrasyad Madrasah NW Barabali, Central Lombok in the following ways: understanding teacher competencies, paying attention to the teacher's teaching and learning process, holding meetings related to the preparation of school program planning.
2. Strategic steps taken by the school principal in implementing teachers' quality improvement in the Aliyah Sabilurrasyad Madrasah NW Barabali Central Lombok by the following methods: involving teachers in training, workshops, and seminars, subject teachers discussion (MGMP), including teachers in teacher certification program, increasing teacher welfare benefits, providing supporting facilities.
3. Strategic steps taken by the principal in supervising teachers' quality improvement at the Sabilurrasyad Aliyah Madrasah NW Barabali, Central Lombok in the following ways: direct supervision and indirect supervision.
4. Strategic steps taken by the principal in evaluating teachers' quality improvement at the Sabilurrasyad Aliyah Madrasah NW Barabali, Central Lombok in the following ways: conduct training through discipline and conduct coaching through supervision.

SUGGESTIONS

Based on the conclusions and data found in the field, therefore, in order to increase the efforts of the principals in improving the teachers quality at Madrasah Aliyah Sabilurrasad NW Barabali, there are several suggestions that need to be stated, including:

1. The principal at the Madrasah Aliyah Sabilurrasyad NW Barabali to always do the activities of routine and transparent evaluation to determine the state of teachers' quality, because the determining of teachers' quality is the first step to improve the quality of human resources (HR).
2. The planning process carried out by the principal should be based on the needs assessment and job analysis. This is intended to avoid misdirection, overlapping work and excess teachers, and to find out the desired teacher candidates according to needs.

3. Teachers should improve discipline in both teaching and administrative discipline at madrasah, performance in teaching and assisting the principals in realizing programs to improve the quality of teachers at Madrasah.
4. Principals should optimize the function of MGMP as a forum to improve teachers' quality, so that they get varied the learning techniques and methods.

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DECLARATION

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