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Principal of KMI (*Kulliyatul Mu'allimin Al-Islamiyah*) Efforts to Upgrade Teacher's Professionalism

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ABSTRACT

This study aims to understand and reveal the efforts of the Principal of KMI (*Kulliyatul Mu'allimin Al-Islamiyah*) to upgrade teachers' professionalism. For this goal, this research used field research, with a qualitative research approach. The object field for this research is Darussalam Gontor for Girls first College, Sambirejo, Mantingan, Ngawi, East Java, Indonesia. The research methodology consists of data reduction, display data, and concluding data. With all of this process of research found that the efforts of the Principal of KMI to upgrade teacher's professionalism competence contain 5 point's: (1) encouraging teachers active involvement in academic and non-academic activities; (2) holding Kamisan routines meeting to evaluate learning activities; (3) improving teachers understanding about special subject material within ta'hil programs; (4) direct observation on learning process through learning supervision in the classroom; and (5) requiring teachers to make teaching preparations before entering the learning process at the classroom.

ABSTRAK

Penelitian ini bertujuan untuk memahami dan mendeskripsikan upaya Direktur KMI dalam meningkatkan kompetensi profesionalisme guru. Penelitian ini menggunakan jenis penelitian lapangan (*fields research*), dengan pendekatan penelitian deskriptif kualitatif. Penelitian ini mengambil lokasi di Pondok Modern Gontor Putri 1, Sambirejo, Mantingan, Ngawi, Jawa Timur, Indonesia. Metode pengumpulan datanya terdiri dari observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang terdiri dari reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Hasil penelitian ini menunjukkan bahwa upaya Direktur KMI dalam meningkatkan kompetensi profesionalisme guru terdiri dari: (1) mendorong keterlibatan aktif guru dalam kegiatan akademik dan non-akademik; (2) mengadakan pertemuan rutin kamisan untuk evaluasi kegiatan pembelajaran; (3) meningkatkan pemahaman guru pengajar materi pelajaran khusus melalui program takhil; (4) melihat secara langsung proses pembelajaran guru melalui supervisi pembelajaran di kelas; dan (5) mewajibkan guru untuk membuat persiapan mengajar sebelum proses pembelajaran di kelas.

1. Introduction

Education is basically the interaction between teachers and students. The interaction in the educational field is known as the learning interaction, which means the influence between teachers and students. In these educational interactions, the role of teachers is

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greater than students, because they are better in knowledge and skills (Ngainun, N., 2012). KI Hajar Dewantara explained in his book that education is an effort to raise the child's personality, mind, and body, and that's all for child life wholeness resurrection in the harmony between nature and social (Kholis, N., 2013). Allah said in Surah Al-Baqarah, Verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِ ـُونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ

"And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."

On the other side, to improve the quality of human resources for ummah, it is the one's strategies toke by governments to improve quality of education. The governments also tried to upgrade the professional quality of teachers' classrooms within the activities which can improve the quality of learning, including the implementation of the teaching and learning process, thus all for developing teachers themselves and their learning process. As for the interpretation of professionalism theory, regarding the implementation of developing learning quality in the schools and based on the application of theory or experiences taken by a consultant, general education, and religion public department, that is defining that professional teachers are the teachers who have the right vision and mission, and various innovative action for improving the best quality of education (Sodiah, 2016).

One of the problems faced by education institutions is the teaching professionalism quality and effectivity management problems (Sumarni, S., et.al. 2021). For that's, many kinds of goals have been made to promote teaching quality through increasing teacher professionalism capacity. And then, the indicator shows that the quality improvement has not been good enough (Faj, A., 2011). At that time the meaning of management should be understood as activities that transform peoples or activities based on goals determination. According to this meaning of management, Johnson said, management is the process of integrating unrelated resources into an overall system to achieve goals, and those resources are people, tools, social media, information materials, money, and facilities, which are directed and coordinated to be centered in order to complete the goals (Uratman, M., 2010).

The main management is an important thing in an educational institution, it's the institution's primary media for improving human resources and achieving an expected goal (Syam, A. R., et.al, 2020). In the history of Islam, Muslim defeat in Uhud war, and Muslims winning the Badr War, those are proved that good management can play an important role in promoting human resources towards common goals (Principal of KMI, 2007). Rasulullah said:

إِذَا أَرَدْتَ أَنْ تَفْعَلَ أَمْراً فَتَدْبِرَ عَاقِبَتَهُ فَإِنْ كَانَ خَيْراً فَامَضَ وإِنْ كانَ شَرِّراً فَانْتَبَةٌ (رواه المبرك)

"If you want to do something, then manage the consequences of that. If it is good enough, then do it, and if it is bad things, then pay attention (leave it)"

Based on those explanations about the preliminary observation on principal of KMI effort to upgrade teacher's professionalism at Gontor for Girls, First Campus, Sambirejo, Mantingan, Ngawi, East Java, Indonesia. And according to the topic, upgrading and improving the professional competence of female teachers in the learning and teaching process. So, because of the basic theory that teacher has a very important authority in upgrading his professionalism towards his teaching quality inside the school environment and outside of the school. From all those thought this research going to find how important the role of the Principal of School in upgrading teacher professional ability is for the success of the teaching and learning process.

2. Literature Review

Principal Leadership

If we look at the meaning of management in etymology or in the language, it explains that management terms come from the old French term administration according to the root of the word 'management' (to manage), the meaning is implementation and organization. At the same time, management in the large Indonesian dictionary can be interpreted as the process of using resources effectively to achieve goals (Suparlan, 2013). Meanwhile, according to Sharifa in her magazine, management is an operational process to achieve the desired goals of an organized enterprise. Management according to CG (1997) can be defined as the ability or skills to obtain something for achieving the goals through activities of other people. At the same time, in accordance with Thurston (1987), management is the process of working with other people to efficiently achieve organizational goals (Sarifah, 2016)

While all experts view the definition of management differently because it is not easy to give a universal meaning that can be accepted by all (Syam, A. R., et.al, 2020). However, from the point of view of some scholars about the definition of management, most of them state that management is a specific process that uses ability or experience to achieve a goal that can follow in its implementation of scientific schemes and can also highlight the manager's style of using the ability of others (Suhardan, D., 2017). Apart from these differences, there are principles that seem to have in common around the concept of management itself: management is an activity, management uses other parties, management activities are directed to achieve a specific goal. (Susanto, A., 2016)

By paying attention to some of the above-mentioned definitions, it is clear, that the definition of management itself which is including every organization those educational institutions such as school institutions really needs to be managed and based on the understanding, that means as all about a group of people who working together to achieve a common goal.

The Principal of KMI (*Kulliyatul Mu'allimin al-Islamiyah*)

A Principal of school is a critical factor in managing education in his school, in order to achieve educational goals. Therefore, it is a prerequisite for the ability of the principal to have sufficient knowledge, capabilities, and skills. As an educational leader, the principal must be able to encourage an employee to understand the goals to be achieved. He should give them the opportunity to exchange opinions and ideas before setting the goals. In Islam, leadership is synonymous with the term caliph or representation. In addition, the use of the word Caliph after the death of The Prophet Muhammad peace be upon him is often referred to the word 'Amir' which the meaning is the ruler. In other words of Caliph words, the words of Amir connected with the word Ulul Amri or the authority, which is rooted in the word Amir, as mentioned, that means the highest leader in society and educational groups, such as written on the al-Qur'an as Allah said in chapter Annissa verse 59:

﴿يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ أَطِيعُواْ ٱللَّهَ وَأَطِيعُواْ ٱلرَّسُولَ وَأُوْلِى ٱلۡأَمۡرِ مِنكُمۡۖ فَإِن تَنَٰزَعۡتُمۡ فِى شَىۡءٍ فَرُدُّوهُ إِلَى ٱللَّهِ وَٱلرَّسُولِ إِن كُنتُمۡ تُؤۡمِنُونَ بِٱللَّهِ وَٱلۡيَوۡمِ ٱلۡأٓخِرِۚ ذَٰلِكَ خَيۡرٌ وَأَحۡسَنُ تَأۡوِيلًا ﴿٥٩﴾﴾

"O you who have believed, obey Allah and obey the Messenger and those in authority among you. And if you disagree over anything, refer it to Allah and the Messenger, if you should believe in Allah and the Last Day. That is the best [way] and best in the result."

Whereas in Darussalam Islamic Boarding School Gontor, the principal of the school is defined as the Principal of KMI (*Kulliyatul Mu'allimin al-Islamiyah*). By definition, the overall Principal of Islamic education is the person who has the authority to carry out his duties in the areas of administration, education guidance, teaching and learning process, lesson controlling, designing and developing educational curriculum, where he is assisted by the staff, the class guardian, and the teacher.

While the other definition of the Principal of KMI (*Kulliyatul Mu'allimin Al-Islamiyah*) is a person who is appointed by the headmaster of (PMDG) Modern Islamic Boarding School to lead the institution of the KMI who deals directly with all the activities of primary and secondary education which is very important to achieve a goal of education. In performing his duties, the principal is assisted by his Staff. Thus, know that the principal

has a strong and important role in organizing, mobilizing, and harmonizing all the available educational resources in the school. The principal rules and leadership are one of the factors that can encourage teachers to be able to achieve the vision, mission, and goals of the school through every program made and implemented by planning and systematizing.

Teacher's Professionalism

Speaking of the quality of human resources, showed that education plays a very important role in the process of improving the quality of human resources (Ikhwan, A., et.al, 2020; Hidayat, M. C., et.al, 2020). Improving the quality of education is considered as one of the processes that are combined with the process of improving the quality of human resources itself, so for this process, teachers who have professional competence are needed (Yusutria, 2017). A professional teacher must be well versed in education, teaching, and other sciences, and a teacher must have special education to become a teacher with the special skills and competencies to become a professional teacher. Professionally qualified teachers are teachers who can master the characteristics and characteristics of educational material for female students (Yusutria, 2017).

The word "professional" is the word from the word "professionalism" which is the quality and transmission, and it characterizes a professional or a professional person. Professionalism is an idea talk about all the work that must be done by professionals, according to Satori in her book quote (Koriati, E. D, et.al. 2021). Professionalism shows as professional commitment and continues developing strategies used in implementing an appropriate work to his profession (Nur Salim, 2017). Based on the understanding above, the professional teacher assumes duties and responsibilities that must be performed, and we understand that the teacher must pass on what knowledge he knows to the student. The teacher should also be responsible to Allah for his leadership as mentioned in the al-hadith (M. Shabir, 2015).

عَبْدُ بْنِ عُمَرَ يَقُوْلُ سَمِعْتُ رَسُوْلُ صَلَّى عَلَيْهِ وَسَلَّمَ يَقُوْلُ: كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُوْلٍ عَنْ رِعَايَتِهِ (رواه البخاري)

A professional teacher is a teacher who is trained with high ability as a source of life. During the professional authority process, teachers are asked to have a variety of psychological skills which include copyright skills, competence in the realm of taste, skills in the realm of intention (Yusrita, 2017). Professional teachers are not required to master the teaching materials only but also to master all aspects of learning because active learning includes students and covers all areas of learning, such as cognitive aspects (thinking),

emotional or affective aspects (behavior), and psycho motoric aspects (skills) (Siswanto, J., 2012).

3. Method

This research is a kind of field research, that is the type of research used inside the community, which means that the data are taken from the field and the community, also this research can be observable. The methodology approach used in this research is the Qualitative research approach which is scientific research that aims to understand a phenomenon in a natural social context by prioritizing the deep interaction between the researcher and the phenomenon under study. The field chosen by the author in this study is an educational institution, that educational institution is Darussalam Islamic Boarding School Gontor for Girls first campus (Sugiono, 2017). According to This methodology approach, the analysis data and techniques data collection used interviews, observation, and documents taken upon the data. The analysis of the data used in this study is qualitative data analysis, which means describing the analysis of the data obtained and then describing it in an actual interpretation. The researcher will use Huberman and Miles analysis data model, to solve and analyze the data obtained, this model as cleared by Miles contain four components (Sugiono, 2017).

4. Result and Discussion

The professionalism of the teacher herself is the teacher who is able to say that she has professionalism as she enables the teacher's responsibility both academically and non-academically and among them are interdependent. The professional teacher at the Islamic Boarding School is the teacher who can explore the material she has obtained and be responsible in the field in which he has traveled from morals, faith, and material. Professional female teachers are also teachers who are empowered in their own right and have a spirit to be cultivated so that female teachers feel professional in the teaching and learning process.

In terms of the multifunctionality that the female teacher has, it is also possible to make her enjoy the teacher's professionalism until she can run and do all the fields that she meets and gets. In the time, the professional female teachers in this Islamic Boarding School also enjoy the characteristics standard already available inside the college, there are other things that seem to be known well: female teacher has a good understanding about subject material before teaching, she brings a moral responsibility and belief responsibility, she has a spirit, she gets a multi duty, quality, friends, and there's a wide knowledge available.
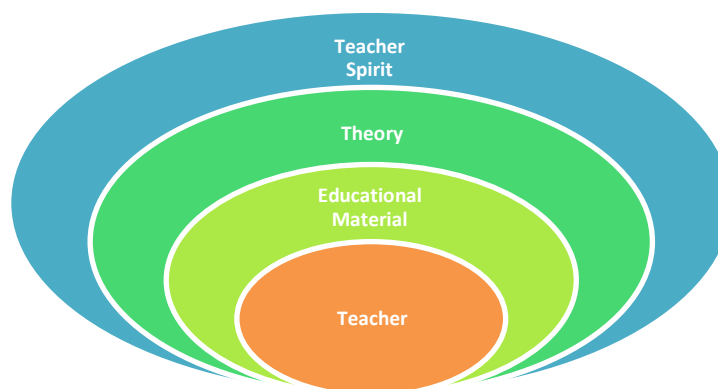
Picture 1. Quality of Professional Teachers

There is a difference about the professionalism of female teachers outside the Islamic Boarding School and inside if the female teachers outside the college who are professional in education can be seen in terms of the female teacher who trained with high ability as a source of life. However, the teacher female inside Islamic Boarding School, During the process of professional authority, the teachers regarding with skills in copyright, competence in the realm of taste, skills in the realm of intent, because of that she must be proficient in the field of science to be taught well, she must have the ability to effectively and efficiently evaluate or teach the knowledge possessed by her students, and also, she must be able to uphold the Code of Professional Ethics.

After all, the professional teachers are the teachers who are carrying out responsibility for their work as the teacher for their students, for the quality of education for the student, she must understand all the lessons and be able to deliver them, in another word the teachers who have good professionalism are the teachers who can perform the duties of the teacher. The administration process which is done by the Principal of KMI is included the work he executed for improving teacher professionalism. While that work is divided into two academic and non-academic. Academic works contain guiding female students, the educational journey, a comparative study, activating the teacher to act in the education process, and in the college development where the teacher has duties and responsibilities inside the academy. However non-academic works contain teacher evaluation, private lessons or training, teaching critique, Thursday meeting (Kamisan), and seminar.

In addition to implementing those administrations' efforts that can upgrade teacher professionalism, The Principal of KMI leads an educational system inside the college, and then he is just the only one who has full control of any activities. To this end, the Principal has a model and leadership style to upgrade the professionalism of the teachers so that teaching and learning go well and correctly. Therefore, the Principal of KMI has a leadership model called the role model, which begins from the humanistic approach. While the

leadership style possessed by the Principal of KMI Gontor for Girls first campus, always related to the works for receiving and listening to the complaints that female teachers feel during the process of teaching and learning in the college.

The Principal of KMI rules by discipline until the quality of the teacher's professionalism does not degenerate in the teaching and teaching process. Therefore, the Principal of KMI has a direct discipline on the female teacher, which is retribution without punishment, as the principal wants the female teacher to have self-awareness if the female teacher has a fault which is not concerned to big punishment.

Table 1. The Programs for Improving Teacher Professionalism Quality

Academic	Non-Academic
1. Improving Teacher skills	1. Student Orientation
2. Teacher training or special lesson	2. Educational Tour
3. Teaching process critique	3. Comparative study
4. Weakly meeting for teachers	
5. Kamisan (Thursday meeting)	
6. Seminar	
7. Teaching preparation	

Motivational factors for upgrading the professionalism of teachers at the Darussalam Islamic Boarding School differentiates between the two: the first, internal factors, and the second, external factors. First, the internal factors are the factors of the teachers themselves and may include psychological factors, then thinking factors of the learner. Secondly, the external factors are the factors obtained from outside the teachers, that is also the ultimate driving factors for upgrading the professionalism of the teachers at Darussalam Islamic Boarding School Gontor for Girls, first campus.
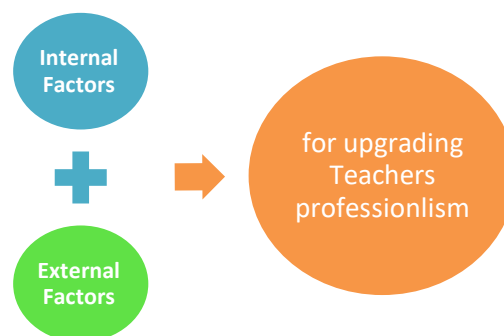
Picture 2. Motivational Factors for Upgrading Teacher Professionalism
at KMI Gontor for Girl 1 Sambirejo, Mantingan, Ngawi

5. Conclusion

Based on the description that was described earlier, it can be concluded that this research deviates from the problems in a school that female teachers as pedagogical teachers are the only one of determining factors for achieving educational goals. In fact, to produce high-quality output, female teachers must also have good professionalism, because female teachers are human resources who are required to be professional in carrying out their duties as teachers and supervising students in an institute. Therefore, the managerial role of the Principal of KMI Islamic Boarding School is highly required to be able to increase the level of professionalism of the teachers. And the Principal of KMI has a leadership style that can make the teachers improve their professionalism through their special punishment, which is retribution without penalty. In addition, there are internal factors (self and teacher mind) and external factors (boarding activities), and the Principal of KMI has tried to implement all his management for upgrading teachers' professionalism through many academic and non-academic activities. Secondly, the Principal of KMI with all his authority he got from Kyai or The Headmaster of Darussalam Islamic Boarding School Gontor regarding every female teacher to be able to guide the student in any academy fields and non-academy fields which both are integrated with each other, and also the female teacher could be multitasking for any activities

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