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The Role of Education Administration in Improving Teacher Professionalism

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ABSTRACT

This research discusses the role of educational administration, in this case, the learning device as an effort to increase Islamic education teacher professionalism at MTs Al-Fatah, Padang. The aims are to analyze: 1) the state of educational administration made by the teacher; 2) the form of teacher professionalism ; and 3) the contribution of educational administration in increasing teacher professionalism. The type of this research is qualitative with descriptive method. Informants in this research were teachers of Al-Qur'an-Hadith, teachers of Akidah Akhlak, teachers of Fikih, and teachers of Islamic Culture History (SKI) at MTs Al-Fatah, Padang. The results showed that the state of teacher education administration at MTs Al-Fatah, Padang was complete and was well applied in the learning process in the classroom. The form of teacher professionalism is carrying out duties, roles, and responsibilities as teachers well. The contributions of educational administration in developing teacher professionalism at MTs Al-Fatah, namely: (1) time management, (2) class management, (3) stimulating to innovate, (4) stimulating to develop technical skills, (5) and the concept of transformation of students.

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1. Introduction

Islamic Religious Education (PAI) is an integral part of education as a whole that aims to develop the child or individual as a whole in the sense of covering intellectual, emotional, and moral spiritual aspects based on the Islamic religion (Khan, 2010). Looking at PAI in terms of the pattern of tracking the goals and objectives to be achieved, it is necessary to have a more in-depth review of PAI, so that later these goals are really achieved properly. The quality of PAI starting from the material, the delivery of teaching materials, facilities and infrastructure, students, especially teachers needs to be studied more deeply.

Teachers play an important role in learning activities. Whether or not students succeed in participating in learning activities, the role of the teacher is very decisive. As Yamin stated, that A teacher in his duties is expected to assist learners in providing other experiences to shape life as an individual who can live independently in the midst of modern society (Yamin, 2005: 1).

Teachers who have a major role in carrying out the learning process are required to be creative and innovative. This is important considering that the learning process is dynamic. Before carrying out teaching and learning activities, a teacher must prepare for educational administration, so that the

learning process takes place effectively and efficiently. The learning carried out by the teacher will work well if it is supported by good administration as well. Directly, the teacher administration must meet the requirements so that the learning process runs optimally. Including the existence of PAI teacher administration is very important in supporting PAI learning activities in schools / madrasahs because it is a carefully planned work guideline for a PAI teacher (Rohmah, 2016).

The field of study of educational administration can be said to be new in Indonesia. It is not surprising that many educators themselves have not been able to understand and realize how necessary and important educational administration is in the implementation and development of education (Usman, 2016). The administration of education itself as a science, continues to develop in accordance with the development of education in a country (Purwanto, 2007).

Educational institutions as a form of educational organization do not leave the existence of administrative processes in them. In general, educational institutions have the same features as administrative systems in other organizations, but on their application have different procedural systems. Teachers play a very important role in the scope of education administration in madrasahs. Starting from setting policies and carrying out the process of planning, organizing, directing, coordinating, determining financing and assessment of curriculum activities, student affairs, facilities and infrastructure, madrasah personalia, to madrasah-community relations. Teachers must actively contribute collaboratively, meaning work that is based on cooperation, and not individual. All madrasah personnel including teachers must be involved (Suharsimi, 1998). Based on pre-research observations conducted by the author at MTs Al-Fatah, Padang, different things were found in PAI teachers in the madrasah. There is a special policy of the madrasah in relation to the administration of education teaching programs in the field of teacher training. The madrasah prepares a DVD of learning tools as a reference to streamline and make it easier for teachers to compile learning tools. PAI teachers are also required to be creative and innovative without forgetting other references. The learning device DVD is only used as an initial framework. The learning kit warremains corrected and arranged based on the conditions in MTs Al-Fatah.

Based on the phenomena mentioned and facts that occurred in MTs Al-Fatah, the author considers it necessary to conduct research on the role of educator administration in improving the professionalism of PAI teachers in MTs Al-Fatah, Padang. The main problem was then formulated on three research questions, namely: 1) What is the state of PAI teacher education administration in MTs Al-Fatah, Padang? 2) What is the form of professionalism of PAI teachers in MTs Al-Fatah, Padang? 3) How is the contribution of the educator administration in improving the professionalism of PAI teachers in MTs Al-Fatah, Padang?

2. Experimental

The type of research used is qualitative research with descriptive methods. Descriptive qualitative research does not intend to test hypotheses, but only describes as it is about the symptoms or state of variables, in the way that the data obtained are presented through verbal expressions that can describe as the actual condition (Arikunto 2010). Data were collected through observation, interviews, and documentation. The data sources in this study are Quran Hadith teachers, Akidah Akhlak teachers, Fiqh teachers, and SKI MTs teachers Al-Fatah, Padang as the main sources in the data collection process in the field. This is because PAI in madrasahs is divided into these four subjects.

In order to analyze the data that has been collected, the author uses data analysis techniques with the following stages: First, the assessment of data, carried out with due regard to the principles of validity (validity), objectivity and reliability (reliability). Data assessment using techniques Triangulation. Triangulation is a technique of checking the validity of data that utilizes something else outside of that data for checking purposes or as a comparison to the data (Moleong, 2007). The triangulation technique in this study is that the data that the researcher has collected from observations, interviews and documentation is shown back to the informant in order to avoid the author's analysis error of the data so that a valid conclusion is obtained. Researchers also compared the results of observation, interviews, and documentation for the reliability of the data. For example, documentation

of the state of infrastructure in the madrasa profile is compared to direct observation. The results of the interview about applying rpp in the learning process are compared with direct observation of the learning process in the classroom.

Second, the interpretation of data, is carried out by means of analysis through intellectual understanding built on the basis of empirical experience of the data and information facts that have been collected. Third, the inference and presentation of data, carried out on the results of data interpretation and in-depth analysis and then described in the form of sentences that are written and arranged systematically.

3. Results and discussion

The learning tools of PAI teachers at MTs Al-Fatah, Padang are arranged persemester. Each learning tool contains an Education Calendar, Graduate Competency Standards (SKL), Competency Standards (SK), Basic Competencies (KD), Mapping Competency Standards, Annual Programs (PROTA), Semester Programs (PROSEM), Details of Effective Weeks and Hours in Semesters, Learning Syllabus, Learning Implementation Plans (RPP), and Minimum Completion Criteria (KKM) (Republic of Indonesia 2005).

According to Nasir (2018), if the administration of educators is in order, the teacher learning tools in MTs Al-Fatah must be completed on the first day of entering the madrasa after the semester break. The learning tools are checked by the learning device verification team which is completed by Wakamad Curriculum. After the learning tools are diversified and declared to meet the madrasa standards, the subject teacher brings his learning tools to be endorsed and signed by the Madrasah Head.

Based on observations made by the author, it was found that the learning tools of PAI teachers in MTs Al-Fatah were complete and applied quite well in the learning process. There was uniformity in some lesson plans for subjects with the same grade level, this is the effect of the same framework source, but PAI teachers can apply the RPP quite well in the classroom. Based on observations made by the author on PAI teachers at MTs Al-Fatah, Padang, it was found that discipline in terms of punctuality of entry into the classroom was very good. No teacher is allowed to enter the classroom during his teaching hours for no apparent reason.

PAI teachers in carrying out their duties as teachers are relatively good, because based on the observations of researchers in the field, it was found that the compatibility between learning devices and their implementation in the classroom. PAI teachers try to find the character of students in various ways, such as observation, getting along with students, talking, and so on. The learning process is designed by stimulating students to be active in learning with a contextual approach. PAI teachers connect learning materials with the daily lives of learners.

PAI teachers help students develop good bearing and suppress the development of the poor carrying so that it does not develop. This can be seen when PAI teachers sanction students who carry out deviant behavior, such as not doing homework, not completing notes, violating school rules and so on.

PAI teachers are very concerned about the hygiene of students. This can be seen when every teacher does not start learning because the class is dirty. They ask learners to clean up the classroom and then begin learning. In addition, some teachers also suddenly check the nails of students before learning. Long-hoofed learners are physically sanctioned by hitting their hands with markers with reasonable punches.

PAI teachers evaluate at all times to find out what the effectiveness of the teacher's teaching style and the development of students is going well. Evaluation can be done with oral questions during the learning process or in the form of test questions (Mania, 2017).

Based on the results of the interview with the informant, it was found that there were differences in interpretations of professionalism. An informant considers that professionalism is a discipline of continuity of procedures that emphasize the relevance of reports (documents) to application in the field. Other informants consider that professionalism is a professional skill whose emphasis is on research, innovation, and change. Despite the differences in informants' points of view, the authors consider that

the administration of educators stimulates PAI teachers to develop technical skills, because the planned methods require professional skills, as well as the response to the upper class conditions of ineffectiveness of the planned methods requires professional skills.

4. Conclusion

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