

Principal Leadership in Developing the Competence of Islamic Religious Education Teachers

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Abstract

Keywords:

The leadership of Headmaster, Professional, Religious Education Teachers, Madrasah Tsanawiyah.

This article aims to describe and analyze the leadership of the head of Madrasah Tsanawiyah Al-Ikhlas Bontang in improving the professionalism of Islamic religious education teachers. It uses a descriptive qualitative approach, and data collection techniques are conducted with in-depth interviews, participatory observation, and documentation. The results showed that planning is carried out by collecting ideas through the initial meeting of the year, forming a curriculum development team, obtaining curriculum documents, and determining an assessment program as the basis for implementing evaluations. Furthermore, management implementation through *tahfidz* learning in local content should be performed every morning for all students with a predetermined schedule. Evaluation through the memorization system positively impacts teachers to form a learning community, and the results of the *tahfidz* assessment are combined with all groups of Islamic religious subjects.

Kata kunci: Kepemimpinan

Kepala Madrasah, Profesional, Pendidikan Agama Islam Madrasah Tsanawiyah

Abstrak.

Artikel Ini bertujuan untuk mendeskripsikan dan menganalisa kepemimpinan kepala Madrasah Tsanawiyah Al-Ikhlas Bontang dalam meningkatkan profesional guru pendidikan agama Islam. Adapun jenis penelitian ini menggunakan pendekatan kualitatif deskriptif. teknik pengumpulan data dengan wawancara mendalam, observasi partisipatif dan dokumentasi. Hasil penelitian ini adalah: (1) Perencanaan dilakukan dari pengumpulan ide melalui rapat awal tahun, pembentukan tim pengembang kurikulum, penetapan dokumen kurikulum, dan penetapan program penilaian sebagai dasar pelaksanaan evaluasi program. (2) Implementasi manajemen melalui pembelajaran *tahfidz* dalam bentuk muatan lokal yang diajarkan setiap pagi hari untuk seluruh peserta didik dengan jadwal yang telah ditentukan, yakni 3 juz untuk reguler, 3 juz untuk kelas model, dan 9 juz untuk kelas akselerasi, dan (3) Evaluasi melalui sistem hafalan memberi dampak positif kepada guru untuk membentuk komunitas belajar antar guru dan hasil penilaian *tahfidz* digabungkan dengan seluruh kelompok mata pelajaran agama Islam.

INTRODUCTION

Quality education begins with an educational process that is planned and programmed systematically and is also related to the results of the leadership of a quality madrasah principal, a qualified madrasah principal is a professional one (Ahmad & Ogunsola, 2011; Egel & Fry, 2017). Professional madrasa principals are those who can manage and develop madrasas in a comprehensive manner (Sugiri & Ma'shum, 2022). Thus, a madrasa leader plays a very important and strategic role in realizing the madrasa's vision, mission, and goals. Professional madrasa principals are equipped with quality improvement strategies in their work performance to achieve quality results and results (Dian, Faizal, & Hasanah, 2022; Hossain, 2019). Leadership requires the main attention because through leadership, it is hoped that qualified personnel will be born in various fields, which in turn can improve the quality of human resources (Devi & Subiyantoro, 2021).

Leadership is a property of characteristic-behavior patterns and personality attributes that make certain people more effective at attaining a set goal (Rika Ariyani, 2017). School leaders act as those responsible for the success of the teaching and learning process at the micro level in the classroom and the macro level in the school. The above statement implies that the education manager is the planning, organizing, implementing, and monitoring process related to improving the quality of education (Baharun, 2017; Huda & Rokhman, 2021). Education management is a systematic, coordinated, and dynamic effort to improve the service of an educational institution to its customers. Students, parents, workplaces, teachers, employees, society, and even governments. So if there are good educational opportunities, are the results? (Ulya, 2019, p. 2). The success of an institution depends on the quality of the principal's leadership. The following factors have contributed to this achievement: 2) adaptable to change; 3) You can fix flaws and weaknesses. 4) can achieve the goals set by the institution; In this aspect, leaders determine the success of an organization (Masruroh., Mansur, & Dwi Fitri Wiyono, 2022, p. 84) According to M. Ngalim (Purwanto, 2008), what is meant by leadership is a collection of a series of abilities and personality traits, including the authority to serve as a means to convince those they lead so that they are willing and able to carry out the tasks assigned to them willingly, fully spirit, there is inner joy and feel not forced.

One important component that must be considered continuously in improving the quality of education is educators because educators in the context of education have a big role. Educators face and interact directly with students, so the educators determine the key to the success of education in madrasas (Jiménez-Bucarey et al., 2021; Kango, Kartiko, & Zamawi, 2021). Educators are the spearhead of educational and learning activities that become motivators to spur student learning activities, especially for teachers (Al-shafei, Bin Abdulrahman, Al-Qumaizi, & El-Mardi, 2015). Islamic Religious Education (IRE) teachers are one of the important components in improving the quality of Islamic religious education, therefore the competence of IRE teachers needs to be considered because it is one of the main keys to producing quality teachers and providing quality learning for their students (Harahap, Dahlan, & Usiono, 2022). It is the principal's job to improve the competence of teachers, including IRE teachers in their institutions. Because the principal's most important role in ensuring the success of student learning is his leadership (in) effective teaching (Ramayulis & Mulyadi, 2017, p. 270).

Thus, the teacher always plays an important role in determining whether a student will receive an education or not. In the field of the nation and state development, teachers must always

play a role in shaping future human resources (Stofkova & Sukalova, 2020). After parents, teachers are the second most important person in children's lives in educating and guiding them toward their educational and life goals (Hapsari, Sugito, & Fauziah, 2020; Yang, Chen, Song, & Wang, 2021). Because it is the teacher who influences student performance, the teacher must always be highly committed to the profession he chooses. In carrying out the duties of a Muslim teacher, teachers are expected to develop their learning based on the planning and implementation of development programs to achieve their learning objectives (Muazza, 2021).

According to Susilawati et al state educational preparation includes annual plans, semester programs, and structured learning delivery plans. It is based on the content criteria and competency criteria for graduates of Islamic Religious Education Subjects. On the other hand, in the implementation of the development of study programs, i.e., by organizing and guiding the development of study programs that lead to extracurricular and extracurricular activities (Susilawati, Ma'arif, & Zamroni, 2021, p. 22)

As a reference for this research, the researcher conveys several previous studies including; First, Devi Maya Devita's research (2016), entitled: "*Management of Madrasah Heads in Guiding Teacher Performance at MTs Negeri Meranti, Asahan Regency*" focus this research is: (1) planning, (2) form of organization, (3) process and implementation of coaching, and (4) supervision of teacher performance development carried out by madrasah principals at MTs Negeri Meranti, Asahan Regency. The research results obtained: (1) planning begins with providing various facilities and facilities, coaching through education and training, coaching through teacher organizations, namely MGMP, coaching through class supervision, coaching through meetings and individual task coaching, and (2) This is organized by arranging and dividing the tasks and responsibilities of teachers in the classroom according to their specialization and educational background, and building collaborative relationships with all stakeholders and other stakeholders in the madrasah (3) teacher performance development is carried out according to plan, and (4) preventive supervision (Devita, 2016, p. 157).

Second, the thesis written by Efni Kurnia (2020) entitled "*Leadership of Madrasah Heads in Increasing Public Interest in Private Tsanawiyah Madrasahs in Bangko Lestari District*". the leadership role of the madrasa head in increasing public interest (3) inhibiting factors for the leadership role of the madrasa head in increasing the interest of the Bangko Lestari Private Madrasah Tsanawiyah community. The results of the research are: (1) the madrasa principal makes programs that involve the community, creates a work climate, evaluates the role of the madrasa principal as Manager, Educator, Leader, and Administrator that goes well, and (2) supports factors for the leadership role of Madrasah Tsanawiyah Assyakirin mindset already advancing and supporting economic factors, the community of Madrasah Tsanawiyah supporting each other, (3) the inhibiting factors of Madrasah Tsanawiyah Assyakirin the community is less responsive and still homogeneous (Kurnia, 2020, p. 120) Based on this, the hero plays an important role in the educational process. As Principal of Madrasah Tsanawiyah (MTs) Al-Ikhlas Bontang City, to improve the capacity of teachers, especially the professionalism of Muslim teachers. In some of the theses titles above, the thing that distinguishes the author's thesis from other theses is that the author only focuses on the leadership management of the madrasah principal, and does not examine the form of organization, supervision, strategy, type of leadership character, supporting and inhibiting factors, teacher work motivation. And the author examines the implementation, implementation, and evaluation of madrasah leadership management in developing the competence of Islamic religious education teachers at Madrasah Tsanawiyah Al-Ikhlas Bontang City.

The initial observations of researchers at Madrasah Tsanawiyah (MTs) Al-Ikhlas Bontang City have undergone major changes under the leadership of the current madrasah principal, which can be seen in the improvement of the school's physical and academic performance. Similarly, the pedagogical and professional skills of teachers grow. Because in addressing the issue of global existence, the duties and responsibilities of teachers in the future will be more complex, which will force teachers to constantly develop and change their understanding of competence (Brito, Rodríguez, & Aparicio, 2018). To improve the learning process, teachers need to be more dynamic and innovative. In the future, teachers will have the latest and most accurate information and knowledge about various information and knowledge that will develop and communicate with humans in this universe. If the teacher does not understand the mechanics and laws of diffusion, he will not only become wiser to his students in the future (Estiani & Hasanah, 2022; Ma'arif, Zuana, & Sirojuddin, 2022).

Mts Al-Ikhlas Bontang City is a madrasa that provides access to education for the surrounding community at an affordable cost and is a madrasa located in the Pondok Pesantren environment with a careful teacher recruitment system so that the quality of education achieved cannot be separated from the human resources in it. Educators act as movers (change agents) in realizing the desire of madrasas to become high-achieving Madrasah Tsanawiyah. Based on the explanation above, the researcher is interested in conducting research at MTs Al-Ikhlas Bontang with the aim of describing and analyzing the leadership of the head of Madrasah Tsanawiyah Al-Ikhlas in improving the professional competence of Islamic religious education teachers.

RESEARCH METHODS

The focus of this research is the leadership of the madrasah principal in developing the professional competence of Islamic Religious Education teachers through tahfidziyah activities at Madrasah Tsanawiyah Al-Ikhlas, Bontang City. To answer the research focus, a sub-focus is needed that questions how the planning, implementation, and evaluation processes develop the competence of Islamic religious education teachers. This study uses a descriptive qualitative approach, the reason for using a descriptive qualitative approach (Moleong, 2016) because the problem that the researcher examines the problem can develop naturally according to the conditions and situation in the field so that it will enrich the data that the researcher gets.

Sources of data obtained or collected by researchers are primary and secondary data (Siyoto, 2015), primary data comes from information from the head of the madrasa, waka curriculum, teachers, and students. While secondary data for researchers is obtained from school documents, (student curriculum, as well as administrative and other documents), photos, and other documents. The methods to obtain data that the researchers used were: in-depth interviews, and participatory observation (Sugiyono, 2019) interviews through the head of the Madrasah Tsanawiyah Al-Ikhlas Bontang, Islamic religious education teachers and students.

Miles & Huberman data analysis will be used to analyze the data for this study. Data analysis has staged in the form of initial data condensation, presentation of the data obtained (data display), and the final stage in the form of concluding the data (Miles, Huberman, & Saldana, 2018). This data analysis begins with the data through the informants in this study. The data collected is condensed by sorting out things that are less important in this study and to reduce observer data discussion with colleagues. After that, the data (displaying) is presented (Hasan et al., 2013) important data is presented and conclusions are drawn. The last step is to conclude, in this

phase, the researcher interprets by reviewing the results of the interviews in a clear, focused manner according to the research objectives.

RESULTS AND DISCUSSION

Leadership Planning of Madrasah Heads in Developing The Professional Competence

Madrasah leadership planning in developing the professional competence of Islamic Religious Education teachers through *tahfidz* activities at Madrasah Tsanawiyah Al-Ikhlās Bontang City began with a meeting at the beginning of the year for collecting ideas and stakeholder ideas, forming a curriculum development team tasked with compiling KTSP documents, determining the curriculum developed by a decision letter from the head of the madrasa and submitted for approval to the ministry of religion, and the establishment of an assessment program as the basis for evaluating the implementation of management. Planning in maximizing all the resources owned by the madrasa is carried out in the following steps:

Collecting stakeholder ideas and ideas

Educational planning is the process of determining the goals or objectives to be achieved in the world of education and the steps that will be used to implement them. Madrasah Tsanawiyah Al-Ikhlās Bontang is an educational institution under the Syaikhona Kholil Islamic Boarding School Foundation branch of East Kutai Regency, East Kalimantan Province so that all madrasa programs must obtain permission and recommendations from the Syaikhona Kholil Islamic Boarding School Foundation. involving the management of the foundation and the board of the Syaikhona Kholil Islamic Boarding School, which in this case the elements of the foundation and Islamic boarding school are external stakeholders of the school. All school programs must be knowledgeable and have the blessing of caregivers, and the trust of external stakeholders, by realizing quality education, both from general and religious competencies.

As stated by the Head of the Madrasah, Dra. Hj. Kamiyati, M.Pd, as the Head of MT's Al-Ikhlās Bontang City when interviewed, the following:

“At the beginning of each school year, we hold an early-year meeting to accommodate ideas, suggestions, and input from all madrasah stakeholders. From there we get many things for the progress of madrasas, ranging from the most general to the most specific. In the 2021/2022 school year, we will make several program revisions, especially on the *tahfidz*ul Quran. Last year's school year was still independent, but for this year we will unite it and support the learning of Al Quran Hadith with the assumption that when students memorize the Koran it will make learning easier. Vice versa, through teaching and learning activities the subjects of Al Quran Hadith will be helped by knowledge about *tajwid* so that it will also help students in memorizing. In essence, the two things support each other (Ww Ks/Saturday/12/03/2022).”

This is following the planning theory of Usman Husaini (2013) which states that planning is an activity that will be carried out in the future to achieve goals and in planning it contains several elements, including several previously determined activities, the process, and the results to be desired. achieved, and concerned the future within a certain time (Usman, 2013).

The ideas that arise from stakeholders are a form of concern for the development of the madrasa. The level of quality of ideas and ideas conveyed by teachers can reflect the level of quality of these teachers. The head of the madrasa as a leader must take the best and most realistic ideas

so that they can be implemented. This is the opinion of Ramayulis and Mulyadi World Health Organization explained that the term management comes from English, namely from the verb "to manage" whose synonyms include "to hand" means to manage, "to control" to check, "to guide" to lead. So, when viewed from the origin of the word management can be interpreted as managing, regulating, implementing and managing (Rohman, 2017, p. 7).

In line, George R (Terry, 1977) explains "*Management is the performance of receiving and achieving desired results using group efforts consisting of utilizing human talent and resources*". From this opinion, it can be understood that management is the ability to direct and achieve the desired results with the aim of human efforts and other resource (Ramayulis & Mulyadi, 2017, p. 25).

Formation of a curriculum development team in charge of compiling KTSP

At the beginning of the year, a curriculum development team was formed with the main task of compiling the KTSP (Education Unit Level Curriculum) as a guide for implementing learning for one academic year. This was explained by the head of MTs Al-Ikhlas Bontang City as follows:

"The madrasa curriculum is evaluated at the end of each year as the basis for developing the curriculum for the next school year. To get maximum results, a curriculum development team was formed with a composition consisting of the waka curriculum, waka for student affairs, waka sarpras, madrasa committee, and madrasa supervisors from the ministry of religion. The main task of the team is to accommodate proposals and suggestions to be used as the basis for developing our madrasa curriculum. As the head of the madrasah, I give the team the opportunity to carry out their duties according to their main duties and responsibilities and then review the curriculum plan before it is implemented (Ww Ks/Saturday/12/03/2022)."

The education unit level curriculum has two functions, namely the curriculum as a document and the curriculum as an implementation. As a curriculum document, it functions as a guide for teachers and the curriculum as an implementation is the realization of these guidelines in the form of learning activities. So, thus the curriculum as a document with the learning process as the implementation of the document are two sides that cannot be separated, both exist and eliminate the existence of a curriculum, there must be learning.

The teacher is one of the important factors in implementing the curriculum. However ideally a curriculum without being supported by the professional ability of teachers to implement it, then the curriculum will not be meaningful as an educational tool and vice versa learning without a curriculum as a guide will not be effective. Thus the teacher's role in implementing the curriculum holds a key position.

This is the opinion of Fahmi (Hidayatullah, Sodikin, Sa'dullah, & Bukhori, 2021, p. 2) in his research entitled the development of an achievement-based independent curriculum at SMA Al-Hikmah Boarding Batu in volume 16. Journal of Tadris, the journal of Islamic education, stated that: The key component in managing education is the curriculum. The role of the curriculum as the brain of the operationalization of the institution can be designed creatively and independently. Achievement-based independent curriculum as a manifestation of educational autonomy.

The formation of a curriculum development team from selected people is one of the policies of the head of the madrasa to maximize the potential of human resources owned by the madrasa so that they can contribute ideas for the progress of the madrasa (Hastasari, Setiawan, & Aw, 2022). Hasibuan in Ramayulis states that management is the science and art of managing the use of human resources and other resources effectively and efficiently to achieve a certain goal. This

is corroborated by Sutisna's opinion which states that management is the ability to create the most effective changes in group behaviour, for others, it is the process of influencing group activities towards goal setting and goal achievement (Rohiat, 2010, p. 14).

Determination of the curriculum was developed as a result of a decree from the head of the madrasah and submitted for approval to the ministry of religion.

The results of the formulation team are then presented in seminars or presentations by the development team to teachers, committees, parents/guardians, and madrasa supervisors. and the head of the ministry of religion. If it is deemed feasible, the document is then signed before being used. The head of the madrasa has the authority and function to receive, ratify, and review the draft curriculum document prepared by the team before it is implemented. This refers to the opinion that states that the head of the madrasa is defined as "a functional teacher World Health Organization are given the task to lead a madrasa where the teaching and learning process is held"

The madrasa head must be able to carry out his work as an educator, manager, administrator, and supervisor (EMAS). However, in its development to the needs of the community and the times, the principal must also be able to act as a leader, innovator, and motivator in his madrasa. Thus, in the new paradigm of education management, madrasah principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM)(Mulyasa.E, 2017, p. 115)

Agree with Novianty Djafri (2021) stating that leadership is a person who can occupy the top position as a leader, while leadership is an activity or task of a leader. According to accomplish some goals or as an effort to influence individuals to complete all goals (Djafri, 2021, p. 1)

Determination of the assessment program as the basis for evaluating the implementation of management

Assessment is an activity to determine the level of results of a process. To get good results, the assessment instrument must be arranged as well as possible while still paying attention to the sense of justice for students. According to Sondang P. Siagian (1973:258) that one of the duties of a leader is to supervise the overall efforts to strengthen the implementation of operational activities to ensure that the situation is following the predetermined plan. Supervision is an attempt to organize the activities carried out in an organization. Supervision is in the form of activities or actions to secure the plans and decisions that have been made or are being implemented. For the implementation of operational activities to achieve the goals that have been set, the implementation of these activities needs to be evaluated and corrected so that the implementation takes place according to the plan.

Supervision can be carried out by the head of the Madrasah Tsanawiyah Al-Ikhlas Bontang through reports of an activity that has been carried out through a) Determination of standards as the basis for control and supervision; b) Measurement of performance (performance); 3) Analyzing, expressing opinions, and evaluating performance, compared to the standard; 4) Take corrective actions.

Supervision is a management function that has a very close relationship with other management functions, especially with the planning function. This means that supervision can't be carried out without planning activities, and plans will not be achieved optimally if they are not

accompanied by the implementation of the supervisory function, thus planning and supervision are seen as links that are always interconnected and influence each other.

Supervision can be used as a preventive or preventive effort so that there are no deviations or errors in carrying out activities/ actions within an organization or as a direct correction of errors or deviations that occur. Thus, the supervisory function is closely related to the planning function, because, through good and well-planned supervision, the plans made effectively and efficiently will be implemented.

The actions of the principal of the madrasa above are also following the general purpose of management, which is to regulate the running of an organization. The objectives of Islamic education management according to Ramayulis and Mulyadi(2017: 45- 47) can be grouped as follows: 1) To be able to improve the efficiency and effectiveness of the implementation of educational operational activities in achieving the goals of Islamic education. 2) To be able to develop the character and abilities of students to become citizens World Health Organization have quality, following the ideals of the nation based on Pancasila and the 1945 Constitution.

Based on the above discussion, the leadership plan of the Head of Madrasa in developing the professional competencies of Muslim religious teachers can be concluded as follows. through tahfidz activities at Madrasah Tsanawiyah Al-Ikhlash, Bontang City are carried out with steps starting from collecting ideas through meetings at the beginning of the year, forming a curriculum development team, determining curriculum documents, and the determination of the assessment program as the basis for implementing the program evaluation.

Table 1. Planning of madrasah principals in developing professional competence

Planning the leadership of the madrasa head in developing the professional competence of Islamic religious education teachers through tahfidziyah activities at Madrasah Tsanawiyah Al-Ikhlash, Bontang City	<ol style="list-style-type: none"> 1. Collecting stakeholder ideas and ideas 2. Formation of a curriculum development team 3. Determination of the curriculum as a result of development by a decree of the head of the madrasah and submitted for ratification to the ministry of religion. 4. Determination of the assessment program as the basis for evaluating the implementation of madrasa leadership
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Implementation of Madrasah Head Leadership in Developing Professional Competencies

In improving the professional competence of teachers is to use the "Participatory" strategy. This can be seen in several indicators as follows.

Participation in training courses, regular workshops on learning models, learning tools, and learning methods; In this regard, the head of MTs Al-Ikhlash Bontang encourages teachers and other staff to develop professionalism as teachers throughout their careers. Participate in activities such as enhancements, workshops, seminars and other scientific events at local and regional levels.

Always provide an example (Uswah hasanah) and discipline to teachers and students to stimulate it. The head of MTs Al-Ikhlash Bontang tries to provide a good example/role model for

his subordinates in attitude and behavior, for example by being present every morning if a teacher is late, it will be corrected the next day because of hesitation to the principal, Always changing classes to ensure the teaching and learning process runs well; if the class is empty, the principal is not angry, but asks students to come to class and tell them a lot of things while waiting for the instructor to come and the principal does not restrict students, teachers, principals from interacting with each other as family or friends, without reducing authority and courtesy manners must still be applied.

Always set an example to teachers and students and practice to inspire them. The head of MTs Al-Ikhlash Bontang, tries to provide examples of good attitudes and behavior to his subordinates. The Principal, constantly supervises the class to ensure the teaching and learning process goes well. When the class is empty, the principal is not angry, but asks students to come to the office and discuss while waiting for the teacher.

Give awards to teachers who excel. Praise directly the success of teachers and staff when they get achievements The most popular method is to extend that praise to subordinates, as achievements that have been achieved will not be possible without full support, ideas, efficiency, hard work, and creativity of all members (Winarti, C. Sri Hartati, 2020).

Providing continuous supervision of teachers through educational supervision including: 1) assessing and fostering teachers and all school staff in the field of educational and administrative engineering, 2) Efforts to find, develop, and apply various teaching and learning methods that are more appropriate in developing cognitive aspects, emotional, and psychomotor students and 3) cognitive, emotional, and psychomotor aspects of students; 3) improve good working relationships between teachers, principals, students and school staff; 4) Facilitating collaboration between Pokja Guru, Subject Teacher Discussions, Pokja Principals, and Headmasters Meeting. 5) Efforts to improve the quality of teachers and school leaders through promotion, assistance and improvement (Purwanto, 2008).

The leadership of the head of the madrasa in establishing tahfidz as local content.

The head of the madrasa in determining tahfidziyah activities as local content at MTs Al-Ikhlash, Bontang City, can be found in the curriculum of Mts Al-Ikhlash, Bontang City. This policy was chosen to provide certainty for learning by including it as one of the subjects that are regularly scheduled. In the preparation of the daily schedule, tahfidz appears as a local content subject of Tahfidz and is carried out every morning between 07.00 to 09.00 or 2 hours of lessons.

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The leadership of the madrasa head in determining tahfidz as the self-development of students

Tahfidziyah apart from being a local content is also carried out as a self-development activity for students. As a leader at the madrasa, the head of MTs Al-Ikhlash Bontang City regulates the implementation of these activities in detail as stipulated in the curriculum document at the education unit level. Self-development is carried out every afternoon after the regular learning hours are over and specifically for students who pass the model class selection

The model class at MTs Al-Ikhlash Bontang is divided into three groups, the first is the regular group, and the second is the third model group the acceleration group. The regular group is students who do not meet the entry into the model group, they receive normal learning by KMA

183 in 2019. Their memorization bill is only 3 juz until graduation. For students who pass the selection of reading the Qur'an and have a value of the Qur'an Hadith subjects above 80, they are included in the model class group. The model class is further divided into two groups, namely the model class and the acceleration class. The model class is for students who do not live in Islamic boarding schools, while students who are in Islamic boarding schools are included in accelerated classes. The model class bill is in the form of six juz and the acceleration class chooses the standard nine juz bill.

The reward is given by the head of MTs Al-Ikhlâs in the form of scholarships and further coaching, while the results of tahfidz self-development are issued with their certificates according to the level of memorization and certificates accompanying diplomas.

The head of the madrasa establishes tahfidz as the basis for learning all subjects of Islamic Religious Education. One form of implementation of education based on local and global excellence education developed at MTs Al Ikhlas Bontang is as follows tahfidzul Qur'an combined with all subjects of Islamic Religious Education. The technique used to combine the two is to include the value of tahfidz as the affective value of all Islamic Religious Education subjects.

The above political move by the head of the madrasah is a form of implementation of his role and functions as manager. The head of the madrasah must have the right strategies for empowering the teaching staff through cooperation or cooperation, providing opportunities for teaching staff to improve their professionalism and encouraging the participation of all teaching staff. In various activities that support the school's program. The ability to utilize madrasah resources should be realized through the maintenance of facilities and infrastructure, the recording of various achievements of educational staff, and the development of programs for professional improvement.

The leadership of the madrasa head in determining tahfidz as the basis for learning Islamic Religious Education

The format of education developed at MTs Al Ikhlas Bontang, based on local and global excellence, is: The Tahfidzul Quran is combined with all subjects of Islamic religious education. A technique used to combine the two is to include the value of tahfidz as an emotional value in all subjects of Islamic religious education.

The head of Madrasah Tsanawiyah al-Ikhlâs Bontang determined that the Tahfidz value was used as a dual function value. The first function appears by itself as the value of report cards on local content subjects Tahfidz, The second function is the emotional value of all subjects of Islamic religious education. As long as the madrasa enforces the policy, it has a positive impact on both subjects and motivates students to compete as much as possible to memorize the Koran. From the beginning, the policy functioned internally but in fact, it had a tremendous impact on madrasahs because more and more students excelled in external competitions and more and more students were accepted at other superior schools.

The implementation of the leadership of the Madrasa Principal to develop the professional competence of Islamic Religious Education teachers through Tahfidz activities in Madrasa Tsanawiyah Al-Ikhlâs Bontang Municipality follows the principles of Islamic education management. Its implementation cannot be denied. specific program. This is certain because the principle is the reference and the purpose of the substance of the implementation of each activity. Islamic education management must adhere to certain principles or start from basic principles (Stamatis, 2018). This principle is also interpreted as the basis of footing, meaning as the basis and guidelines

for action. The management of educational institutions is defined as the foundation for the administration of education.

The principles of education management are as follows: (1) Participation; all school staff and personnel in the school environment. (2) Transparency in the implementation of school activities and programs. (3) Accountability in accountability for activities. (4) Professionalism in carrying out all activities. work programs by their capacities and capabilities (5) Forward-looking programs defined by the school's vision and mission to achieve its goals. (6) Sharing of authority. In certain circumstances and conditions, school leadership authority is delegated to subordinates capable of doing so increase (7) Implementation of points up to 6(Sola, 2021)

At first glance, the policies taken by the madrasa principal have nothing to do with the competence of a teacher. However, if we go deeper, it can be seen that a teacher has a very important role in the success of learning because without a teacher it is impossible for learning to be carried out properly. At this point, the teacher's professional competence becomes non-negotiable (Tang, Wong, Li, & Cheng, 2020; Zepeda, Parylo, & Bengtson, 2014). Because the teacher's ability to understand and master what is being taught and his ability to maximize the potential of his students determine the success rate of the learning process. The teacher is one of the important factors in the learning process to implement the curriculum. Professional teachers are teachers who have the competence and high work professionalism, which is called performance. RI Law Number 14 of 2005 concerning Teachers and Lecturers, in Chapter I Article 1 paragraph (10) it is stated that competence is a set of knowledge, skills, and behaviours that must be possessed, internalized, and controlled by teachers and lecturers in carrying out professional duties (Peraturan Pemerintah Republik Indonesia, 2005, p. 6).

This is in line with what is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter XI Article 39 paragraph (2), namely educators are professionals who are tasked with planning, assessing learning outcomes, conducting guidance and training, and conducting research. and community service, especially for educators in higher education (Depdiknas, 2003, p. 10).

In line with Sahrati Arasy (2012), quoting Abdul Mujib's opinion, competence is the ability of something that is obtained through education and training which is manifested in the form of performance. Abdul Mujib describes the competence of Islamic religious education teachers as follows: (a) assignment of comprehensive Al-Islam material as well as insight and enrichment materials, especially in the fields that become their duties, (b) assignment of strategies (covering approaches, methods, and techniques) education Islam, including the ability to evaluate. (c) Mastery of knowledge and understanding of education. (d) Understand the principles in interpreting the results of educational research, for the development of future Islamic education. (e) Have sensitivity to information directly or indirectly that supports their duties (Arasy, 2012, p. 66)

Based on the above discussion, the implementation of madrasah leadership in developing the professional capacity of Islamic religious education teachers through Tahfidz activities in the city of Madrasah Tsanawiyah Al-Ikhlâs Bontang should be considered as tahfidz in the form of local content. We can conclude that it is implemented through learning. Teach all students every morning with a set timetable, self-acclimatization activities for model class students and flagship madrasah program with invoice: 3 just for regular, 3 just for model class and 9 for accelerated class Juz.

Tabel 2. Implementation of Madrasah Head Leadership in Developing Professional Competencies

Implementation of Madrasah Head Leadership in Developing Professional Competencies of Islamic Religious Education Teachers Through Tahfidziyah Activities at Madrasah Tsanawiyah Al-Ikhlās, Bontang City	<ol style="list-style-type: none"> 1. The leadership of the head of the madrasa in establishing tahfidz as local content. 2. The leadership of the madrasa head in determining tahfidz as the self-development of students 3. The leadership of the madrasa head in determining tahfidz as the basis for learning Islamic Religious Education
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Evaluation of Madrasah Head Leadership in Developing Professional Competencies

The implementation of management needs to be evaluated regularly, structured and measured, as well as the leadership of the madrasa head in developing the professional competence of Islamic Religious Education teachers through tahfidz activities at Madrasah Tsanawiyah Al-Ikhlās, Bontang City. The evaluation is carried out routinely and in stages, in stages starting from narrow specifications to broad specifications. The narrow specification is in the sense that it is only limited to certain materials, while the broad specification has an impact on whether or not students advance to the level of the class above and pass or fail these students. Narrow specification evaluations will take place once a week, on the Friday just after the Istigoza event. Semester evaluations are conducted every 6 months after the introduction of the FH or PAT. The scope of assessment then includes achievements remembered by average student numbers, program evaluation by supporter analysis, and obstacles during program implementation."

The evaluation of the leadership of the madrasa head in developing the professional competence of Islamic Religious Education teachers through *tahfidz* activities at Madrasah Tsanawiyah Al-Ikhlās Bontang City is carried out routinely, structured and measured, as well as the success rate of implementing leadership patterns using clear measuring tools. Evaluation is carried out in the form of assessment of learning outcomes by educators, assessment of learning outcomes by education units, and assessment of learning outcomes by the government.

The evaluation was made by the head of Madrasah Tsanawiyah Al-Ikhlās Bontang aims to provide guidance, instructions or instructions, and not to find and impose blame on the person implementing the program so that the goals can be achieved according to the given plan or without deviating from the original plan.

In carrying out the supervision of the head of Madrasah Tsanawiyah Al-Ikhlās carrying out several stages include; 1) planning an academic supervision program to increase teacher professionalism; 2) carrying out academic supervision of teachers using appropriate supervision approaches and techniques. 3) following up on the results of academic supervision of teachers to increase teacher professionalism.

The impact of the application of the above type of leadership will place the teacher as a partner and in the same position as the head of the madrasa, making it easier in terms of communication, coordination, conveying ideas, and finding solutions to problems that occur in the field (Ferrero, Vadillo, & León, 2021; Ghorbanzadeh et al., 2019). While the results of the application of the evaluation system above can develop the professional competence of teachers because tahfidz is rote, the supporting teacher will automatically be required to memorize it first

before carrying out teaching and assessment (Dick & Carey, 1977; González-Calatayud, Prendes-Espinosa, & Roig-Vila, 2021).

Although the head of the madrasa does not rigidly or officially provide a form of policy in developing the professional competence of Islamic Religious Education teachers, the application of tahfidz has a psychological impact on teachers personally to develop their professional competence by conducting learning activities with peers and forming a learning community or called learning community.

According to Hanief (2021) Supervision is an effort by school/school leaders to find out all things related to the implementation of work, especially to determine the smooth work of employees in carrying out tasks to achieve goals. Supervision activities are often also called control, assessment, surveillance, monitoring, supervision and so on. The main purpose of supervision is to know the level of achievement of goals and to avoid fraud. Therefore, supervision can also be interpreted as control (Hanief, 2021).

CONCLUSION

Based on the discussion and analysis of the previous chapter, the researcher can conclude as follows: (1) Planning for the madrasah principal's leadership is carried out by steps starting from collecting ideas through the initial meeting of the year, forming a curriculum development team, determining curriculum documents, and determining an assessment program basis for implementing the program evaluation. (2) Implementation of the madrasa principal's leadership is applied through tahfidziyah learning in the form of local content, which is taught every morning for all students with a predetermined schedule, namely three juz for regular, three juz for a model class, and nine juz for accelerated classes. (3) Evaluation of the leadership of the madrasah principal, in this case, is carried out with a rote system that has a positive impact on teachers to form a learning community between teachers, and the results of the tahfidziyah assessment are combined with all groups of Islamic religious subjects.

This article has limitations with the research time being only a few months, the research was conducted only at Madrasah Tsanawiyah Al Ikhlas Bontang, not including other schools. Then it is suggested to further researchers conduct research on the management of madrasah principals at all stages, planning, organizing, implementing and supervising the leadership of madrasah or school principals.

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