



Analysis of Improving the Quality of Teacher's Work with Good Communication Pattern from the Madrasah Principle at MIN Padang Bulan Rantauprapat

Leli Hasanah Lubis¹, Budi Febriani², Yuli Yani³, Eriani⁴, Elpiani Rambe⁵

¹(Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu).

²(Universitas Labuhanbatu).

^{3,4,5}(Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu).

*Corresponding Author. E-mail:¹lelihasanahlubis86@gmail.com

Receive: 21/07/2022

Accepted: 17/08/2022

Published: 01/10/2022

Abstrak

Tujuan penelitian ini adalah untuk mengetahui peningkatan kualitas guru meliputi: Kualitas guru; Disiplin guru; dan Tanggung jawab guru dengan menerapkan pola komunikasi kepala madrasah yang baik. Penelitian ini menggunakan Pendekatan kualitatif dengan metode deskriptif, teknik pengumpulan data dilakukan melalui pedoman wawancara, pedoman observasi, dan studi dokumentasi. Subjek penelitian ialah guru-guru, kepala, dan komite madrasah di MIN Padang Bulan Rantauprapat. Hasil penelitian ditemukan: Komunikasi kepala madrasah dalam meningkatkan kualitas guru yaitu menyampaikan pesan kepada guru baik secara cara lisan (memanggil dan teguran langsung) maupun secara tulisan (surat peringatan); Komunikasi kepala madrasah dalam meningkatkan disiplin guru yaitu memberikan contoh teladan dengan hadir ke madrasah tepat waktu dan pulang paling akhir; dan Komunikasi kepala madrasah dalam meningkatkan tanggung jawab guru yaitu komunikasi antar pribadi dan komunikasi dalam memecahkan masalah di dalam pembelajaran dengan cara mengkoordinasi dan mencari solusi dengan komite dan pengawas madrasah, serta Dinas Pendidikan terkait. Diharapkan kepada komite dan kepala madrasah agar dapat memberikan dorongan dan pembinaan dalam kualitas guru tentang profesional, kedisiplinan dan tanggungjawab guru secara efektif dan efisien sehingga dapat meningkatkan kualitas guru di madrasah.

Kata Kunci: Kualitas Guru, Komunikasi, Kepala Madrasah.

Abstract

The purpose of this study is to determine the improvement of teacher quality, including: Professional teachers; Teacher discipline; and the teacher's responsibility by implementing a good headmaster's communication pattern. This study used a qualitative approach with descriptive methods, data collection techniques were carried out through interview guides, observation guidelines, and documentation studies. The research subjects were teachers, heads, and madrasah committees at MIN Padang Bulan Rantauprapat. The results of the study found: the headmaster's communication in improving teacher professionalism, namely conveying messages to teachers both verbally (calling and direct reprimands) and in writing (warning letters); The headmaster's communication in improving teacher discipline is to provide an exemplary example by attending the madrasa on time and leaving at the end; and Communication of madrasa heads in increasing teacher responsibilities, namely interpersonal communication and communication in solving problems in learning by coordinating and finding solutions with madrasah committees and supervisors, as well as the relevant Education Office. It is hoped that the committee and head of madrasah can provide encouragement and guidance in teacher quality regarding professionalism, discipline and teacher responsibility in an effective and efficient manner so as to improve the quality of teachers in madrasahs. namely interpersonal communication and communication in solving problems in learning by coordinating and finding solutions with madrasah committees and supervisors, as well as the relevant Education Office. It is hoped that the committee and head of madrasah can provide encouragement and guidance in teacher quality regarding professionalism, discipline and teacher responsibility in an effective and efficient manner so as to improve the quality of teachers in madrasahs. namely interpersonal communication and communication in solving problems in learning by coordinating and finding solutions with madrasah committees and supervisors, as well as the relevant Education Office. It is hoped that the committee and head of madrasah can provide encouragement and guidance in teacher quality regarding professionalism, discipline and teacher responsibility in an effective and efficient manner so as to improve the quality of teachers in madrasahs.

Keywords: Teacher Quality, Communication, Madrasa Head.

Introduction

Quality education has forward and backward links. The future link in the form of quality education is the main requirement for realizing an advanced, modern, prosperous and prosperous nation.

The goal of National Education is "The development of the potential of students to become human beings of faith, devoted to God Almighty, noble, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country". (Republic of Indonesia Law No. 20 of 2003 Concerning the National Education System, Article 1, Paragraph 19, nd)

Madrasas are formal educational organizations whose job is to form quality human beings through a series of educational processes that have been regulated based on eight educational implementation standards. According to (Sudarwan, 2012) "The head of the madrasa is an additional task for teachers, and this has been going on for a long time. Because madrasa heads and madrasa supervisors come from teachers, the stronger the will to recognize teacher leadership or teachers as leaders who are part of teacher regeneration for promotion.

Community involvement in the madrasa program can be seen in the form of communication. (Musnamar, 2002) states that "communication is a process of delivering and receiving news or information from one person to another. A proper communication will not occur, if the messenger does not deliver the news properly and the recipient of the news receives it not in the form of distortion. Forms of communication can be seen from various points of view of each expert according to experience and field of study. (Suprpto, 2009) Communication is divided into four types, namely intrapersonal communication, interpersonal communication, public communication, and mass communication.

The teacher is an educator in the teaching and learning process at the madrasah, his main task is to educate and teach students so that the learning objectives can be achieved optimally. According to (Kunandar, 2012) "Professional teachers are teachers who know themselves. That is, he is a person who is

called upon to assist students in learning. Teachers are required to find out continuously how students should learn. The potential that teachers have, efforts to improve their quality do not always develop naturally and smoothly due to the influence of various factors that arise both within the teacher's personality and those outside the teacher's personality. (Fadhli, 2017) Initial findings that teachers are often in a very dilemmatic condition because teachers are the main pillar for educating the nation's children, but teachers have classic problems, such as lack of available learning media, awards, welfare, and so on.

Another problem is the condition of teachers who do not meet expectations, such as teachers working part-time, both in accordance with their profession and outside their profession, sometimes there are some teachers who are routinely more concerned with routine activities than their main activities as teachers in madrasas. Reality shows that many teachers do not meet the requirements for professionalism, even in the regions many teachers do not meet the S1/D4 qualifications.

Besides In addition, there are still many teachers who have not been able to develop creative and effective learning methods to produce students according to what is mandated by law. Many teachers still consider their profession to be just an ordinary job, so they are less able to instill educational values for their students.

Method

A. Place and time of research

The location in this study is at MIN Padang Bulan Rantauprapat which is located at JL. Padang Bulan Gg PGRI NO. 50 Rantau Utara Kab. Labuhan Batu.

B. Types of research

The approach used in this study is a qualitative approach with descriptive methods. (Sugiyono, 2020) argues that "Qualitative approaches tend to lead to phenomenological naturalistic research and ethnographic research. Because of this, qualitative research is often interchanged with naturalistic research or naturalistic inquiry and ethnography in cognitive anthropology.

In qualitative research, the instrument is the researcher himself. Researchers as instruments must also be "validated" how far qualitative researchers are ready to carry out research that will then go into the field. Instruments in research that use a qualitative research approach are the main instruments. (Lexy Moleong, 2014) As a "key instrument" the researcher makes his own set of observation guidelines, interview guidelines, and documentation studies which are used as general guidelines in the recording process.

To obtain valid and valid data, especially those obtained through observation and interviews, inspection techniques are needed. One of the techniques used is to check the degree of trust or credibility. The credibility of the data can be trusted in various ways, while the way to increase trust in qualitative research is carried out by techniques / ways of gaining trust with the criteria of credibility, reliability and objectivity.

The research approach used is qualitative research which is the researcher's own research. Data collection techniques used in this study are through observation (observation), interviews and documentation. The data and information that has been obtained will be analyzed with a qualitative pattern and interpreted continuously from the beginning of the research to the end of the research. Data analysis and interpretation refers to the theoretical basis related to the problem under study.

Data reduction takes place in a manner continuously during the research activities. (Ahmadi, 2014) Presentation of data (display data), namely, presenting a set of information and providing the possibility of drawing conclusions from theory or previous research results, the theory verification stage includes comparison of events, theory integration, theory limitations and theory writing. Data verification is carried out to check whether the conclusions drawn are appropriate or not and whether the research objectives have been achieved.

C. Data Collection Instruments

To obtain this research data, the techniques used are as follows:

1. Observation Techniques

The study used observation techniques to find out firsthand what was found in the field about how the madrasa head communicated in improving the quality of teachers at MIN Padang Bulan Rantauprapat. The instruments used in the observation were: Mobile phone cameras, recorders, stationery and observation sheets in the form of file notes (attached).

2. Interview Techniques

According to (Suharsimin, 2000) The interview is a dialogue conducted by the interviewer (interview) to obtain information from the interviewee. Interviews are used to assess a person's condition, for example to find data about the background of the Madrasah Head, Deputy Head of Madrasah, teacher education staff on something. Before carrying out the interview activities, there are several things that need to be considered, namely preparing the material to be questioned, determining the right subject, choosing the right technique for conducting interviews such as time and others, and preparing tools that are considered to be able to assist the interview process including paper, pens, and if necessary prepare a voice recorder to make it easier for researchers to conduct the interview process during the research conducted at the research location.

D. Data analysis

According to (Salim & Syahrums, 2007) that data analysis is the process of organizing by sorting data into patterns, categorization, and basic descriptive units so that themes and working hypotheses are found as suggested by the data. Data that has been organized into a pattern and makes categories, then the data is processed using the Milles and Hubberman data analysis model, namely:

1. Data reduction

Data reduction aims to make it easier to make conclusions on the data obtained during the implementation of the research. Data reduction begins by identifying all notes and field data that have meaning related to the problem of research focus on organizational communication in improving the quality of teachers at MIN Padang Bulan Rantauprapat, data that has no relation to research problems must be set aside from the data set then create

a code for each unit so that it can still be traced to its origin and can make hypotheses (answer questions).

2. Data Presentation

Presentation of data is a set of structured information that gives the possibility of drawing conclusions and taking action. The data in question is about the communication of the head of the madrasa in improving the quality of teachers at MIN Padang Bulan Rantauprapat. The data analyzed is presented in the form of graphs, tables, matrices and charts, in order to combine information that is arranged in a unified form so that it is easy to find out what happened to draw conclusions.

3. Conclusion Drawing

After the data regarding the communication of the head of the madrasa in improving the quality of teachers at MIN Padang Bulan Rantauprapat has been collected, the next process is drawing verification conclusions. The conclusions in the first stage are loose, remain open and unclear and then increase to become more detailed and more firmly rooted. The final conclusion will be obtained from frequent additions of data so that the conclusion becomes a complete configuration

Results and Discussion

A. Research result

Professional comes from the word profession, which is a person's field of expertise that requires certain intellect, attitudes and skills. Professional teachers must have: pedagogical, personality, professional, and social competence. Professional teachers who meet the required qualifications and understand exactly what needs to be done, both inside and outside the classroom. The head of the madrasa as a source of information in the madrasa is really needed by teachers, so that the information conveyed can be carried out for the development of the teacher himself and students.

Communication in madrasas has a very large role or benefit in conveying messages, namely the head of the madrasa to teachers and teachers can carry out this information to students. Discipline leads to activities that

educate teachers to comply with madrasa rules. Forms of teacher discipline, namely timely attendance, teaching according to lesson plans, and compiling learning tools such as details of effective weeks, lesson plans, annual programs, semester programs, and minimum completeness criteria.

With the teacher's work discipline, madrasah activities can be carried out in an orderly and smooth manner. The development of work discipline can be said to be a disciplinary enforcement system that takes place continuously and is dynamic. Efforts made by the head of the madrasa in overcoming the problem of teachers who lack discipline are by calling the teacher concerned personally to be advised, so that it does not have a negative impact on other teachers, and being invited together to improve discipline so that it can be emulated by students.

The ability to communicate with the madrasa head is expected to improve the quality of carrying out tasks, collect and accommodate various opinions and complaints, give and take each other and improve friendship and kinship. The nature of openness is very decisive between the two, this communication is very closely related to teacher discipline in the teaching activities of students.

The main responsibility of the teacher is to carry out a quality learning process in order to improve student achievement. Responsibility in learning is a key task for the teaching profession, including: as a teacher, mentor, class administrator, curriculum development, professional development and fostering community relations.

B. Discussion

Professional comes from the word profession, which is a person's field of expertise that requires certain intellectual attitudes and skills obtained through an intensive academic educational process. In Law Number 14 of 2005 concerning Teachers and Lecturers, it states that "professionalism is a job or activity carried out by a person and becomes a source of income for life that requires expertise or skills that meet certain qualities or norms and requires professional education. (Republic of Indonesia Law No. 20 of

2003 Concerning the National Education System, Article 1, Paragraph 19, nd)

The head of the madrasa as a teacher must be able to provide guidance to all madrasa residents according to their main duties and functions. Inah stated "communication is an important element in leadership which includes how a leader speaks, listens and learns. Every leader who wants to provide motivation must communicate the vision and mission and ensure that subordinates understand the vision and mission. (Ina, 2016) In carrying out their duties, the head of the madrasa is assisted by the Board of Education or the Madrasah Committee.

In discipline there are elements including behavioral guidelines, consistent rules, punishments and rewards. These violations seem to be considered normal, even worse, the perpetrators do not feel guilty or guilty. Haryati states "discipline is essentially the ability to control oneself in the form of not taking any action that is inappropriate or contrary to something that has been determined". (Haryati, 2016) Teachers must be able to cultivate self-discipline in students, especially self-discipline (self-discipline).

The communication of the madrasah head in improving teacher discipline is conveying sources of information in madrasahs that are very much needed by teachers, so that the information conveyed can be carried out. (Nawawi Hadari, 1995) states "communication is the process of sending and receiving information which is one of the resources to maintain, maintain, promote and develop the organization dynamically according to its goals". These forms of communication complement each other, meaning heart-to-heart communication at certain moments and places, in addition to holding weekly meetings.

The main responsibility of the teacher is to carry out a quality learning process in order to improve student achievement. Responsibility in learning is a key task for the teaching profession, including: as a teacher, mentor, class administrator, curriculum development, professional development and fostering community relations. In increasing

teacher responsibility in preparing lesson plans, implementing and evaluating learning processes and outcomes. According to (Zaini, 2019), "RPP is a plan that describes the procedure and organization of learning to achieve a basic competency set out in the Content Standards and has been described in the syllabus".

Empowerment of community participation is facilitated by a madrasah committee which functions as a forum for accommodating the aspirations and needs of madrasah stakeholders, as well as a body which functions to help madrasahs improve their quality for the realization of quality educational services and learning outcomes. The madrasah committee consists of representatives of parents of students, representatives of teachers, heads of madrasahs, representatives of community leaders, representatives of business/industry, representatives of local government, and representatives of education control officials.

In Law Number 20 of 2003 concerning the National Education System, Article 53 Paragraph (1), states that "the participation of the community in education includes the participation of individuals, groups, families, professional organizations, employers and community organizations, in organizing and controlling quality in educational units". (Republic of Indonesia Law No. 20 of 2003 Concerning the National Education System, Article 1, Paragraph 19, nd) The role and position of the community in madrasah management is very important to improve the quality of madrasahs.

Conclusion

Madrasah head communication in improving teacher quality is conveying messages to teachers and teachers can carry out that information to students. The madrasah head as a teacher must be able to provide guidance to all madrasah residents and be able to carry out his duties and functions as a madrasah manager in improving the learning process through class supervision, fostering and providing positive suggestions to teachers. The duties of professional teachers, namely

being able to carry out: curriculum administration tasks and their development, management of students, personnel, facilities and infrastructure, finance, special services, and madrasa community relations.

The communication of the head of the madrasa in improving teacher discipline is aimed at educating teachers to obey the rules of the madrasa by calling those concerned personally to be advised, so that it does not have a negative impact on other teachers, and being invited together to improve discipline so that it can be emulated by students. The form of communication for the madrasa head is to communicate from heart to heart at certain moments and places, in addition to holding weekly meetings. Meanwhile, the forms of teacher discipline expected by the head of the madrasa are timely attendance, teaching according to lesson plans, and compiling learning tools.

Madrasa head communication in increasing teacher responsibility, namely interpersonal communication and communication in solving problems that may arise in learning in order to improve student achievement. Forms of teacher responsibility in learning include: as a teacher, mentor, class administrator, curriculum development, professional development and fostering community relations. The teacher is also responsible for all attitudes, behavior, practices of students, responsibility for himself, his co-workers, the principal of the madrasa, parents of students and others.

Bibliography

- Ahmadi, R. (2014). *Metodologi Penelitian Kualitatif*. Ar-Ruzz Media.
- Fadhli, M. (2017). Manajemen Peningkatan Mutu Pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 215. <https://doi.org/10.29240/jsmp.v1i2.295>
- Haryati, L. (2016). UPAYA MENINGKATKAN DISIPLIN GURU DALAM KEHADIRAN MENGAJAR DI KELAS MELALUI PENERAPAN "REWARD AND PUNISHMENT." *Media Didaktika*, 2(2). <http://e-jurnal.unisda.ac.id/index.php/didaktika/article/view/812>
- Inah, E. N. (2016). POLA KOMUNIKASI INTERPERSONAL KEPALA MADRASAH TSANAWIYAH TRIDANA MULYA KECAMATAN LANDONO KABUPATEN KONAWA SELATAN. *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan*, 9(2). <https://doi.org/http://dx.doi.org/10.31332/atdb.v9i2.519>
- Kunandar. (2012). *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. PT Raja Grafindo Persada.
- Lexy Moleong. (2014). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Musnamar, T. (2002). *Dasar-dasar Konseptual Bimbingan dan Konseling Islam*. UII Press.
- Nawawi Hadari, H. M. (1995). *Kepemimpinan Yang Efektif*. Gadjah Madah University Press.
- Salim, & Syahrur. (2007). *Metodologi Penelitian Kualitatif*. Cipta Pustaka.
- Sudarwan, D. (2012). *Pengembangan Profesi Guru Dari Pra-Jabatan, Induksi ke Profesional Madani*. Alfabeta.
- Sugiyono. (2020). *Metode Penelitian Pendidikan*. Alfabeta.
- Suharsimin, A. (2000). *Prosedur Penelitian Suatu Pendekatan Praktek*. Pt Rineka Cipta.
- Suprpto, T. (2009). *Pengantar Teori dan Manajemen Komunikasi*. PT. Buku Kita.
- Undang-undang Republik Indonesia No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 1, Ayat 19. (n.d.).
- Zaini, M. F. (2019). THE IMPLEMENTATION OF LEARNING MANAGEMENT IN CLASS VIII MADRASAH TSANAWIYAH ISLAMIYAH (MTS) YPI BATANGKUIS. *International Conference on Islamic Educational Management (ICIEM)*, 1(1). <http://jurnal.uinsu.ac.id/index.php/iciem/article/view/7373>