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DEVELOPMENT OF TEACHER PROFESSIONALISM THROUGH MANAGERIAL LEADERSHIP OF MADRASAH HEADS IN MAN 3 AND MAN 4 BANJAR

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ABSTRACT

This study aims to describe the leadership of madrasah principals in developing teacher professionalism at MAN 3 and MAN 4 Banjar, the development models implemented, and the strategies used. The research employed a qualitative approach with a multi-site study design. Data were collected through interviews, observations, and documentation. The findings show that principals play a central role in planning, implementing, and evaluating teacher professional development programs. The development models include training, workshops, academic supervision, and coaching. The strategies involve empowering teachers, collaborating with external institutions, and utilizing resources optimally. This study indicates that the success of professional development programs is significantly influenced by visionary, participatory, and transformative managerial leadership of the principals

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INTRODUCTION

The development of science and technology has an impact on the complexity of the challenges of the world of education. One of the main challenges is the low quality of education which has relevance to the low professionalism of teachers. Madrasah heads have a strategic role in human resource development (Sirojuddin, A., Aprilianto, A., & Zahari, N. E., 2022; Azizah, M., & Apdila, M. N., 2021), Especially in improving the competence and professionalism of teachers. The development of teacher professionalism in leading madrassas is the key to the success of education.

Studies on managerial leadership of school principals have been studied by various researchers. Among the studies, among others, the topic of the leadership role of madrasah heads in making decisions related to improving the quality of madrasas using the case study method (Imelda, M., Lathifah, Z. K., Haris, R., & Kurniawan, I., 2024). Research on the role of madrasah heads in improving school quality through various school/madrasah programs, including madrasah/school flagship programs (Ahmad, M. Y., Arisanti, D., & Nasution, R., 2017; Dewi, B., 2018; Nazib, F. M., Saifullah, I., Nasrullah, Y. M., & Hanifah, F., 2023). The two studies focus on two things, namely the topic of the leadership role of madrasah heads in making decisions and the role of madrasah heads in improving school quality, while this study tries to compare two schools related to the development of teacher professionalism.

The development of science and technology poses new challenges for the world of education, one of which is the low quality of education related to teacher professionalism. In this context, madrasah heads have a strategic role in developing human resources, especially in improving teachers' competence and professionalism (Sirojuddin et al., 2022; Azizah & Apdila, 2021).

Various previous studies have examined the leadership role of madrasah heads, such as decision-making in improving the quality of madrasas (Imelda et al., 2024) and the development of excellent programs to improve the quality of schools (Ahmad et al., 2017; Dewi, 2018; Nazib et al., 2023). However, these studies tend to focus on the role aspect in general and have not examined the comparison of the leadership practices of madrasah heads in the context of teacher professionalism development in the two leading madrasas. Therefore, this study aims to describe and compare how the managerial leadership of madrasah heads plays a role in developing teacher professionalism in two leading madrasas, namely MAN 3 and MAN 4 Banjar. This research is important because it provides a new perspective on the

leadership practices of madrasah heads in the context of leading madrasas through a multi-site approach.

RESEARCH METHODS

This study uses a qualitative approach with a multi-site study method. The location of the research was determined at MAN 3 Banjar and MAN 4 Banjar which were chosen because both are superior madrasas with different characteristics and strategies for developing teacher professionalism. The subjects of the study include madrasah heads, teachers, and education staff. The three subjects were selected to gain a comprehensive understanding of the leadership of madrasah heads in developing teacher professionalism, including development models and strategies applied. Data were collected through in-depth interviews, observations, and documentation studies. Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawn. The validity of the data is tested by triangulation techniques of sources, techniques, and time to ensure the consistency and validity of the information obtained. In addition, *member checks* are carried out by confirming the results of interviews with informants to ensure the accuracy and credibility of research data.

RESULTS AND DISCUSSION

1. Leadership of the Head of Madrasa

The definition of principal leadership refers to the ability to move, influence, motivate, invite, command, prohibit, and punish, direct, advise, guide, instruct, and foster all components in the school to achieve educational goals effectively (Mukti, N., 2018).

Based on the results of the interviews, the heads of madrasas at MAN 3 and MAN 4 Banjar showed a transformational leadership style. This can be seen from the consistency of attitude, example, and ability to motivate teachers and education staff.

One of the teachers (NA) stated:

"In my opinion, the head of the madrasah is firm and becomes an exemplary figure; His expectations and behavior are always consistent. These characteristics and behaviors show high professionalism and social spirit." (S1/W/G/17 March 2025).

Another teacher added:

"The head of the madrasah always emphasizes the importance of carrying out duties according to their duties, collaborating, and supporting each other. This fosters discipline and a positive culture in the madrasah environment." (S1/W/G/17 March 2025).

In line with that, the deputy principal (SW) revealed:

“He has a firm, disciplined, and authoritative personality. The head of the madrasah is an example for us and is always consistent in applying his leadership style." (S1/W/WKS/17 March 2025).

In addition to transformational or transformative leadership, the heads of madrasas in MAN 3 and MAN 4 Banjar also show participatory leadership. They are directly involved in designing and implementing teacher development programs, as well as being role models in the implementation of professional duties. Some of the forms of involvement are as seen in the results of the interview with SR, as the head of MAN 3 Banjar, as follows:

> “In the leadership style, there are times when we have to be democratic, how to agree with other colleagues, but there are times when we are authoritarian because we do take policies on *urgent matters* that are indeed according to the rules there, we as leaders must also show. So in very urgent matters, but we also have to be an example as a model, that's the charismatic one earlier, not only instructing but also giving an example on how to carry out our duties or responsibilities. So the combination that we apply because it is too democratic as well, there are things that require decisions that we do come up with how to make decisions in certain cases because there are many things that we are going through, it does require a combination of how authoritarian we are, our charismatic as well, and our democracy also for the best of our decisions together. The expectations and behavior of the superiors, our expectations of what is a joint decision can be implemented, meaning that everyone is involved according to their roles and duties. Then the characteristics, expectations and behavior of subordinates, sometimes there are those who understand what has been done without us having to remind them, but there are also those that we have to guide, meaning that we guide, and we need to tell, we are accompanied to carry out their duties. So in the future, we hope to be a person who carries out his duties in accordance with his duties with high awareness. This means that mentoring must still exist so that later it will be directed to what is the purpose of our joint work" (S1/W/KS/April 1, 2025).

The findings show that the heads of madrasas in the two leading madrassas apply transformational leadership principles, characterized by example, consistency of behavior, and the ability to build cooperation. According to Bass (1990), transformational leadership includes four main dimensions: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. The firm attitude and example of the madrasah head reflect idealized *influence*, while efforts to encourage collaboration and discipline show *inspirational motivation*. These results are in line with research Tucunan et al. (2014) and Angelia & Astiti (2020) which states that transformational leadership has a positive effect on employee motivation and performance. Thus, the leadership style of madrasah heads in MAN 3 and MAN 4 Banjar not only creates a conducive work environment, but also encourages the improvement of teachers' professionalism through continuous coaching and example.

2. Model of Teacher Professionalism Development

The teacher professional development model referred to in this study refers to the concept of teacher professional development according to Guskey (in Baharuddin & Canada, 2017), which is a recognized basic component in facilitating change involving educators and efforts to improve school performance. The professional development model applied by the heads of madrasas at MAN 3 and MAN 4 Banjar includes various activities such as internal training, workshops, coaching between teachers, and academic supervision that is carried out regularly and continuously. All of these activities are designed based on real needs in the field and the results of learning evaluations.

Based on the results of interviews with informants (SR), various forms of internal training or workshops are carried out in a planned manner through supervision, monitoring, and classroom observation, as quoted below:

"In terms of evaluation, we routinely carry out supervision and monitoring (monev). Classroom observation activities can also be carried out digitally, adjusting to the demands of e-performance. We went through the pre-observation phase, discussed, and monitored various components such as teaching journals, analysis of important events during learning, and collaboration between teachers. In addition, we have a learning community that actively involves teachers in workshops or webinars held in learning communities (kombel). For evaluation, class observations were carried out according to the schedule, followed by *joint review* activities and follow-up for future improvements. From these activities, I also learned a lot from teachers who have diverse abilities and even exceed expectations. Some teachers are able to teach in a millennial style that students like. We also form study groups or teacher work based on cognate subjects through learning communities at the level of educational units. In addition to discussing and sharing experiences, we encourage teachers to be active in MGMP activities at the district level. Through this forum, teachers can share references and experiences that enrich teaching practices." *(S1/W/KS/1 April 2025)*

The findings of this study show that madrasah heads have an important role in initiating and facilitating teacher professionalism development activities through various forms of continuous coaching. The results of this study are in line with the findings of Apud A. (2020) who revealed that private madrassas in Serang City have also implemented teacher professional development programs, although on a limited scale. The program is carried out through KKG, MGMP, training, supervision, and monitoring. Apud added that the problem of teacher professional development is influenced by two main factors, namely supporting factors and inhibiting factors.

- Supporting factors include the availability of teachers who are qualified as bachelors and the spiritual awareness that being a teacher is a soul calling.
- Inhibiting factors include the incompatibility of the scientific field with the subjects taught, limited funds, and inadequate access for self-development.

An effective teacher professional development strategy, according to Apud, can be carried out through a human resource development plan, empowerment of teacher working groups and MGMP, and encouragement to participate in sustainable professional development (PKB). However, the results of this study have differences with the research conducted by Rafiq, A., Suyatno, Santosa, A. B., & Hidayati, D. (2024). In his research, the model of teacher professional development is based on skills, knowledge, collaboration, innovation, and performance evaluation. The development of teacher professionalism at SD Al-Imam Islamic School Balikpapan has proven to have a significant impact on student learning outcomes and become a model for other schools that want to create a comprehensive and holistic learning environment.

The results of this study confirm that the model of teacher professional development in MAN 3 and MAN 4 Banjar has characteristics based on field needs, is collaboratively oriented, and is implemented continuously through supervision and learning communities, which is in line with the theory of teacher professional development according to Guskey.

3. Professionalism Development Strategy

The strategy of developing teacher professionalism is a systematic process that aims to improve the competence, performance, and professionalism of educators. This process includes the stages of planning, implementation, evaluation, and follow-up of various development programs prepared based on the needs of teachers in the field. According to Fullan (2014), The strategy for developing teacher professionalism is not just in the form of one-time training, but creates a sustainable learning environment. In this environment, teachers receive support, opportunities to collaborate, and continuous evaluations so that self-development takes place effectively and sustainably.

The findings of the study show that madrassas in MAN 3 and MAN 4 Banjar have implemented various strategies for developing teacher professionalism that are oriented towards improving competence and empowering educators. These strategies include

empowering teachers through school development teams, partnerships with higher education institutions, and the use of information technology as a means of improving professional competence and communication.

Based on the results of interviews with informants (SR), the head of the madrasah has a central role in the evaluation process and follow-up of the development of teacher professionalism. He said that the evaluation was carried out thoroughly on the implementation of the program, the effectiveness of activities, and the results achieved, as stated in the following statement:

"I evaluate the development of professionalism by evaluating various programs carried out, evaluating the performance of the person in charge and implementing the program, evaluating the time spent in implementing the program, evaluating the achievement of the program implemented, and measuring the success of achieving the goals that have been set. The results of the evaluation are the basis for making decisions on whether the program needs to be continued, modified, or terminated."*(S1/W/KS/1 April 2025)*

The quote shows that the process of developing teacher professionalism in madrassas does not only focus on the implementation of the program, but also emphasizes the importance of evaluation and reflection on the results of activities. This evaluation serves to ensure that each program truly has an impact on improving the quality of learning. In addition, the results of interviews with other informants (N) revealed that the professional development strategy of teachers is also carried out through the active participation of all madrasah residents in the planning and implementation of the program. The head of the madrasah plays the role of the main driver who ensures the involvement of teachers in every stage of the activity.

"In planning school programs, we always hold meetings with all elements in the school. The head of the madrasah socializes each program, explains the technical implementation, and invites teachers to actively participate in the development of professionalism. The head of the madrasah also provides opportunities for teachers to participate in training, seminars, workshops, and further education to improve their academic qualifications and competencies." *(S1/W/G/21 March 2025)*

The statement shows that the head of the madrasah plays a role as a motivator, facilitator, and change manager who encourages teachers to continue learning and innovating. The use of digital communication such as *WhatsApp groups*, coordination meetings, and learning community activities is an effective medium in strengthening collaboration and knowledge exchange between educators.

The results of this study are in line with the findings of Ma'ruf, Muh Wajedi, and Riyo Asmin Syaifin (2021) who emphasized that teacher empowerment strategies are closely related to learning effectiveness. Learning is said to be effective if it can achieve the goals that have been set in a pleasant atmosphere for educators and students. According to them, there are two main factors that affect the learning process, namely exogenous factors (external environment) and endogenous factors (from within educators and students).

The strategy of developing teacher professionalism, as found in this study, also leads to two main focuses, namely:

1. Paradigm development of teachers, which emphasizes changes in mindset and professional awareness in carrying out educational tasks.
2. Teacher competency development, which includes improving pedagogical, professional, social, and personality skills, including the ability to utilize technology in learning.

The strategy for developing teacher professionalism at MAN 3 and MAN 4 Banjar is not only focused on improving technical teaching skills, but also on forming a learning culture that is collaborative, reflective, and adaptive to technological developments and the needs of students. This shows that madrasas have moved towards a continuous professional development *model* as recommended by modern education experts.

CONCLUSION

This study concludes that the success of teacher professionalism development in MAN 3 and MAN 4 Banjar is greatly influenced by the managerial leadership of madrasah heads who are visionary, participatory, and transformative**.** Madrasah heads play a strategic role in designing, implementing, monitoring, and evaluating various teacher development programs, such as internal training, workshops, academic supervision, and the formation of learning communities. The leadership carried out is able to create a collaborative, reflective, and oriented culture to improve the quality of learning. Thus, the model of teacher professionalism development applied in MAN 3 and MAN 4 Banjar can be an example of best practice in human resource management in the madrasah environment.

Theoretically, the findings of this study contribute to the study of education management, especially in understanding the leadership role of madrasah heads in building a sustainable teacher professional development system. Practically, the results of this research can be used as a reference for policymakers and madrasah managers in designing more effective and contextual human resource development strategies. However, because this study uses a qualitative approach, further research with mixed methods is needed so that the phenomenon of teacher professionalism development can be explained more comprehensively and measurably, both in terms of process and its impact on teacher performance and student learning outcomes.

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