

Investigating Principals' Leadership to Develop Teachers' Professionalism at Madrasah

Andi Warisno^{1,2}, Nur Hidayah²

Islamic Educational Management Department, Institut Agama Islam An Nur Lampung,
South Lampung, Lampung, Indonesia

Email : andiwarisno@an-nur.ac.id¹, nurhidayah@an-nur.ac.id²

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Abstract:

This study sought to explore the principals' leadership in private Madrasah Aliyah schools on teachers' professionalism in the learning process. It applied a quantitative approach with a survey method. Fifty-five teachers served as the samples, which were taken from two private schools in the South Lampung region. Data was collected through a questionnaire. Two instruments were constructed: the first is based on the indicators of leadership using talent management from Gallardo-Gallardo & Thunnissen, and the second is based on teacher competence. The r-test, with the assistance of SPSS 25, was applied to analyze the data. The results indicate an influence of the principals' leadership on teacher competence. This is evidenced by the results of the r-test showing the value of sig. 0.000. This shows a significant relationship between the principals' leadership and the teachers' professionalism in Madrasah Aliyah. Leadership is one of the determining factors in improving teachers' professionalism, school performance, and a conducive learning process.

Keywords: *Islamic Education, Leadership, Principal, Teacher Professionalism*

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala madrasah aliyah swasta terhadap profesionalisme guru dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Sampel dalam penelitian ini adalah 55 guru dari dua madrasah aliyah swasta di wilayah Lampung Selatan. Data dikumpulkan melalui kuisioner. Instrumen yang digunakan mengacu pada indikator kepemimpinan berbasis manajemen talenta Gallardo-Gallardo & Thunnissen dan kompetensi guru. Teknik analisis data menggunakan uji r dengan bantuan SPSS 25. Hasil penelitian ini menunjukkan terdapat pengaruh kepemimpinan kepala madrasah aliyah swasta terhadap kompetensi guru hal ini dibuktikan dengan hasil uji r menunjukkan nilai sig. 0,000. Hal ini menunjukkan bahwa terdapat hubungan yang signifikan antara kepemimpinan kepala madrasah aliyah dengan kompetensi profesionalisme guru madrasah aliyah. Implikasi dari penelitian ini adalah kepemimpinan merupakan salah satu faktor penentu terciptanya iklim madrasah yang kondusif dan kinerja system yang baik sehingga menghasilkan proses belajar yang kondusif.

Kata Kunci: *Pendidikan Islam, Kepemimpinan, Kepala Sekolah, Profesionalisme Guru*

INTRODUCTION

Educational management is crucial to assist the school in delivering the best performance in education (Gidayani et al., 2022). It should be considered to manage education that has been viewed as a lifelong process (Prestiadia et al., 2019). Like other sectors, education has been mainly influenced by global development. To respond to this circumstance, all stakeholders in education should manage the efforts to deal with the current situation. There is no choice but to act swiftly to seize the global change (Ahid & Chamid, 2021). Islamic education is expected to develop its paradigm to meet the demand of globalization which is characterized by the transformation in information and communication technology (Karman, 2016).

Madrasah is one of the Islamic education institutions (Syarnubi et al., 2021). It has many forms and level starting from Madrasah Ibtidaiyyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) which is equivalent to senior high school in Indonesia. MA is one of the educational institutions run under the auspices of the Minister of Religious Affairs. It has played an essential role in serving educational services and strengthening character education (Suhra et al., 2020). In this global era, MA schools have several challenges. To some extent, global competition in education has caused them to experience difficulties in achieving the best performance to deliver education (Sulfemi, 2020). They should seek and apply possible efforts to improve their performance in delivering educational services. A leadership cadre can be a possible option for any MA to search for and achieve leaders capable of dealing with the challenges (Subiyantoro, 2022).

In the education context, leadership is pivotal to improving school performance in delivering its service (Indra & Kustati, 2019). Schools need a qualified principal to run and manage the sources to achieve educational objectives. The principals are expected to have leadership integrity. This means that a good leader is willing to sacrifice and work optimally to bring the team to achieve and survive in a time of crisis they face (Komariah, 2015). In this case, the principals should be able to develop teacher professionalism to compete in the global era to deliver educational service (Anisah & AS, 2020). They serve as a school manager who is expected to be able to manage all school resources to realize the vision, mission, and goals that have been set (Anwar, 2018). They should play their roles to ensure the performance of the school in delivering the best educational service (Rahman & Subiyantoro, 2021)

Teachers are at the frontline of delivering education. They teach their students to achieve the learning outcomes. Their contribution to achieving educational goals has shown their huge role (Nursaid, 2020). Professional teachers help schools achieve their educational objectives. Their professionalism is the key success factor that should be managed and developed correctly. Nurturing their potential, abilities, and skills in specific fields is necessary so that they can bring positive changes to their schools (Haynes et al., 2009). Teachers' professionalism has something to do with their competence. Therefore, all stakeholders should go hand in hand to develop teachers' competence (Hermawan et al., 2018).

Developing teachers' competence is one of the key responsibilities that the school principal should accomplish. The principals might have several ways to achieve the mission. Motivating the teachers to improve their performance is one of the ways that the principals can strive (Trisna & Huda, 2022). Furthermore, proper management in the school enables the principals to develop teachers' competence. In line with educational management, talent management is one of the options that principals can select and apply to improve their teachers' competence (Gallardo-Gallardo & Thunnissen, 2016). In a company context, this type of management refers to an overall process starting from recruitment, placement, development, and planning for employee development in a better direction (Lewis & Heckman, 2006).

Several researchers have investigated talent management in an industrial context. Minbaeva & Collings (2013) reported that talent management influences employee performance. Rachmadinata et al. (2017) studied the impact of talent management on employee performance. Harmen et al. (2018) examined for the impact of talent and knowledge management on staff productivity. On the board of financial auditors, Mengkuningtyas (2021) discussed employee career development and motivation. Those studies have shown that talent management has contributed significantly toward improving the employee in a particular company. In an educational context, Aytac (2015) examined the link between organizational commitment and teachers' perceptions of school managers' talent management leadership.

Educational organizations like MA schools need to consider talent management because the world of education is undergoing continuous change. In the context of globalization and postmodernism, educational institutions are confronted with ambiguity. They may have difficulty adjusting to these changes and gaining an advantage over their competitors in the employment market (Aytac, 2015). The selection and efficient utilization of human resources is critical for MA schools to survive and excel in the world of educational delivery in such an environment. Teachers are one of the most valuable human resources in educational institutions. Their performance in Madrasah schools is critical in helping them achieve their educational objectives (Ngiode, 2016). It has been discovered that there is a significant association between teacher performance and the leadership style of the Madrasah principal (Ahmed, 2021). Regarding leadership, the quality of information possessed in teaching and the relationship between it and emotional intelligence are critical considerations (Indra & Kustati, 2019).

This study conducted initial observations in two private MA schools in South Lampung. It investigated the principals' performance in managing human resources, particularly the teachers. The findings show that some teachers did not have sufficient pedagogic, personality, social and professional competence. Some of them have not found the right strategy in developing curricula related to the areas of development they are teaching. Another problem concerns the teacher's poor ability to utilize information and communication technology to assist their teaching activities. Other results show they have not demonstrated a work ethic, high responsibility, pride in being a

teacher, and self-confidence. In a nutshell, they have not developed their professionalism. This might impact the learning process that is less conducive for their students.

Several researchers have investigated the influence of principals' leadership in education. Sulfemi (2020) reported that teachers' leadership influences teacher performance. Nursaid (2020) examines the quality of education associated with the quality of principals' leadership. Subandi (2016) explored the implementation of quality management to improve quality learning at Madrasah Aliyah (MA) schools. Those studies have shown that the principals' leadership is essential to achieving educational quality in teacher performance, educational service, and learning management quality. However, studies investigating principals' leadership using talent management have not been sufficiently addressed. This study tries to fill the gap. It aimed to determine the effect of principals' leadership using talent management to develop the teachers' professional competence at private MA schools in South Lampung.

RESEARCH METHODS

This study applied a quantitative approach with a survey method (Creswell & Creswell, 2017). The survey was used so that researchers obtain data related to the influence of MA principal leadership, especially those who use talent management to improve the teachers' professional competence. This research was conducted in two private MA schools in South Lampung, namely MA Hidayatul Mubtadiin Jati Agung and Madrasah Aliyah (MA) Al Islah. The samples of this study were two madrasah principals and 55 teachers. The sampling technique used was purposive sampling, a data collection technique with specific considerations. The sample was selected based on the leadership style of the madrasah principal, who applied talent management to improve the professional competence of his teachers.

Data were collected through questionnaires filled out by 55 teachers. This questionnaire was designed to collect data on principals' leadership using talent management and the professional competence of MA teachers in South Lampung. A Likert scale with five alternative answers, namely always, often, sometimes, rarely, and never was used to measure each item with closed question items. The instrument for this questionnaire was tested for constructive validation by two experts, namely management experts and Islamic education experts.

A quantitative approach was used to analyze the data in this study. The data were first tested for normality and then tested for correlation using the *r* test with the criteria for the significance value of the variable <0.05 , meaning that there is a significant relationship between the two variables. If > 0.05 , there is no significant relationship between the two variables. The questionnaire instrument grid for the leadership of madrasah principals with talent management from Gallardo-Gallardo & Thunnissen (2016) with indicators, namely: 1) recruitment, attraction, and selection; 2) training and development;

3) retention; 4) identification; 5) performance management of talent, described in table 1;

Table : 1 Instrument for MA Principal Assessment based on Talent Management

NO	INDICATOR
A.	<i>Recruitment, Attraction dan Selection</i>
	1. Established the committee for teacher recruitment
	2. Determining the number of teachers to select
	3. Determining administrative requirement for teacher candidate
	4. Designing the oral and written test administration
	5. Administering talent test
	6. Administering health test
	7. Deciding rejection and acceptance
B.	<i>Training and Development</i>
	1. Conducting training for 3 months
	2. Providing training and short course on education
	3. Promoting teacher academic career
C.	<i>Retention</i>
	1. Placing teachers based on their competence
	2. Appreciating the achievement using non-financial
	3. Creating a conducive work culture
D.	<i>Identification</i>
	1. Administering personality and cognitive test
	2. Creating a road map for developing teacher talent based on their potential, competency, and performance
	3. Creating talent matrix mapping
E.	<i>Performance management of talent</i>
	1. Assessing teacher performance
	2. Designing the reference for salary criteria
	3. Conducting two-way communication between principals and teachers
	4. Rewarding teacher achievement professionally

The instrument for assessing teacher professionalism refers to Permendiknas (The regulation of Ministry of Education) Number 16 of 2007 concerning Academic Qualification Standards and Competency teachers. The instrument was designed to investigate Madrasah Aliyah teachers' professionalism in Lampung City. The details are explained in table 2;

Table: 2 Instrument for teachers' professionalism competence

NO	INDICATOR
A.	Pedagogic Competence
	1. Gaining an understanding of pupils' physical, moral, social, cultural, emotional, and intellectual traits from various perspectives
	2. Gaining a thorough understanding of educational learning theory and principles
	3. Creating a curriculum relevant to the area of development that is being taught
	4. Planning and coordinating educational development activities
	5. Making use of information and communication technology to the benefit of educational development activities in order to better organize them
	6. Conducting assessments and evaluations of learning processes and outcomes
	7. Utilizing the results of the assessment and evaluation for the benefit of learning.
	8. Taking reflective action to improve the quality of learning.

B. Personality Competence	
1.	Following Indonesian national religious, legal, social, and cultural norms and regulations
2.	Establishing oneself as a trustworthy individual with a noble character who serves as a role model for pupils and the wider community
3.	Presenting yourself as a person who is steady, stable, mature, wise, and authoritative.
4.	Demonstrating work ethic, high responsibility, pride in being a teacher, and self-confidence.
5.	Upholding the code of ethics for the teaching profession.
C. Social Competence	
1.	Demonstrating inclusiveness, acting objectively, and refraining from discriminating based on gender, religion, color, physical condition (including age), familial background, and socioeconomic status.
2.	Communicating effectively, empathically, and politely with fellow educators, education staff, parents, and the community
3.	Adapting in the workplace
4.	Communicating with the professional community itself and other professions orally and in writing or in other forms.
D. Professional Competence	
1.	Understanding the material, structure, concept, and scientific attitude that underpins the subject matter being taught
2.	Acquiring a thorough understanding of the competency requirements and fundamental competencies of the subjects or development areas being taught
3.	Developing creatively guided learning materials.
4.	Developing professionalism in a sustainable manner by taking reflective actions.
5.	Utilizing information and communication technology to communicate and develop themselves.

RESULTS AND DISCUSSION

There are two results to describe: principals' leadership using talent management and teachers' professional competence at two MA schools. Each result will be described, and then the results will be discussed.

Principals' Leadership Using Talent Management at School

The first data is taken from the principals' leadership. For this variable, the indicators refer to talent management indicators. It consists of Recruitment, Attraction and Selection, Training and Development, Retention, Identification, and Performance management of talent. The percentage of achievement of leading indicators with talent management is described in Table 3. The achievement of principal leadership abilities using talent management shows an average of 85.5%. This leadership ability is categorized as good. However, there is a greater chance to upgrade the principal leadership ability to a higher level to contribute more to school performance.

Table : 3 Percentage of Principals' Leadership Using Talent Management

No.	Indicator	Ideal Score	Percentage
1.	Recruitment, Attraction and Selection	35	85
2.	Training and Development	15	84,24
3.	Retention	15	83,69
4.	Identification	15	87,81
5.	Performance management of talent	20	85,5

Based on table 3 above, the recruitment, attraction, and selection indicators achieved the highest score. This indicates that the principals in this study have performed well by organizing a teacher admissions committee, determining the number of teachers to be accepted as needed, designing the administrative requirements of prospective teachers, and administering oral or written tests. The test was aptitude or talent tests and health tests. Finally, the principals decided to accept or reject teachers who have taken part in selecting prospective teacher admissions.

Teachers' Professionalism Competence at School

The second data was taken from the teachers' professional competence. The indicators are adopted from the teachers' professional competence regulated in Permendiknas Number 16 of 2007. The regulation has stated that professional teachers should have pedagogic competence, personality competence, social competence, and professional competence. The percentage of achievement indicators of MA teacher competence, in general, is an average of 83.57%. Their professional competence is categorized as good. However, this professional competence must be improved to a better level. The percentage of each indicator is described in table 4;

Table 4. The Percentage MA Teachers' Professionalism Competence

No.	Indicator	Ideal Score	Percentage
1.	Pedagogic competence	40	84,24
2	Personality competence	25	85,75
3.	Social Competence	20	84,86
4.	Professional Competence	25	80,04

From the data in table 4 above, it can be explained that teachers have performed professionally in terms of pedagogic competence, personality competence, social competence and professional competence. This is to say that four competences of professional teachers have been demonstrated in their teaching activity.

Table : 5 Normality Test Result

	Number of Sample	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Result of	1	.152	55	.060
Assessment	2	.187	55	.068

The normality test results of the principals' leadership data using talent management and the teachers' professional competence data were declared to be normally distributed. It can be seen from the normality test results of the leading data of the schools' principals using talent management, which has a Sig value. > 0.05 that is 0.060. The normality test results of the professional competence data of teachers were declared to be normally distributed with the value of Sig. > 0.05 that is 0.068.

After the normality test was carried out, the principals' leadership data using talent management and the teachers' professional competence data were tested for correlation, namely the r test. This correlation test aims to determine whether there is a relationship between the principals' leadership by using talent management and professional competence data for teachers. In other words, it was conducted to measure how significant the relationship between variables is. The significance value is determined if the significance value of the variable <0.05 means a significant relationship between the two variables. If > 0.05 , there is no significant relationship between the two variables. The results of the r-test for the principals' leadership using talent management and the teachers' professionalism data are delivered in table 6;

Table 6; The Results of the R Test for the Principals' Leadership using Talent Management and the Teachers' Professional Competence Data

		Correlations	
		Result of Assessment	Respondent
Result of Assessment	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	19759.818	319.000
	Covariance	181.283	2.927
	N	110	110
Respondent	Pearson Correlation	.433**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	319.000	27.500
	Covariance	2.927	.252
	N	110	110

Based on table 6, it can be seen that the correlational test of the leading data of the MA principal using talent management and professional competence data for MA teachers in South Lampung at a significance level of 0.05 obtained r (sig.2-tailed) = 0.000. Because $r < 0.005$, H_1 is accepted, and H_0 is rejected. Thus, it can be concluded that there is a significant relationship between the leadership of the principal using talent management and the professional competence data of teachers at the 95% confidence level.

Based on the research results above, it can be seen that the leadership data of the principal using talent management and professional competence data at a significance level of 0.05 obtained r (sig.2-tailed) = 0.000. The leadership of the principal plays a vital role in improving teacher competence.

Based on the results previously described, there are some points to discuss. This study investigates principals' leadership using talent management in order to improve teachers' professional competence at two schools. The discussion addresses the results of the present study on data from the principal leadership, talent management and teacher competence.

The leadership of the principal at Madrasah Aliyah is expected to be able to develop a school improvement strategy that is crucial in sustaining the organization's performance. The principal is in a position to contribute to school performance. The school improvement, to some extent, has been influenced by the principal (Lee et al., 2021). The principals serve as leaders at the level of school organization. They must have strong leadership and should be responsible for improving the school's educational quality they lead. In other words, principal leadership is pivotal to boosting school performance, especially the teachers' competence in delivering educational service (Indra & Kustati, 2019).

The principals are expected to act professionally. They serve as a school manager who is expected to be able to manage all school resources to realize the vision, mission, and goals that have been set (Anwar, 2018). In order to carry out operational tasks in the school environment, the principals should act responsibly and professionally. Professional principals must be intelligent and wise to manage the schools' resources. To carry out its role optimally, the principal needs to apply the right leadership style. One of them is transformational leadership. This type of leadership contributes significantly to school improvement. Principals incapable of change will cause the schools they lead to be slow to adapt to change so that school performance never increases optimally (Addin et al., 2020).

This study found that two schools have shown exemplary performance in delivering educational service. The school's performance has been influenced by the principal's ability to act professionally in managing the school's sources. The success of education in madrasah essentially lies in the efficiency and effectiveness of the performance of the madrasah principal (Zainuri & Zaenuri, 2022). The principals should be able to manage human resources that are qualified, science-based, both general and religious and have various skills. The principal's managerial skill is essential to drive force for the institution to achieve its goals, vision, and mission. As one of the school's human resources, teachers are the only resources that have a reason, feeling, desire, ability, skill, knowledge, drive, power, work, and initiative. They can also be the backbone in carrying out the school's operational activities. These potential human resources significantly affect the institution's efforts in achieving goals (Sarani, 2022).

Human resources should be well-recruited. In the school context, this recruitment is part of procuring teachers who have professional competence. The recruitment process consists of several stages: assigning, selecting, obtaining, and placing the people needed to fulfill the operational plan (Suhardi et al., 2020). Those stages should ensure the quality of the recruitment process to get professional teachers. Professional teachers contribute to the progress of a nation in the education sector. The quality of the future generation depends on the quality of education (Sunarto & Aprianda, 2021). In improving the process and results of education, it is necessary for teachers who have the professional competence to exhibit their professionalism in the classroom when teaching. Principal leadership influences teacher performance. Their performance is related to the leadership style of the madrasah principal (Ahmed, 2021).

This study found that the teachers at two madrasah have shown their professional competence. Teacher professionalism can be defined as the teacher's responsibility to control and develop knowledge and actions for the benefit of students (Saqipi et al., 2014; Webb et al., 2004). Teachers who have professional competence should be able to interpret a multi-dimensional structure to exhibit their working behavior and attitudes to carry out their duty to the highest standards. When this happens, service quality in education improves (Demirkasimoğlu, 2010). In other words, professional teachers work their best to teach their students and achieve the learning outcomes.

Teachers' performance in madrasah institutions has a vital role in achieving educational goals (Syafirin Ngiode, 2016). Teachers' professionalism has something to do with their competence. All stakeholders should go hand in hand to develop teachers' competence (Hermawan et al., 2018). Overcoming difficulties and using skills and experiences related to their profession are indicators of professional teachers needed to improve school performance (Baggini, 2005; Demirkasimoğlu, 2010). Their good competence will affect students' learning outcomes. To achieve their best performance, the teachers must be supported by good educational management (Aryani et al., 2021).

The leadership of the principal influences teachers' performance. In madrasah, the principals are responsible for creating a school environment where teaching and learning can be improved (Pan, 2008; Talebizadeh et al., 2021). Furthermore, they must be able to encourage teachers to develop their competencies in order to improve the quality of learning. The principals can be considered successful if they promote and implement several values. The values require them to be able to encourage teachers, promote collaboration, share and empower appropriate leadership, and develop appropriate strategies. Those values may serve to build school capacity to improve the quality of teaching for teachers and learning for students (Wilmers & Jornitz, 2021). Therefore, the principals' leadership requires the ability to create sustainable and meaningful professional learning opportunities for the teachers (Talebizadeh et al., 2021). In a nutshell, the principals should play their roles as educators, motivators, leaders, managers to improve teachers' competence (Kriswanto & Hasanah, 2021)

The principal must be an excellent example for all other school members (Zainuri & Zaenuri, 2022). They must be able to develop professional human resources, design and implement the process of accepting new teachers, and master information technology to exhibit their management skills in schools (Taqorub et al., 2018). A conducive and supportive learning environment for students entails good teaching quality that cannot be separated from the role of the teacher. This is why teachers should be well-managed (Abdallah & Musah, 2021).

They should be developed in terms of their content and pedagogical knowledge, that is, the knowledge and skill to teach students. Pedagogical knowledge contributes to teaching effectiveness. This knowledge is gained from the experience the teachers have in the field.

This study has contributed to the body of knowledge on principals' leadership using talent management to improve teacher performance at schools. It has some limitations regarding the method since it applied a correlational study. Further research may conduct a similar study using mix method. The sample of study should cater to more participants to increase the credibility of the research result.

CONCLUSION

This study sought to explore the principal leadership and teacher professionalism competence at the madrasah. Based on the study results, there is a significant relationship between the principal's leadership using talent management and the teachers' professional competence in schools in South Lampung. This is shown by the teachers who have good professional competence. In addition, they are placed according to their competence. This is inseparable from the role of the principal in shaping the personal talents of every professional teacher. In this case, the principals give full opportunity to teachers to improve their quality through the academic level and the training they attend. The principal leadership using talent management greatly influences the teachers' professionalism at two madrasah in South Lampung.

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