

The Role of Madrasah Heads in Improving Teacher Pedagogical Skills at Darul Mursyid Private MA, South Tapanuli Regency

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Abstract: The head of the madrasa is the driving force that determines the basic goals of the madrasa, determines how the objectives of the madrasa and education as a whole are achieved, including increasing the feasibility of teaching staff. play an important role in passing the quality of education. As stated in Article 14 (1) PP 30 of 2005, "Madrasah management is responsible for organizing educational activities, managing madrasas, fostering other education personnel and their utilization. Therefore, the Head of Madrasah needs to provide a special strategy in improving the competence of his educators (teachers). This study uses a qualitative approach by using data collection methods in the form of observation, interview, and recording. The data analysis technique used descriptive qualitative data analysis. In this study, the examiner uses three triangles, namely the root triangle, the method, and the reviewer triangle. Triangulate sources by comparing reviews, interviews and documents. Triangulation is done by collecting cyclical data such as methodological observations, interviews, and documents. The triangle reviewer compares the informant with the data obtained from other informants. The results of this study are as follows. 1. Therefore, the Head of Madrasah needs to provide a special strategy in improving the competence of his educators (teachers). (a. Involvement of teachers in education; (b) To enable teachers to improve their knowledge and skills by studying at higher educational levels (c) Efforts to build an assessment team of learning outcomes; (d) Use of memorable learning periods (e) (f)) Provide counselors and teachers about advances in science and technology, (g) provide examples of good teaching and counseling practices 2)). Darul Mursid, Personal Bachelor of South Tapanuli Regency, supports the leadership element 2). Supporting Factors for Madrasah Heads as Innovators in Improving Teacher Pedagogical Competence at Darul Mursyid Private MA, South Tapanuli Regency, namely: (a). Head of professional madrasa, (b). Higher educator motivation, and (c). Student learning motivation is high. 3). The inhibiting factors for the efforts of the Madrasah Head as an Innovator for Improving Teacher Pedagogical Competence at the Darul Mursyid Private MA, South Tapanuli Regency, are: (a). Insufficient infrastructure, (b). Internet connection is not good.

Keywords: The Role of Madrasah Heads and Teacher Pedagogical Competencies

the achievement of educational matlamat mainly depends on the leadership and knowledge of the head of Madrasah education leaders. This is because the president of a religious school is a professional executive of a religious institution, is responsible for all organizational resources, works closely with teachers to help students achieve their educational goals, and has expertise as a seminary head. Teacher professional development applies. The principal easily meets the needs of the madrasa. However, it is good for teachers to develop and develop to become professional teacher only in science, textbooks and rules, but nothing. Higher proficiency and higher levels of understanding in education can motivate learners. One of the basic messages conveyed to teachers by the Minister of Education and Culture Muhajir Efendi was that the Head of Madrasah Ibtidaiyah (QS) should not be a teacher but an administrator and a source of inspiration.

Following these guidelines, Islamic school principals mean that apart from academic ability, he or she must possess leadership and creative qualities. This is inseparable from the era of information and communication technology (ICT) which is changing rapidly and rapidly. The old leaders were not allowed to translate any edicts and would be stepped on from time to time by their changes. To guard the idealism of the madrasa management cycle, these two main functions must be fulfilled.

Lawrence and Jonathan cite their book "Teachers are experts in teaching (2007:10)" (a teacher is someone who can organize and run a religious school). Meanwhile, according to Jean and Morris in *Introduction to Modern Education*, the principle of learning is: "Teachers are people who consciously teach humans to learn their experiences and behavior". In other words, the teacher is a conscious person who directs human experience and behavior to lead to learning.

To become a professional teacher, a teacher must have four qualifications, one of which is a college professional. The ability to teach is an important ability of a teacher to manage student learning. Competence is a unique skill that distinguishes it from other professions and includes seven aspects of student character, mastery of learning principles and principles, curriculum development, teaching skills, and teacher learning. Curriculum of student competence, communication with students, and educational assessment and assessment.

Madrasas to improve teachers' teaching skills, strategic madrasa locations to create a pleasant and comfortable learning atmosphere, teachers always monitor students. One way to achieve this is if you have a leader who can change the way madrasas work. Although madrasa leaders must be professional, foster teacher enthusiasm, motivate teachers, and not criticize teachers, madrasa leaders must be able to create a work atmosphere where teachers feel comfortable working.

Just as Lil Alamin's Islamic Ramatan requires all humans to study and follow the curriculum, Allah SWT also initiated the revelation of the Qur'an and ordered His messenger Muhammad SAW. Recitations (iqra), an expressive learning curriculum. In a broad sense, humans can realize their potential, increase knowledge and improve living standards (Baharuddin, 2007: 29).

The madrasah principal is the driving force in determining the basic objectives of the madrasa and how to achieve madrasah and education, including improving the quality of staff (teachers). improving the quality of education. As stated in Article 14(1) Number 30, Year 2005, "The Madrasah Principal is responsible for organizing educational activities, managing Madrasahs, developing other staff, and using and maintaining Principals who have their own staff. (teachers), and should develop an approach focused on capacity building

Teachers are an integral part of education and play an important and most important role, and students can only learn well if the teacher actually prepares them to become people who follow the learning process in a positive environment. In the curriculum, especially in formal education in Islamic schools, teachers play the most important role in improving the quality of education.

In this case, the teacher is the leader in the educational process because he is a role model that all students must imitate. The middle part serves as a guide and the back serves as a driver so that the learning process continues. In other words, the teacher is the most important part of the educational process. continuously. In other words, the teacher is the most important part in the educational process. Therefore, reforms to improve the quality of education cannot make a major contribution without the support of good and authoritative teachers. Therefore, we need teachers who have a high level of professionalism and professionalism with noble character in carrying out their duties.

Teachers must have educational qualifications and teaching qualifications, teachers are part of education and play an important and important role. Teacher achievements and abilities are primarily responsible for the student's transition from understanding to understanding, from understanding to understanding, rather than belief in independence, rather than lack of ability to master, and using teaching methods instead of passive practice. A learner who recognizes a learner is always absorbing. Adjusting to the new information by thinking, studying, analyzing, developing, and exploring to solve problems related to their lives.

Competence is the ability of every teacher to manage the learning process perfectly. Actually, it is not easy to find teachers who have good learning abilities in the teaching process. In addition, the ability to teach teachers is not a problem, but is influenced by various factors such as education, teaching experience, and teachers. We provide education, etc. As a result, academically competent teachers can create a memorable, efficient and enjoyable learning environment, and oversee and manage teaching to ensure decisions are commensurate with their grades.

The ability of interactive teaching and learning processes can also be used as a tool for extrinsically motivated and extrinsically motivated learners. Teacher competence is also a useful tool to provide the best service to students so that they can enjoy the teaching and learning process.

Teaching skills also play an important role in carrying out the learning process in the darjah booth. True nature is difficult to see or understand, and what can be known is the presence or traces of all aspects and aspects of life, such as actions, words, and clothes. In dealing with a problem or problem, both small and large (Drawat, 1980; 16).

Under these circumstances, the chances of getting the ideal teacher mentioned above are reduced. This is in line with Hussain and Ashraf's argument which was translated in their book, *Islamic Education in Crisis* (Astuti, 1986: 153). As a global translation in this context; (a) Teachers are now considered only as salaried workers for public or private institutions or trades. This is because teachers are now considered as workers. Because students do not respect him as a person who should be imitated and imitated. b) Religious institutions or schools always hire teachers who are morally corrupt and the main ideas are academic problems, allowing some students to follow the teacher's lifestyle.

No matter what the truth, teachers should still try to be a good example to their students. It may not be easy, but a well-behaved, willing and respected teacher is the principle and foundation of a student's validity.

If the ability of teachers is low, students become a lower generation. It is not impossible to become a burden to society and the country in the future because of the difficulty of finding work without competitiveness. That's why the quality of a teacher is very important. In this case, competent teachers can manage their degree booths better, ensuring students are at their best in learning and have easy access to educational materials, which will also lead to academic success.

Lack of funds and a busy number of teachers made alignment difficult. Both freelance studies and current studies have something in common, namely using qualitative studies and discussing the role of madrasah principals in improving teacher competence. The difference is, the freelance study is more focused on the role of the madrasa principal in developing the competencies of the four teachers, this study focuses more on efforts to improve the academic competence of teachers.

Lack of funds and a large number of teachers make coordination difficult. Both previous research and current research have something in common, namely using qualitative research and discussing the role of madrasah principals in improving teacher competence. The difference is, previous research focused more on the role of madrasah principals in developing the competencies of the four teachers, this time the study focuses more on efforts to improve teacher academic competencies.

Teachers seek to improve competence in four areas: academic competence, personality competence, social competence, and professional competence. The head acts as a teacher, manager, manager, leader and controller. The role of madrasa senior management in influencing teacher professional development is achieved through the stages of planning, organizing, implementing and evaluating madrasa programs. This program covers the areas of Curriculum, Student Affairs, Human Resources, Finance and Infrastructure. Both previous research and current research have in common, namely using qualitative research and discussing the role of madrasah principals in improving teacher competence.

The principal of madrasah seeks to improve teacher performance through competence and motivation. Capacity building through general teaching, classical teaching (individual), sending teacher seminars, collaboration with other institutions, etc., incentives such as encouragement, etiquette, teaching cases, evaluation of teaching activities of each departmental coordinator, and providing leave allowances for good teachers who have not maximum, Tapnauli Regency.

The problem in the South is whether and how to provide higher education. UU no. 2005 to Teachers and lecturers 14, educational competence is defined as the ability to manage the learning process that involves students, including educational ideas or basic understanding, student understanding, curriculum, or - development. Curriculum program, training planning. It introduces academic and interactive learning, understands teaching methods, assesses learning outcomes, and prepares students to realize their diverse potential. includes educational ideas or basic understanding, student understanding, curriculum, or development.

Academic Skills A teacher's ability to manage student learning includes at least the following:

Understanding academic ideas and principles

As teachers, teachers also play an important role in efforts to improve the quality of education in this country, moreover they must understand and understand the ideas and basic knowledge of education as a basic science. According to Rohmat (2017: 8), students must have success-oriented skills that are in accordance with the nature of the information and characteristics of students.

Student understanding

The educated group is people who are influenced by individuals or groups who run the educational curriculum. The teacher's job is to understand students and effectively support teacher growth and development, determine what materials will be provided, use appropriate educational methods, assess learning difficulties faced by students, and implement other teacher-related curricula. For individual students. ,

Professional teachers are people who have the qualifications and experience in the field of education, namely educated and trained. Those who have learned and are trained not only need to receive formal education, but also need to master various strategies or educational curriculum methods and master the principles of education determined by the ability of the teacher (Moh. Uzar Osman, 1998 :15). . Teacher competence includes professional, personal, educational and social professionalism. Instead of the four competencies stated above, the competencies stated in this study only refer to academic competencies because they are related to the application of basic educational skills. the teaching ability of teachers who are responsible for student learning including. (1) Instructions for student comprehension skills include: (a) Understanding the characteristics of student development, such as understanding the stage of students' thinking as they mature. (b) Understand the principles of student development, such as identifying the type of student and the student's legal development rank. (c) Identify students' initial learning needs and recognize differences in student abilities. (d) Professional training design guidelines include: the ability to design teaching and learning implementation, set training objectives based on the required skills, select appropriate training strategies/methods, identify and motivate students. Definition of how to use measure. (2) The ability to design the structure of the textbook, ie. The ability to explain the material in accordance with the learning objectives and compose learning materials in a coherent and systematic manner. (3) Ability to design the use of media and learning resources, tools that may be used to facilitate the achievement of competencies, etc.

Able to design a curriculum such as being able to determine the allocation of teaching and learning periods, and being able to determine how to arrange students to be actively involved in the teaching and learning curriculum. give in to its accomplishments. Various championships, both academic and non-academic, from regional and regional rankings have been won. Various competitions include the South Tapanuli Science Olympiad which won the overall competition (rotating trophy), the 2nd winner of OSN which was held in Bandung, the first place for the mathematics and physics olympiad in Medan. The achievements obtained by the private MA Darul Mursyid cannot be separated from the authoritative teachers and the role of the head of the madrasa.

Able to plan classroom management, such as being able to determine the allocation of teaching and learning time, and being able to determine how to organize students to be actively involved in teaching and learning activities. Core pedagogic competencies of teachers point 20 for each subject teacher Because of good teacher and student development by the madrasa principal so that to stand out in his achievements.

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Schools for Computer Education (PKK), PBB, and Sports (Football, Basketball, Volleyball, Table Tennis, Badminton, Swimming) are scheduled according to the scheduled schedule. 3) Extracurricular activities: daily activities; In the morning I read the apple, the Koran, and pray five times in the meeting.

In addition to the curriculum, the Aliya Darul Mursyid Private Madrasah differs from other ordinary religious schools in the infrastructure that supports science education, such as the teaching and learning process based on technology, the availability of science facilities and free accommodation. Majors in Physics, Chemistry and Biology. Darul Mursyid's professional pedagogic teacher through professionalism. With the convenience of modern education, free state university students (PTN) may take free examinations. Aaliya's private madrasa, Darul Mursyid, was chosen because it is an agricultural center dedicated to raising a generation of Muslims who excel in science. 13 This Madrasah also provides two levels of education: Madrasah Tsanwiya and Certified Madrasah Aliyah and Madrasah Aliyah. The ulama are developed at the local and national levels, and the graduates are disseminated through various general education programs in various state and religious universities. This is enough for Darul Mursid Aliyah Private Madrasah to study madrasas that represent other madrasas.

METHOD

Aaliya's private madrasa, Darul Mursyid, was chosen because it is an agricultural center dedicated to raising a generation of Muslims who excel in science. 13 This Madrasah also provides two levels of education: Madrasah Tsanwiya and Certified Madrasah Aliyah and Madrasah Aliyah. The ulama are developed at the local and national levels, and the graduates are disseminated through various general education programs in various state and religious universities. This is enough for Darul Mursid Aliyah Private Madrasah to study madrasas that represent other madrasas.

RESULTS AND DISCUSSION

The results of the study were carried out using interview and observation techniques, while the results of the study will be described as follows:

Analysis of the Role of the Head of Madrasah at the Private MA Darul Mursyid, South Tapanuli Regency.

The head of a religious school is the highest leader of an educational institution. The success or failure of a darul educational institution also depends on how the spiritual headmaster leads the educational institution. Being a major religious school - this is a plus and he plays an important role not only as a politician, but also as an innovator as the more capable person he leads. Not only the ability to think, but also reflects other abilities. This is in line with Muliasi's principle that the board as investigators will show how their work is creative, creative, accessible, inclusive, rational, objective.

Not only the ability to think, but also a reflection of other abilities. This is in accordance with Muliasi's principle that managers as researchers will show how their work is creative, creative, assignable, inclusive, rational, objective, practical, exemplary.

Based on the information above, Darul Mursyid, the head of the MA Private Madrasah, also has the same role. There are several ways to increase the teaching capacity/qualification of Darul Mursyid Private Teachers to 32 teachers. This includes teacher involvement in training and seminars in schools and religious services. In this case, the madrasa head invites teachers to take part in various types of training, ranging from learning, curriculum, assessment and training related to teacher competence. Senior Private Darul Mursid teachers are encouraged to participate and conduct training when it is announced that another religious institution or department is conducting training. Mister management is different. to his predecessor Mr. Idris. In the past, Mr. Idris sent a quota of teachers for training, but Mr. Idris. During the principal's term of office, he had the new idea of sending more delegates to the committee than was necessary. The head of the Madrasah said the more teachers involved in education, the easier it would be for him to fulfill his duties as head of a religious school, which would help develop educational institutions. This is in accordance with Mulyasa's constructive logic. In other words, the more professional a school teacher is, the more the Madrasah principal should try to come up with new ideas and methods to achieve this mission. This is so that teachers understand the message of the religious school principal as a leader and achieve its goals in accordance with the school's vision and mission. Fakhri expressed the same view that madrasah principals should be able to find or find new ideas along with school reforms. A measure used to evaluate the performance of principals in relation to their ability to discover or discover new ideas. You can actively seek and discover new ideas and select new ideas that are more relevant. size. You can actively seek and discover new ideas and select new ideas that are more relevant. size. You can actively seek and discover new ideas and select new ideas that are more relevant.

Another thing that the head of the private MA Darul Mursyid did to improve the pedagogic competence of teachers was to increase the professionalism of the teaching staff, the head of the madrasa had to try to allocate tasks according to the role and abilities of the teacher. In this case the head of the madrasa is appointed according to the subject teacher. If the training is K13, then the head of the curriculum team and the teacher in charge do not know much about Curriculum 13. The change in Islamic school principals here is that the method of selecting delegates is different from the previous manual. Previously, the group leader was only interested in the teacher. Currently, principals select teachers based on their discipline and ability.

In addition to teaching teachers, Madrasah Principal Darul Mursyid does other things to improve teacher teaching skills, including mentoring and providing examples of good teaching models. In line with the principle, "Principals must set an example", school principals should try to set an example to improve the professionalism of school teachers. Innovative principals can: 1. Participate in the development of curriculum, lesson plans and materials. 2. Encourage teachers to carefully prepare learning materials. 3. Show respect by rewarding the best teachers. 4. Provide instructions on how to use

the method. 5. Point out mistakes politely, without hurting. 6. Give teachers the opportunity to report problems that need to be addressed individually or collectively. 7. Prepare the necessary equipment for the teacher. In this case, Darul Mursyid, the head of the madrasa, provides a good example and advises the teachers. Another thing that the head of the private MA Darul Mursyid did to improve the pedagogic competence of teachers shows that the activities carried out by Darul Mursid, the head of a private Islamic madrasa, can be an example for teachers who either left behind or made a mistake.

The principal did not directly comment on the teacher in the teacher forum or the like, but instead called the teacher to the office to explain and understand. The language he uses is polite and not authoritarian. Islamic school principals try to teach teachers in such a way that in the classroom all student problems are solved through good communication, not emotion. MA Darul Mursyid, head of a private madrasah, also gave an example of using school time effectively. It was then that the principal of the Islamic school Darul Mursyid was accepted before the teacher came and then left because all the students and teachers had dispersed. It is designed to discipline teachers' time so that they have the opportunity to set an example for their students, influence their skills and work in the classroom. Islamic school principals try to educate teachers so that students' problems in the classroom can be solved through communication, not emotion. MA Darul Mursyid, head of a private madrasah, also gave an example of using school time effectively. This was done by the principal of the Islamic school Darul Mursyid. Before the teacher comes, the winner leaves, and then the students and teacher leave. This allows the teacher to set an example for students by respecting time in a disciplined manner and influencing the ability and performance of the teacher in the classroom. Islamic school principals try to teach teachers in such a way that in the classroom all students' problems are solved through good communication, not emotions. Darul Mursyid, director of the MA private madrasah, also provides examples of effective use of study time in schools. It was then that the principal of the Islamic school Darul Mursyid came before the teachers and left after all the students and teachers had left. The goal is to discipline the teacher to value time. You can set an example for your students and work in class using your teacher's skills.

It was then that the principal of the Islamic school Darul Mursyid came in front of the teacher and left after all the students and teachers had left. This allows the teacher to set an example for students by respecting time in a disciplined manner and influencing the ability and performance of the teacher in the classroom. It was then that the principal of the Islamic school Darul Mursyid came and went before the teacher came, and after all the students and teachers had left. This allows the teacher to set an example for students by respecting time in a disciplined manner and influencing the ability and performance of the teacher in the classroom. This allows the teacher to set an example for students by respecting time in a disciplined manner and influencing the ability and performance of the teacher in the classroom. It was then that the principal of the Islamic school Darul Mursyid approached the teacher early and left after all the students and teachers. This is intended so that teachers are disciplined and respect time so that they can be examples for students and affect the teacher's ability to work in class. This allows the teacher to set an example for students by respecting time in a disciplined manner and influencing the ability and performance of the teacher in the classroom. It was then that the principal of the Islamic school Darul Mursyid approached the teacher early and left after all the students and teachers had left. This allows the teacher to set an example for students by respecting time in a disciplined manner and influencing the ability and performance of the teacher in the classroom. When all the students and teachers disperse. It is intended that teachers can set an example for students and respect time in a disciplined manner to influence the ability and work of teachers in the classroom. When all the students and teachers disperse.

In addition to the above activities, MA Medarsa offers senior teachers at Private Darul Mursyid the opportunity to advance their knowledge and skills in pursuing higher education. This interpretation is in accordance with the role of the madrasah principal in Chapter 2 regarding the role of the madrasah principal in relation to a creative approach that aims to increase the professionalism of school teachers, motivate and educate every teacher so that they can develop. . their ability to their own ability.so that you can do your duty accordingly. Assignments given to each teacher. The results of the interview above show that the MA Madrasah Principal advised the teacher Darul Mursyid to improve his individual learning skills and continue to improve his individual learning abilities without affecting his work.

In the interview above, I mentioned that there are teachers who have completed a master's program, and many teachers are continuing their studies to fulfill their role as professional teachers. The innovation of the head of madrasa here is that the head of the madrasa needs time to improve his knowledge and teaching skills to move up to a higher level. We highly recommend teachers who are competent in terms of cost and manpower. Previous management didn't do that. In the interview above, I mentioned that there are teachers who have completed a master's program, and many teachers are continuing their studies to fulfill their role as professional teachers. The innovation of the madrasah principal here is that the madrasah principal has time to move up to a higher level to improve his knowledge and teaching skills. Highly recommended for teachers who are competent in terms of cost and manpower. The previous management did not do that., I mentioned that there are teachers who have completed the pedagogic program many teachers who continue their studies to fulfill their role as professional teachers. here, the Madarsa Innovation Principal strongly encourages teachers who are competent in terms of time, money and effort to advance to higher levels to improve their teaching knowledge and skills. Previous management didn't do that. A high level of commitment and effort enhances knowledge and skills in education. Previous management didn't do that. A high level of commitment and effort enhances knowledge and skills in education. Previous management didn't do that. We highly recommend teachers who are competent in terms of cost and manpower. Previous management didn't do that. A high level of commitment and effort enhances knowledge and skills in education. Previous management didn't do that. A high level of commitment and effort enhances knowledge and skills in education. Previous management didn't do that. A high level of commitment and effort enhances knowledge and skills in education. Previous management didn't do that. We highly recommend teachers who are competent in terms of cost and manpower. Previous management didn't do that.

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Another thing that the head of madrasah Darul Mursyid did to improve the teaching ability of teachers was to form groups to evaluate learning outcomes. This explanation is in accordance with Mullis' theory that the theory of the role of the Madrasah principal as an innovator is related to the activities of the Madrasah principal. The tasks and objectives are determined according to the conditions and pedagogical abilities of the teacher, as well as the staff and individual abilities of the teacher. The Head of Madrasah MA Darul Mursyid said that the coordinator of the department or field of study formed a team to evaluate student learning outcomes. We do activities like English class. Waiting time. This is in accordance with the teacher's ability to communicate with the teacher concerned to improve his/her skills/ability, thereby facilitating action plans that can be taken.

Head of madarasah in increasing the trust and awareness of teachers on the importance of teaching children in schools, and to improve the teaching skills of teachers, because teachers are basically teachers and teachers. It has continued to this day under Master Muxin's guidance. In the current department, only grade level teachers are assigned to the evaluation group, so reading is not done properly.

In addition to the above activities, the Head of Madrasah Darul Mursyid also carries out several types of activities aimed at advancing science and technology. Madrasah leaders must be able to adjust and adjust the perception of the role of the madrasa principal in relation to the flexible and flexible role of the madrasa head. We create a suitable work environment so that we can respond flexibly to new situations and allow teachers to easily adapt to their work. Guru Darul Mursyid, mentioned that they now have Wi-Fi facilities for all teachers. Thanks to this tool, teachers can easily prepare learning materials

and provide them to their students. The purpose of the explanation above is that teachers will feel more comfortable if they have the means of comfort and support they need. Here, the role of madrasah leaders in innovating learning methods is to provide Wi-Fi capabilities for teachers to enhance their knowledge and learning skills. Make it easier for teachers to find and access educational information. Teachers can easily find and access learning information. This provides an opportunity for teachers to improve their teaching knowledge and skills. Teachers can easily find and access learning information.

Supporting Factors for the Efforts of the Head of Madrasah as an Innovator in Improving Teacher Pedagogic Competence at the Darul Mursyid Private MA

Factors supporting the efforts of madrasah principals as innovators in improving teacher pedagogic competence include: professional madrasah principals, high educator motivation, and high student learning motivation. (1) Professional Madrasa Heads. In the new paradigm of education management, professional madrasah principals will have a positive impact and fundamental changes in the reform of the school system. These effects include educational effectiveness, strong school leadership, effective management of teachers and staff, quality culture, close, intelligent and dynamic teamwork, independence, participation of school and community members, openness to management, and commitment. Changes (psychological and physical), continuous assessment and improvement, meeting and anticipating needs. The head of the private MA Madrasah Darul Mursyid is the head of the MGMP in the South Tapanuli district, besides that before he became the head of the madrasa, Mr. Muksin had long been a teacher at the Private MA Darul Mursyid. So that he already understands the ins and outs of the institution. (2) High Educator Motivation. Darul Mursyid, the head of the madrasa, can motivate teachers to do their best by applying principles to motivate teachers who are willing and able to improve their performance, including: (a) Teachers work hard when the classes they teach are interesting and fun. (b) The purpose of the activity should be clearly defined and communicated to the teacher so that they understand the purpose of the assignment. (c) The teacher will always tell you the results of all your work. (d) Punishment is better than punishment, but sometimes punishment is necessary. (e) Attitudes, aspirations and curiosity of teachers and teachers. (f) Always try to focus on individual differences between teachers, such as differences in abilities, backgrounds, and attitudes towards work. provide intrinsic motivation to teachers, so that either the personal teacher of Darul Mursyid's own teacher increases intrinsic motivation or the teacher leads or teaches more enthusiastically. In other words, the principles applied by Madrasah supervisors show tangible results for the individual MA Darul Mursyid, and teachers are motivated to do their job well. This point must be emphasized because without motivation there is no real activity.

(2) High Students' Learning Motivation. The learning motivation of Darul Mursyid Private MA students is the main key for students to achieve success, because without motivation it is impossible for the learning process to run optimally. Students will carry out learning activities if there is a strong impulse that moves them to do something

Factors Inhibiting the Efforts of Madrasah Heads as Innovators in Improving Teacher Pedagogic Competence at Darul Mursyid Private MA

The inhibiting factors for the efforts of madrasah principals as innovators in improving their performance at the private MA Darul Mursyid, include: inadequate infrastructure, and poor internet networks. The following are some of these inhibiting factors: (1) Inadequate infrastructure. Development is a planned effort for development and change, and development aims to improve people's welfare. Development is one indicator of change in a country. As we all know, the goal of Indonesia's national development is to build a just and prosperous society. Infrastructure is a physical structure designed or required by government agencies to carry out government functions, such as the provision of water, electricity, wastewater treatment, transportation, and similar services for further education, social and economic purposes. Thus, infrastructure is the physical system needed to meet basic human needs in educational, social and economic contexts. The government's role as a development catalyst is very important in improving people's welfare and supporting the country's economic development. The development process often brings change and can have a positive or negative impact on people's

lives. Positive effects occur when human needs are met through development. In addition, sustainable and environmentally sound development can have a negative impact on environmental degradation. in the repair and construction of road infrastructure can also be called development because of the need to ensure movement from one place to another for the benefit of the community. The trajectory is necessary. The surrounding streets are important because they are well lit and accessible so that people can easily carry out all moving activities, especially the flow of economic exchange from one place to another. Infrastructure is defined as everything related to public facilities provided by the central and local governments. (2) Bad internet network. Benefits of the Internet in Education In today's digital era, the internet plays a very important role in our daily lives. From Gen Z to Millennials to Gen X, everyone can use and access internet facilities. Internet is mainly used as a means to connect and perform various human activities efficiently, accurately, economically and efficiently.

Today we distinguish between primary needs, secondary needs, and secondary needs in the economy. Now we know what primary, secondary and tertiary requirements are. However, with the advent of the Internet, human needs have also increased. In the early days of the Internet in Indonesia, the Internet was an expensive commodity that no one could use and enjoy. With the passage of time and the rapid development of technology, the need for the internet is evenly distributed throughout human life without exception. Internet is useful and more and more people are experiencing it. This article is about What is the Internet? How did the Internet develop? What are the benefits of the Internet for Education? How important is the internet for education? One of the main benefits of the internet in education is as a means to find and access information. In addition, the information available online is more up-to-date than the books and other resources available in the library. Almost all information about education can be accessed via the internet, such as subjects, syllabus, syllabus, syllabus questions, and procedures. You can also easily find links on the Internet. Just write keywords according to your needs and you will get instant information according to your literary keywords.

Here are 10 benefits of Internet education for teachers and students. (a) Easy access to information related to educational institutions. (b) Save time and money when recruiting new employees. (c) Encouraging prospective students/students. (d) As a tutorial configuration guide.. (e) Learning will be more fun. (f) as a means of discussion with the teacher. (g) Multimedia availability. (h) Study materials are easy to get. (i) It helps you learn foreign languages. (j) As one way to get scholarship information.

CONCLUSION

The efforts of the head of madrasa in improving the pedagogic competence of teachers at the Darul Mursyid Private Madrasah Aliyah Darul Mursyid Private MA are in accordance with the data described above. It has been explained above where Mr. Muksin, S.Pd, in order to improve the pedagogical ability/ competence of teachers at the Darul Mursyid Private MA, which amounted to 32 people, there are several ways that have been implemented. Among them is involving teachers in training and seminars both within the school environment and the Ministry of Religion. In this case the principal of a professional Islamic school, ie. Professional Islamic school principals will have a positive impact on reform and fundamental changes in the school system in the new paradigm of education management. These effects include academic excellence, strong school leadership, effective management of teachers and staff, culture of quality, familiarity, intelligent and dynamic teamwork, independence, involvement of school and community members, and open management means a willingness to change psychologically and physically), continuous assessment and improvement, meeting and anticipating needs. Motivation to continue education to a higher level. The principal of Madrasah MA Darul Mursyid can motivate teachers to do their best by applying the principles of motivating teachers who are willing and able to improve their work, including: attractive. The purpose of the activity should be clearly defined and communicated to teachers and teachers so that they understand the purpose of the work. Teachers can also be involved in setting these goals.

The results of any work must always be reported to the teacher. Reward is better than punishment, but sometimes punishment is needed. psychological and physical), assessment and continuous

improvement, meeting and anticipating needs. Motivation to continue education to a higher level. The principal of Madrasah MA Darul Mursyid can motivate teachers to do their best by applying the principles of motivating teachers who are willing and able to improve their work, including: attractive. The purpose of the activity must be clearly defined and communicated to the teacher so that they understand the purpose of the work. The head of Madrasah Darul Mursyid applies the principles that motivate teachers to improve their performance and the following motivates or motivates teachers to do their best. Motivation to continue education to a higher level. The principal of Madrasah MA Darul Mursyid can motivate teachers to do their best by applying the principles of motivating teachers who are willing and able to improve their work, including: attractive. The purpose of the activity must be clearly defined and communicated to the teacher so that they understand the purpose of the work. The head of Madrasah Darul Mursyid applies the principles that motivate teachers to improve their performance and the following motivates or motivates teachers to do their best. Motivation to continue education to a higher level.

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