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Leadership Effectiveness in Improving The Professionalism of Madrasah Aliyah Teachers in Bengkulu

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Abstract: Teachers still create difficulties in improving professionalism, it can be seen that teacher professionalism is not optimal, certification policies have not improved teacher professionalism, teacher qualifications in carrying out duties are still low, teacher preparation in the teaching process is still not steady, less use of media and learning resources, creativity is still low, mastery of science and technology is still lacking, teachers lack creativity in teaching because it is not in their field. The purpose of this study is to map and analyze the effectiveness of leadership in improving the professionalism of Madrasah Aliyah Bengkulu teachers. Using descriptive qualitative methods. Data sources from scientific books, scientific articles, scientific journals both print and online, both nationally and internationally. The results showed that in developing teacher professionalism, leadership has provided guidance, direction, supervision and provided opportunities for teachers to attend training or trainings, include teachers in certification programs, provide opportunities to continue their studies, collaborate with other institutions / agencies, and carry out visits to other schools. So that professional teachers master the ins and outs of education and teaching and other sciences, teachers also get special education to become teachers who have special skills or expertise, and have competence. Thus it can be concluded that leadership effectiveness can improve teacher professionalism, so it can be recommended to improve teacher professionalism, thereby increasing the effectiveness of Aliyah madrasah leadership in Indonesia.

Keywords: *Effectiveness, Leadership, Teacher Professionalism, Madrasah Aliyah*

Abstrak: Guru masih menciptakan kesulitan dalam meningkatkan profesionalitas, hal ini terlihat sikap profesionalitas guru belum optimal, kebijakan sertifikasi belum ada peningkatan profesionalitas guru, kualifikasi guru dalam melaksanakan tugas masih rendah, persiapan guru dalam proses pengajaran masih kurang mantap, kurang memanfaatkan media dan sumber belajar, kreativitas masih rendah, penguasaan ilmu dan teknologi masih kurang, guru kurang kreatifitas dalam mengajar karena bukan pada bidangnya. Tujuan penelitian ini untuk memetakan dan menganalisis efektivitas kepemimpinan dalam meningkatkan profesionalitas guru Madrasah Aliyah Bengkulu. Menggunakan metode kualitatif deskriptif. Sumber data dari buku-buku ilmiah, artikel ilmiah, jurnal ilmiah baik cetak maupun online, baik nasional maupun internasional. Hasil penelitian menunjukkan bahwa dalam mengembangkan profesionalitas guru, kepemimpinan telah memberikan bimbingan, pengarahan, pengawasan dan memberikan kesempatan kepada guru untuk mengikuti diklat atau pelatihan, mengikutkan guru dalam program sertifikasi, memberikan kesempatan melanjutkan studinya, melaksanakan kerjasama dengan lembaga/ instansi lain, serta melaksanakan kunjungan ke sekolah lain. Sehingga guru profesional menguasai betul seluk beluk pendidikan dan pengajaran serta ilmu-ilmu lainnya, guru juga mendapatkan pendidikan khusus untuk menjadi guru yang memiliki keterampilan atau keahlian khusus, dan memiliki kompetensi. Dengan demikian dapat disimpulkan bahwa efektivitas kepemimpinan dapat meningkatkan profesionalitas guru, sehingga dapat disarankan untuk meningkatkan profesionalitas guru, maka tingkatkan efektivitas kepemimpinan madrasah Aliyah di Indonesia.

Kata kunci: *Efektivitas, Kepemimpinan, Profesionalitas Guru, Madrasah Aliyah*



Introduction

Leadership is a very important and strategic element and determines the direction of organizational policy of a nation. As Syahril, S. (2023) explained that leadership is a process of influencing others. Leadership not only has power, influences others, but also to achieve organizational goals.¹ Leadership determines the power of an organization to move forward or even backward, and leadership determines the level of achievement of organizational goals.² Leadership is the way a person influences the behavior of subordinates so that they want to cooperate and work productively to achieve organizational goals.³ Leadership is also the process of motivating people to work together to achieve great things.⁴ Leadership is a process of influencing the task goals and strategies of an organization to achieve them, influencing the maintenance of group identification, and

influencing organizational culture.⁵ Leadership is an activity to influence the behavior of others, the art of influencing human behavior both individually and in groups.⁶ Leadership is an interpersonal influence exercised in a particular situation, and directed through a communication process towards the achievement of goals.⁷ Leadership is also the activity of influencing others so that they like to strive to achieve group goals.⁸

So far, studies on leadership effectiveness in improving professionalism tend to look at, first, the managerial tasks of leadership as leaders and educators including conflict management and integrity.⁹ Second, the ability to influence a group towards achieving a vision, mission, or set of goals.¹⁰ Third, implementing the ability to mature the

¹SYAHRIL, Sulthon. (2023) TEORI-TEORI KEPEMIMPINAN. **Ri'ayah: Jurnal Sosial dan Keagamaan**, [S.l.], v. 4, n. 02, p. 208-215, dec. 2019. ISSN 2548-6446. Available at: <<https://ejournal.metrouniv.ac.id/index.php/riayah/article/view/1883>>.

²Tampubolon, M. (2022). Dinamika Kepemimpinan. *SKYLANDSEA PROFESIONAL Jurnal Ekonomi, Bisnis dan Teknologi*, 2(1), 1-7.

³Khairiah, K., & Sirajuddin, S. (2019). The effects of university leadership management: efforts to improve the education quality of state institute for Islamic studies (IAIN) of Bengkulu. *Jurnal Pendidikan Islam*, 7(2), 239-266.

⁴Khairiah, K., Mubaraq, Z., Asmendri, A., Hendriani, S., Musa, D. T. & Sihombing, A. A. (2022). Delegitimization of leadership in overcoming difficulties in online learning during the COVID-19 pandemic. *World Journal on Educational Technology: Current Issues*. 14(3), 726-739. <https://doi.org/10.18844/wjet.v14i3.7209>

⁵Khairiah, K. (2020). Peran Kepemimpinan Dalam Upaya Peningkatan Kompetensi Guru Madrasah Aliyah Di Provinsi Bengkulu. *At-Ta'lim: Media Informasi Pendidikan Islam*, 19 (1), 91-110.

⁶Khairiah, Akbarjono, Zubaedi, Mus Mulyadi, & Irsal. (2023). Misperceptions of Leadership in Education Management in the Metaverse Era. *Migration Letters*, 20(6), 465-481. <https://doi.org/10.59670/ml.v20i6.3498>

⁷Rabbani, A. R., & Khairiah, K. (2012). Evaluasi Fungsi Kepemimpinan Dalam Meningkatkan Mutu Pembelajaran Sekolah Dasar Di Bengkulu. *Al-Khair Journal: Management, Education, and Law*, 2(2), 83-94.

⁸Khairiah, K. (2021). KINERJA GURU DALAM PERSPEKTIF BUDAYA ORGANISASI, KEPEMIMPINAN DAN MOTIVASI KERJA.

⁹Tanyid, M. (2018). Kualitas Pemimpin Sebagai Pendidik Dalam Menghadapi Konflik. *BIA': Jurnal Teologi dan Pendidikan Kristen Kontekstual*, 1(1), 124-137.

¹⁰Khairiah, K., Mubaraq, Z., Mareta, M., & Musa, D. T. (2023). Discrimination in online learning during the COVID-19 pandemic in Indonesian higher education. *Journal of Law and Sustainable Development*, 11(3), e710-e710.



components in the organization.¹¹ Fourth, mechanical compliance in organizations and the behavior of an individual who leads the activities of a group toward a common goal.¹² Fifth, the ability to provoke the growth of positive feelings in the people he leads.¹³ None of the five studies discussed the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers.

The purpose of this study is to map, describe and analyze the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers in Indonesia. To facilitate the achievement of the above objectives, the researchers formulated three questions as follows; (1) How is the effectiveness of leadership in Madrasah Aliyah; (2) How is the professionalism of Madrasah Aliyah teachers in Indonesia; and (3) How is the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers in Indonesia. These three questions are discussed in the following section.

This paper is based on the argument that teacher professionalism can be improved through leadership effectiveness. Effective leadership is a person who has a sense of ability and readiness in himself to carry out the functions and objectives of leadership itself, namely being able to influence, encourage, invite, guide, move,

direct, and if necessary force other people in the group he leads to be able to accept the influence given in order to achieve a certain goal that has been set together.¹⁴ Thus, effective leadership is able to carry out the tasks and functions of leadership itself.

Methodology

Researchers on the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers use descriptive qualitative methods. Sources of data obtained through observation, survey and literature review. Descriptive qualitative research has the main objective of trying to map, analyze and obtain a more in-depth and comprehensive picture based on the actual situation of the things studied about the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers.¹⁵ This research was conducted in stages; (1) describing data based on what has been obtained from research, whether it is with, felt or seen; (2) the reduction or focus stage to sort the data obtained from the initial stage and focus on specific problems; and (3) selection, at this stage the researcher begins to describe what was obtained in stage two into more detail to get a theme by managing the data that has been obtained into new knowledge.¹⁶ Furthermore, checking the validity of the data is done by triangulating, then analyzed through 5 (five) steps, namely descriptive or summary,

¹¹Sari, Y. K. (2020). Kepemimpinan Pendidikan.

¹²Muslim, A. (2020). Manajemen konflik interpersonal di sekolah. *Jurnal Paedagogy*, 1(1), 17-27.

¹³Olifiansyah, M., Hidayat, W., Dianying, B. P., & Dzulfiqar, M. (2020). Kepemimpinan dalam Perspektif Islam. *EL-HIKMAH: Jurnal Kajian dan Penelitian Pendidikan Islam*, 14(1), 98-111.

¹⁴Sari, Y. K. (2020). Kepemimpinan Pendidikan.

¹⁵Yoki Yusanto. (2020). Various Qualitative Research Approaches. *Journal of Scientific Communication (Jsc)*. 1.1. 1-13.

¹⁶Amirotun Sholikhah. 2016. Statistik Deskriptif Dalam Penelitian Kualitatif, *KOMUNIKA: Jurnal Dakwah Dan Komunikasi*. 10.2. 342-62 <<https://doi.org/10.24090/komunika.v10i2.953>>.



reflection, interpretation, comparison and action.¹⁷

Discussion

Leadership Role Effectiveness

Principal leadership plays a positive and significant role in teacher professionalism, especially teacher competence in realizing learning effectiveness.¹⁸ Principal leadership also plays a role in making a good contribution to the progress of learning quality, so that it can encourage the quality of education, because teacher professionalism is the key to success in the world of education.¹⁹ The success of the school depends on the leadership role of the principal who is able to mobilize all the resources in the school effectively and efficiently.²⁰ Four leadership roles are: (1) mentoring; (2) supervision; (3) assessment; and (4) monitoring. Therefore, leadership is

very important so that education and training is needed in the effectiveness of leadership management.²¹

Effective leadership is someone who can produce innovation in their leadership. Leadership effectiveness is the principal's ability to manage, lead, control and delegate to produce quality schools. Leadership skills and wisdom are one aspect of an effective leader.²² Principal leadership effectiveness affects teacher competence and professionalism.²³ Leadership effectiveness has a positive effect on personal characteristics, job qualifications, and professional performance of teachers.²⁴ Effective leadership is leadership that has personality competence, managerial competence, has entrepreneurial competence, has supervisory competence and has social competence, so that it can improve teacher professionalism.²⁵ The

¹⁷Huberman, M. (1990). Linkage Between Researchers and Practitioners: A Qualitative Study. *American Educational Research Journal*, 27(2), 363–391.
<https://doi.org/10.3102/00028312027002363>

¹⁸Yuliana, A. I., & Karo-Karo, D. (2023). PERAN KEPEMIMPINAN KEPALA SEKOLAH TERHADAP KOMPETENSI GURU DALAM MEWUJUDKAN EFEKTIVITAS PEMBELAJARAN PADA SD NEGERI 101777 SAENTIS TA 2022/2023. *Jurnal Pendidikan Sosial dan Humaniora*, 2(4), 10724-10732.

¹⁹Gultom, N. E., Risma N Munthe, & Dian G.Purba. (2021). Peran Kepemimpinan Kepala Sekolah Pada Masa Pandemi Dalam Meningkatkan Efektivitas Kerja Guru Dan Pegawai Di Sekolah Dasar Negeri NO.122382 Kota Pematangsiantar. *Manajemen: Jurnal Ekonomi*, 3(2), 111–121.
<https://doi.org/10.36985/manajemen.v3i2.122>

²⁰Mariana, D. (2021). Pengaruh kepemimpinan kepala sekolah terhadap efektivitas Sekolah Penggerak dalam meningkatkan kualitas pendidikan. *Jurnal Pendidikan Tambusai*, 5(3), 10228-10233.

²¹Rostiawati, E. (2020). Efektifitas Manajemen Kepemimpinan Dalam Menciptakan Good Governance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 4(1), 59-69.

²²Nursalam, N. (2020). Efektivitas Kepemimpinan Transformasional Terhadap Peningkatan Kinerja Perawat. *Jurnal Penelitian Kesehatan" SUARA FORIKES" (Journal of Health Research" Forikes Voice"*), 11(4), 381-384.

²³Hasmayanti, Y. (2011). Pengaruh Efektivitas Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kompetensi Guru (Studi pada Jurusan Bisnis dan Manajemen Sekolah Menengah Kejuruan Negeri dan Swasta di Kabupaten Sumedang). *Jurnal Manajerial*, 10(1), 78-86.

²⁴Ajan, A., Mahrudin, A., & Mulyana, M. A. (2018). Efektivitas Kepemimpinan Karismatik Kyai dalam Meningkatkan Kinerja Guru. *Tadbir Muwahhid*, 2(1), 33-45.

²⁵Enas, E. (2018). Efektivitas Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Journal of Management Review*, 2(3), 252-260.



effectiveness of leadership can be seen from the professionalism of the principal, the development of teacher competence, the principal understands the needs of the school he leads, so that professionalism does not only stagnate in previously owned competencies, but increases and develops well, so that teacher professionalism becomes realized. Because professional education personnel not only master the field of science, teaching materials, and appropriate methods, so as to motivate students, have high skills and broad insight into the world of education.²⁶ The effectiveness of principal leadership is the main foundation for optimizing the development of a literacy culture. Thus, indicators of the achievement of principal leadership effectiveness through developing a culture of literacy are.²⁷ The effectiveness of the principal's leadership is in the good category. With indicators; the principal acts as an educator, as a manager, as an administrator, as a supervisor, as a leader, and as an innovator.²⁸ The effectiveness of principal leadership occurs if the principal has

pedagogic competence, managerial competence, entrepreneurial competence, personality competence and social competence.²⁹ And able to design the development of a literacy culture.³⁰

Leadership effectiveness affects teacher professionalism, but the results of research by Muljono, H., & Sa'ud, U.S. (2015) show that leadership effectiveness in the dimension of building the concept of vision is the dimension that has the lowest classification, the principal's personal characteristics are the lowest dimension, the dimensions of leadership behavior are classified as the lowest, the competency dimension is the lowest dimension, the context of the principal's duties; the classification of the dimensions of teacher evaluation and organizational management is the lowest. Thus, there is an influence of leadership characteristics and behavior on the effectiveness of school principals' leadership.³¹ The effectiveness of leadership on teacher professionalism is created through direction, guidance, discipline, evaluation of teacher abilities, appreciation and motivation, but the obstacles are natural conditions, long distances between teachers'

²⁶Ismail, S. (2020). Analisis Efektivitas Kepemimpinan Kepala Sekolah Dalam Melaksanakan Manajemen Sekolah. *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi [JMP-DMT]*, 1(3), 161-167.

²⁷Azizah, Alif Luthvi, Abdul Majid Latief, and Anen Tumanggung. 2018. "Efektivitas Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Literasi". *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 1 (02):199-219. <https://doi.org/10.37542/iq.v1i02.16>.

²⁸DJAFRI, Novianty. Efektivitas Kepemimpinan Kepala Sekolah Dasar di Kota Gorontalo. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, [S.l.], v. 6, n. 1, p. 97-104, mar. 2020. ISSN 2656-940X. Available at: <https://jurnal.ideaspublishing.co.id/index.php/ideas/article/view/263>.

²⁹Rostini, D., khalifaturramah, K., Sulaiman, S., & Amaly, N. (2023). Efektivitas Kepemimpinan Kepala Sekolah dalam Manajemen Konflik. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(1), 173-180. Retrieved from <https://jurnaledukasia.org/index.php/edukasia/article/view/234>

³⁰Azizah, Alif Luthvi, Abdul Majid Latief, and Anen Tumanggung. 2018. "Efektivitas Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Literasi". *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 1 (02):199-219. <https://doi.org/10.37542/iq.v1i02.16>.

³¹Muljono, H., & Sa'ud, U. S. (2015). Studi efektivitas kepemimpinan kepala sekolah. *Jurnal Administrasi Pendidikan*, 22(2).



homes and schools, and frequently revised curriculum policies.³² Leadership effectiveness can be seen from idealism, intellect, personality and charisma. A quality educational institution can be seen from three things, namely input, process and output. Therefore, through formal education in schools and leadership effectiveness, students are expected to develop effectively all the potential that exists in themselves. However, today schools still have difficulty producing graduates who have competence and have high competitiveness.³³ Thus, the effectiveness of principal leadership is very important to improve teacher performance and professionalism.

Professionalism of Madrasah Aliyah Teachers

Teacher professionalism is a special ability and expertise possessed by a person in the field of teaching, so that he is able to perform his duties and functions as a teacher with optimal ability.³⁴ Teacher professionalism is also the condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching related to one's work which is a livelihood.³⁵ Professional teachers

are teachers who have the competencies required to perform education and teaching tasks.³⁶ A professional teacher is a person who has taken a teacher education program and has a master's degree and has received a state diploma and has experience in teaching large classes.³⁷

Professional teachers or as professional educators, teachers are not only required to carry out their duties professionally, but also have professional knowledge and abilities.³⁸

10 (ten) characteristics of a profession, namely; (1) it has a function and is socially significant; (2) it has certain expertise/skills; (3) expertise/skills are obtained using scientific theories and methods; (4) it is based on clear disciplines; (5) it is obtained by education in a certain period that is long enough; (6) application and socialization of professional values; (7) it has a code of ethics; (8) freedom to provide judgment in solving problems in its work environment; (9) it has professional and autonomous responsibilities; and (10) there is recognition from the public and rewards for

³²Mutholib, A., Hanim, Z., & Azainil, A. (2021). Efektivitas Kepemimpinan Kepala Sekolah dalam Peningkatan Kinerja Guru di SMA Negeri 1 Muara Wahau. *Jurnal Ilmu Manajemen Dan Pendidikan (JIMPIAN)*, 1(1), 1-8.

³³Krisbiyanto, A. (2019). Efektifitas Kepemimpinan Kepala Madrasah terhadap Mutu Pendidikan MTsN 2 Mojokerto. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), 52-69. <https://doi.org/10.31538/ndh.v4i1.182>

³⁴Mas, S. R. (2008). Profesionalitas Guru dalam Peningkatan Kualitas Pembelajaran. *Jurnal Inovasi*, 5(2).

³⁵Pangestika, R. R., & Alfalisa, F. (2015). Pendidikan profesi guru (PPG): Strategi pengembangan profesionalitas guru dan

peningkatan mutu pendidikan Indonesia. In *Makalah Prosiding Seminar Nasional* (Vol. 9, No. 1, pp. 671-683).

³⁶Oktaviani, L., Aminatun, D., & Ahmad, I. (2020). Peningkatan Profesionalitas Guru SDN 4 Mesuji Timur Melalui Program T2KT. *INTEGRITAS: Jurnal Pengabdian*, 4(2), 333-345.

³⁷Dewi, R. S. (2018). Kemampuan Profesional Guru Dan Motivasi Kerja Terhadap Kinerja Mengajar Guru Sekolah Dasar. *Jurnal Administrasi Pendidikan*, 15(1), 150-159.

³⁸Tambak, S., & Sukenti, D. (2020). Pengembangan profesionalisme guru madrasah dengan penguatan konsep khalifah. *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 4(1), 41-66.



professional services.³⁹ Professional teachers are teachers who have personality requirements and technical skills.⁴⁰ To become a teacher, special requirements are needed. Especially to become a professional teacher, four competencies are needed, namely pedagogic competence, competence, professional competence, personality, and social competence. Professional teachers are required to have broad insight, master the curriculum, master learning media, master technology, have a good personality and be a good role model.⁴¹ The professional competence of teachers is determined by the success of education as a whole. In particular, personal, pedagogic and social competencies. These competencies are developed in the learning process continuously, and can be viewed in terms of process and results.⁴²

Teacher professionalism continues to be pursued, including: (1) the development of the teaching profession as a strong and respected profession in line with other professions as stipulated in Law No.14 of

2005 concerning teachers and lecturers; (2) increasing qualifications and requirements for higher education levels; and (3) certification programs and notification of Teacher Activity Centers (PKG), Subject Teacher Conference (MGMP), Teacher Working Groups (KKG). These efforts are made to build independence among teachers. This independence fosters teachers' professionalism and innovation in carrying out their role of educating the community towards a better life.⁴³ However, the reality is that the existence of professional teachers is very far from what is aspired to. The proliferation of low-quality schools indicates that professional teachers are just a discourse that has not been realized evenly. This raises a concern that not only comes from academics, but lay people also comment on the irregularities of education and teachers.⁴⁴ The development of teachers' professional attitudes is not optimal, but still needs guidance and direction in order to achieve the education program.⁴⁵ The impact of the certification policy has not significantly improved teacher professionalism. The attitude of teachers in implementing the certification policy seems to only pursue welfare, while the quality of

³⁹Yulmasita Bagou, D., & Suling, A. (2020). Analisis Kompetensi Profesional Guru. *Jambura Journal of Educational Management*, 1(2), 122-130. <https://doi.org/10.37411/jjem.v1i2.522>

⁴⁰Ilyas, I. (2022). Strategi Peningkatan Kompetensi Profesional Guru. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 2(1), 34-40. <https://doi.org/10.54371/jiepp.v2i1.158>

⁴¹Jamin, H. (2018). Upaya Meningkatkan Kompetensi Profesional Guru. *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM*, 10(1), 19-36. Retrieved from <https://ejournal.staindirundeng.ac.id/index.php/ta-dib/article/view/112>

⁴²Mas, S. R. (2008). Profesionalitas Guru dalam Peningkatan Kualitas Pembelajaran. *Jurnal Inovasi*, 5(2).

⁴³Risdiany, H. (2021). Pengembangan profesionalisme guru dalam mewujudkan kualitas pendidikan di Indonesia. *Al-Hikmah (Jurnal Pendidikan dan Pendidikan Agama Islam)*, 3(2), 194-202.

⁴⁴Helmi, J. (2015). Kompetensi profesionalisme guru. *Al-Ishlah: Jurnal Pendidikan*, 7(2), 318-336.

⁴⁵Anwar, A. S. (2020). Pengembangan sikap profesionalisme guru melalui kinerja guru pada satuan pendidikan MTs Negeri 1 Serang. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 2(1), 147-173.



learning is not getting enough attention.⁴⁶ There are still teachers who have less educational qualifications, the professional attitude of teachers in carrying out their duties is still low, the preparation of teachers to carry out teaching is still not steady, the lack of utilizing media and learning resources, and the low innovation and creativity of teaching teachers is still low.⁴⁷ The low level of teacher professionalism in improving the quality of education, not yet optimal development of teacher professionalism.⁴⁸ Teachers are not yet professional in organizing BK (guidance counseling) programs and no one has conducted research on BK.⁴⁹ This is because the implementation sometimes conflicts with the teacher's schedule of activities, as well as the limited research budget.⁵⁰ And the constraints of mastery of science and technology are still lacking, the creativity of teachers, because teachers teach not in their fields.⁵¹ The challenge for professional

teachers in this digital era is to prepare themselves in the use of technology, and maximize their abilities in using the latest technological equipment. Therefore, Indonesia is required to immediately prepare professional teachers, namely teachers who are able to use e-learning. Because the ability of teachers to use technology is one of the solutions to prepare a professional millennial generation.⁵²

Leadership Effectiveness in Teacher Professionalism

Research analyzing the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers has found the effectiveness of leadership in improving teacher professionalism as a process to assist teachers in doing their jobs effectively. In developing teachers' professionalism, the school has carried out several activities, including; providing guidance, direction, supervision and providing opportunities for teachers to attend training or trainings, including teachers in certification programs, providing opportunities for teachers to continue their studies, carrying out cooperation with other institutions/agencies, and carrying out visits to other schools.⁵³ Professional teachers master the ins and outs of education and teaching as well as other sciences, teachers also get special education to become

⁴⁶Kurniawan, B. D. (2011). Implementasi kebijakan sertifikasi guru dalam rangka meningkatkan profesionalitas guru di Kota Yogyakarta. *Jurnal Studi Pemerintahan*.

⁴⁷Sastrawan, K. B. (2016). Profesionalisme guru dalam upaya meningkatkan mutu pembelajaran. *Jurnal Penjaminan Mutu*, 2(2), 65-73.

⁴⁸Aruni, F., & Faisal, F. (2021). Efektivitas Kebijakan Sertifikasi Dalam Meningkatkan Profesionalisme Guru. *Edumaspul: Jurnal Pendidikan*, 5(2), 42-48.

⁴⁹Nurrahmi, H. (2015). Kompetensi profesional guru bimbingan dan konseling. *Jurnal Dakwah Alhikmah*, 9(1), 45-55.

⁵⁰Sulastrri, S., Fitria, H., & Martha, A. (2020). Kompetensi profesional guru dalam meningkatkan mutu pendidikan. *Journal of Education Research*, 1(3), 258-264.

⁵¹Sulastrri, S., Fitria, H., & Martha, A. (2020). Kompetensi Profesional Guru dalam

Meningkatkan Mutu Pendidikan. *Journal of Education Research*, 1(3), 258-264. <https://doi.org/10.37985/jer.v1i3.30>

⁵²Aspi, M., & Syahrani, S. (2022). Profesional guru dalam menghadapi tantangan perkembangan teknologi pendidikan. *Adiba: Journal of Education*, 2(1), 64-73.

⁵³Ariyani, R. (2017). KEPEMIMPINAN KEPALA SEKOLAH DALAM PENGEMBANGAN PROFESIONALISME GURU. *Al-Afkar: Manajemen Pendidikan Islam*, 5(1). <https://doi.org/10.28944/afkar.v5i1.135>



teachers who have special skills or expertise, and have competencies to become professional teachers.⁵⁴ Indicators of professionalism or professional teachers can be seen from the quality of the process and learning outcomes of students who are the responsibility of the teacher, teachers have teacher competence, there are various efforts in improving teacher professionalism.⁵⁵ Professional teachers are able to create a good and conducive learning climate. However, the low quality of education at this time is an indication of the need for professional teachers. Therefore, teachers are expected not only to carry out their profession, but teachers must also have a strong interest in carrying out their duties in accordance with the rules of teacher professionalism that are mandated. Professional teachers' ability to design, implement, and evaluate all series of learning processes is very important.⁵⁶

The results of this study have shown teacher professionalism as follows; (1) teacher professionalism is able to improve the learning process, so as to improve the quality of education; (2) professional teachers play a role and function as demonstrators, classroom managers, mediators, facilitators, and evaluators. These five roles affect the improvement of learning

quality.⁵⁷ Professional teachers are also organized through self-development which is carried out in a democratic, equitable, non-discriminatory and sustainable manner by upholding human rights, religious values, cultural values, national pluralism and professional ethics; (3) the supervision program is to help teachers develop the ability to achieve learning goals, namely teacher professionalism; (4) professional teachers have the full competencies required;⁵⁸ (5) the results of this study also show that the attitude of teacher professionalism is not optimal, the certification policy has not significantly improved teacher professionalism, teacher qualifications in carrying out their duties are still low, teacher preparation in the teaching process is still not stable, teachers do not utilize media and learning resources, teaching creativity is still low, the low level of teacher professionalism in improving the quality of education, mastery of science and technology is still lacking, lack of teacher creativity because teachers teach not in their fields.

The results of this study also provide an understanding that teacher professionalism is not only for institutions based on a mode of production structured by leadership effectiveness which is an institutional management function in the management of educational institutions that are bound by management functions such as planning work programs, organizing,

⁵⁴Yunus, M. (2016). Profesionalisme guru dalam peningkatan mutu pendidikan. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 19(1), 112-128.

⁵⁵Ratnasari, Y. T. (2019). Profesionalisme Guru Dalam Peningkatan Mutu Pendidikan. *Revitalisasi Manajemen Pendidikan Anak Usia Dini (PAUD) di Era Revolusi Industri 4.0*.

⁵⁶Kristiawan, M., & Rahmat, N. (2018). Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 3(2), 373-390.
<https://doi.org/10.25217/ji.v3i2.348>

⁵⁷Sastrawan, K. B. (2016). Profesionalisme guru dalam upaya meningkatkan mutu pembelajaran. *Jurnal Penjaminan Mutu*, 2(2), 65-73.

⁵⁸Saiful Bahri. (2014). SUPERVISI AKADEMIK DALAM PENINGKATAN PROFESIONALISME GURU. *Visipena*, 5(1), 100-112.
<https://doi.org/10.46244/visipena.v5i1.236>



mobilizing all components in the madrasah, and always controlling subordinates, but has been structured by leadership effectiveness in carrying out its role as principal, as an educator, as a manager, as an administrator, as a supervisor, leader and innovator, and achieving teacher professionalism effectively and efficiently.⁵⁹ And not all leadership has the ability to carry out its role effectively and efficiently. Leadership effectiveness shows that leadership effectiveness in the management of educational institutions is a historical production that develops in line with the development of the world of education.

This study is different from the study of teacher professionalism which has emphasized that the problems faced by teachers, some assess that teachers experience threats to their level of professionalism, effectiveness, competence, and ability to manage learning. Professional teachers are not optimal, the certification program policy has not improved teacher professionalism, teacher qualifications in carrying out their duties are still low, and the level of teacher professionalism in improving the quality of education is still low. This includes ineffective leadership in managing educational institutions, to adjust to the demands of management functions such as the ability to plan changes towards a better direction, organize all components to subordinates, mobilize the performance of subordinates, and always control subordinates.⁶⁰ Leadership effectiveness

continues to adapt to the times and the needs and interests of its subordinates who continue to experience changes in orientation.

In line with these changes, leadership is required to be more effective in improving the professionalism of its teachers. Therefore, an action plan is needed in fostering the management of basic educational institutions, namely the effectiveness of leadership in guiding, directing, implementing, supervising, assessing, and monitoring subordinates. Leadership effectiveness is also required to have pedagogic competence, managerial competence, entrepreneurial competence, personality competence and social competence, and the ability to design literacy culture development.⁶¹

Therefore, leadership effectiveness is very important so that education and training in leadership effectiveness is needed to improve the professionalism of madrasah Aliyah teachers in Indonesia.

Conclusion

Research on the effectiveness of leadership in improving the professionalism of Madrasah Aliyah teachers has found the effectiveness of leadership in improving teacher professionalism, through providing guidance, direction, supervision and providing opportunities for teachers to take part in training or training, including teachers in certification programs, providing

⁵⁹Purwanti, S. (2016). Peranan kepala madrasah terhadap kinerja guru. *Al-Idarah: Jurnal Kependidikan Islam*, 6(1).

⁶⁰Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JiIP - Jurnal Ilmiah Ilmu*

Pendidikan, 4(4), 291-296.
<https://doi.org/10.54371/jiip.v4i4.272>

⁶¹Rostini, D., khalifaturramah, K., Sulaiman, S., & Amaly, N. (2023). Efektivitas Kepemimpinan Kepala Sekolah dalam Manajemen Konflik. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(1), 173-180. Retrieved from <https://jurnaledukasia.org/index.php/edukasia/article/view/234>



opportunities for teachers to continue their studies, carrying out cooperation with other institutions / agencies, and carrying out classroom supervision, and visits to other schools. In order for professional teachers to master the ins and outs of education and teaching as well as other sciences. Professional teachers master the ins and outs of education and teaching as well as other sciences, teachers also receive special education to become teachers who have special skills or expertise, and have competencies to become professional teachers. However, the low quality of education at this time is an indication of the need for professional teachers. Therefore, teachers are expected to not only be limited to carrying out their profession, but also, teachers are required to have a strong interest in carrying out their duties in accordance with the rules of teacher professionalism that are mandated. For example, professional teachers are able to design, implement, and evaluate all series of learning processes.

The study on the effectiveness of leadership in improving teacher professionalism has limitations in data sources that are standardized in one region of Bengkulu, so it cannot be used as a basis for making a policy, because policy formulation requires in-depth and extensive surveys and informant interviews to be used as a policy formula in improving the world of education. For the next study, it is recommended to look for sources of knowledge and in-depth understanding of the effectiveness of leadership in improving the professionalism of madrasah Aliyah teachers in Indonesia.

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