



Management of Teacher Professional Development at Madrasah Aliyah Negeri (State Islamic Senior High School)

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Abstract: Management of Teacher Professional Development at Madrasah Aliyah Negeri (State Islamic Senior High School)

Objective: This study aims to identify and analyse the management of teacher professionalism development at Madrasah Aliyah Negeri 2 Batang Hari. **Method:** The research method used is a descriptive qualitative study with data collection techniques through observation, interviews, and documentation. The research subjects include the school principal, teachers, and administrative staff. Data analysis was conducted through data validity checks via extended participation, extended observation, and triangulation. **Results:** The management of teacher professionalism development at Madrasah Aliyah Negeri 2 Batang Hari is implemented through planning, organising, actuating, and controlling. Teacher professionalism has developed well through the effective leadership of the principal and cooperation between the principal, vice principal, and teachers. **Conclusion:** Teacher professionalism development at Madrasah Aliyah Negeri 2 Batang Hari has been running well, although several obstacles need to be overcome. The leadership of the madrasah principal plays an important role in encouraging the improvement of teaching quality and teacher professionalism. **Contribution:** This study contributes to understanding the importance of teacher professionalism development management in madrasahs and the factors that influence its effectiveness.

Keywords: Management; Teacher Professional Development; Madrasah Aliyah Negeri

Abstrak: Manajemen Pengembangan Profesionalisme Guru di Madrasah Aliyah Negeri

Tujuan: Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis manajemen pengembangan profesionalisme guru di Madrasah Aliyah Negeri 2 Batang Hari. **Metode:** Metode penelitian yang digunakan adalah studi kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi Kepala Madrasah, guru, dan staf tata usaha. Analisis data dilakukan melalui pengecekan keabsahan data melalui perpanjangan keikutsertaan, perpanjangan pengamatan, dan triangulasi. **Hasil:** Manajemen pengembangan profesionalisme guru di Madrasah Aliyah Negeri 2 Batang Hari diterapkan melalui tahapan planning, organizing, actuating, dan controlling. Profesionalisme guru telah berkembang dengan baik melalui kepemimpinan kepala madrasah yang efektif, kerja sama antara kepala madrasah, wakil kepala madrasah, dan guru. **Kesimpulan:** Pengembangan profesionalisme guru di Madrasah Aliyah Negeri 2 Batang Hari telah berjalan dengan baik, meskipun terdapat beberapa faktor penghambat yang perlu diatasi. Kepemimpinan kepala madrasah berperan penting dalam mendorong peningkatan kualitas pengajaran dan profesionalisme guru. **Kontribusi:** Penelitian ini memberikan kontribusi dalam memahami pentingnya manajemen pengembangan profesionalisme guru di madrasah, serta faktor-faktor yang mempengaruhi efektivitasnya.

Kata Kunci: Manajemen; Pengembangan; Profesionalisme; Guru; Madrasah Aliyah Negeri

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A. INTRODUCTION

Efforts to improve the quality of education in Indonesia continue to be a key focus of the government, given the importance of education in national development (Zamhari et al., 2023). This is reflected in various policies that have been implemented. Good quality education depends not only on teachers' quality but also on the equitable distribution of teachers across all regions, a relevant and up-to-date curriculum, and adequate facilities and infrastructure to support teaching and learning activities (Umar et al., 2024). In addition, quality education also requires effective school management and a conducive learning environment where students feel safe, comfortable, and motivated to learn (Hamdana & Donna, 2024).

As social institutions, schools have a strategic role in shaping and nurturing children's character (Buana et al., 2025). Education in schools aims to transfer knowledge and transform cultural values that apply in society (Suwandari et al., 2022). Through learning that refers to the applicable curriculum, schools have a role in transferring and developing culture to students and preparing them to become part of a society that can adapt to changing times. Education is one of the social institutions that ensures the survival of the younger generation and the transfer and development of culture so that society can continue to survive and develop in accordance with the ideals of the nation (Hakim & Haris, 2023). Therefore, to create quality schools, good and effective educational management is needed to ensure that all components of education work synergistically.

The success of education in schools is highly dependent on effective school management (Dewi, 2024). The principal plays a significant role in managing and leading change in schools (Alhabsyi et al., 2022), whether in curriculum, teacher professionalism, or facility and infrastructure management. Unfortunately, in many schools, especially in more remote areas, there are significant challenges regarding the principal's ability to respond to change demands (Cahyanti, 2025). These include changes in education policy, demands from the community as customers, and the need for better management. In this context, the importance of adaptive and responsive management becomes very clear (Basuki, 2023), because only with good management can schools optimise their potential, plan for sustainable development, and respond appropriately to community needs.

Teacher professionalism is one of the key factors in improving the quality of education. Professional teachers can provide effective learning, even when faced with limited resources and unfavourable environmental conditions (Solihin & Hariyanti, 2025). Producing professional teachers is not easy, as it requires a continuous development process and strong management support from the school (Armadan, 2023). Especially in rural areas, the challenges of improving teacher professionalism in madrasahs remain significant. Despite progress in the development of Islamic educational institutions, the management and development of teacher professionalism in madrasahs, particularly in more remote areas, still face numerous issues, ranging from insufficient training to the lack of continuous mentoring (Fitria & Slamet, 2024).

Since the early 1990s, madrasahs in Indonesia have undergone significant development, with the emergence of "Sekolah Islam Unggulan" (Excellent Islamic Schools) known for their academic and non-academic achievements (Fathurrahman, 2022). These advantages, including the quality of teachers, have become benchmarks for madrasahs in the changing times (Budianto, 2017). However, although some madrasahs have shown remarkable achievements, madrasah management in many areas, especially in rural areas, is still lacking in supporting the professional development of teachers (Sulastrri et al., 2020). Many madrasahs do not yet have an effective managerial system that can facilitate the optimal development of teacher professionalism (Ikbal, 2018). Teachers in madrasahs often face difficulties obtaining adequate training and support for developing their teaching and classroom management skills (Hidayat & Ibrahim, 2023).

In Indonesia, although there are several regulations governing professional standards, improvements are needed to implement these standards so that the quality of teachers in

Indonesia can be improved and brought up to international standards. This study aims to analyse the management of teacher professionalism development at Madrasah Aliyah Negeri 2 Batanghari. The primary focus of this study is to identify and evaluate the teacher professionalism development programs implemented at the madrasah.

This study will also examine the factors that influence the success or failure of these programs and provide an analysis of effective management to improve the quality of teaching at the madrasah. By focusing on the existing gap analysis, this study is expected to provide more appropriate recommendations on the steps needed to optimise the management of teacher professionalism development at Madrasah Aliyah Negeri 2 Batanghari.

This research is expected to significantly contribute to identifying weaknesses and challenges in managing teacher professionalism development at Madrasah Aliyah Negeri 2 Batanghari. By analysing existing development programs, the results of this research are expected to provide practical and targeted solutions to improve the quality of teaching at the madrasah. This research is also expected to provide valuable guidelines for other educational institutions, both at the madrasah level and in general schools, in developing and managing more effective, efficient, and sustainable teacher professional development programs. With appropriate management improvements, the quality of education at the madrasah and other schools will improve, thereby enhancing the overall quality of national education.

B. METHOD

This study uses a qualitative approach with a descriptive type to analyse the management of teacher professionalism development at Madrasah Aliyah Negeri 2 Batanghari. The data used in this study consists of primary and secondary data. Primary data was obtained directly from primary sources, such as information related to teacher professionalism, the implementation of professionalism management at the school, and the results achieved in the management of teacher professionalism. Meanwhile, secondary data was obtained from official documents such as the history of the madrasah's establishment, organisational structure, the condition of students and teachers, and the facilities available at the school.

The primary data sources in this study consisted of humans (principal, teachers, staff, and students), documents (history, organisational structure, number of teachers, curriculum, and facilities), and events related to teacher professional development management at Madrasah Aliyah Negeri 2 Batanghari. The research subjects were the principal, teachers, and students, who were selected using snowball sampling to obtain relevant informants and achieve data saturation.

Data collection techniques included interviews, observations, and documentation. Interviews were conducted to obtain direct information from informants about teacher professionalism management, challenges faced, and solutions implemented. Observations were conducted to observe the implementation and development of teacher professionalism at the madrasah, while documentation was collected on the madrasah's history, organisational structure, and physical condition.

The collected data were analysed using qualitative analysis techniques, with four types of analysis: domain analysis to obtain an overview of the issues being studied, taxonomic analysis to explain specific phenomena related to teacher professionalism management, component analysis to evaluate the results achieved by the madrasah, and cultural analysis to understand the influence of culture in educational management.

Data triangulation was conducted to ensure data validity by comparing the results of interviews, observations, and documentation. Additionally, discussions with supervisors and peers and extending the research period were conducted to strengthen the validity of the findings.

C. RESULTS AND DISCUSSION

Result

1. Teacher Professional Development Management

Based on interviews with the principal of Madrasah Aliyah Negeri 2 Batanghari, several teacher professional development programs are implemented in teacher professional management: (1) Planning: Planning is setting goals and determining the steps needed to achieve those goals; (2) Organising: Organising is the second function in management, and organising is structuring an organisation by its objectives, resources, and environment. Thus, the result of organising is an organisational structure; (3) Actuating: One of the most important functions of management is motivating individuals and groups within an organisation to achieve common goals; (4) Controlling: Controlling can be translated as supervision or monitoring.

2. Developing teacher professionalism through school leadership

In educational management theory, teacher professionalism can be developed through a strategic planning approach, ongoing training, and performance evaluation. Madrasah Aliyah Negeri 2 Batang Hari has implemented a strategic plan developed by Mr. Khoirul Pahmi, the principal, to develop teachers' professional competence by involving them in training and courses, as well as sharing sessions at other Madrasah Aliyah Negeri schools. The implementation carried out by the principal in order to develop teacher professionalism aims to develop training so that scientific papers (journals) will emerge, which play an important role and fully support the formation of teacher professionalism.

3. Supporting and Hindering Factors in the Development of Teacher Professionalism

While managing teacher professional development at State Senior High School 2 Batang Hari, there are supporting and hindering factors. The supporting factors for the development of teacher professionalism originating from within State Senior High School 2 Batang Hari include guiding teachers, sending teachers to participate in professional development programs, allowing teachers to continue their education to a higher level, and the school management, from the administrative staff to the staff involved in program development, playing a significant role in improving the quality of the school.

On the other hand, the inhibiting factors include teachers often having heavy workloads, making it difficult for them to allocate time for training or professional development activities. Another inhibiting factor is a lack of interest; some teachers may not be interested in developing their professionalism, resulting in their inactivity in professional development activities.

Discussion

1. Professional management of teachers in Madrasah Aliyah

Professional management of teachers is a systematic effort to improve the quality and competence of teachers in carrying out their duties and responsibilities (Sokhanvar et al., 2021). This includes various aspects, such as developing teachers' pedagogical, professional, social, and personal competencies. This management also involves various activities, such as training, seminars, workshops, performance appraisals, and continuous development (Blaskova et al., 2015).

Teacher professionalism management is also a complex and ongoing process requiring the cooperation of various parties (Shapiro et al., 2014). With planned and structured efforts, teacher professionalism management can significantly impact the overall quality of education. Teacher professionalism management is one of the key factors in improving the quality of education in schools (Joo, 2020). Exemplary teacher professionalism impacts improving teaching skills and influences the quality of learning received by students. A structured and systematic approach is needed for teacher professionalism management to be effective, starting with the planning stage. Schools need to formulate clear goals and objectives related to teacher

professionalism development at this stage (Sancar et al., 2021). These goals must be realistic and measurable to be evaluated accurately. In addition, the steps to be taken in the teacher development process must be defined in detail, including training materials, methods used, and the time required. After the planning stage, the next step is organising, which is the stage where all the resources needed to support teacher professionalism development are prepared and well organised.

At this stage, school management needs to ensure that available resources, such as training materials, facilities, and experts or instructors, are managed efficiently (AlFaris et al., 2016). In addition, organising also includes the clear division of tasks and responsibilities among the parties involved in the development, including the principal, teachers, and other supporting staff. The teacher professional development program will be easier to implement with good organisation (Sancar et al., 2021).

After careful organisation, the next stage is implementation (actuating). At this stage, the programs that have been planned and organised begin to be implemented. Teachers are expected to actively participate in every scheduled activity, such as training, seminars, or workshops (Geldenhuis & Oosthuizen, 2015). In addition, the school management must also ensure that these activities run according to the schedule and targets that have been set (Caiado et al., 2018). In this implementation, the participation of teachers is essential because they are directly involved in applying the methods or materials provided. Therefore, the willingness and active involvement of teachers will influence the success of the professional development program.

The final stage in teacher professionalism management is controlling, which is the evaluation and monitoring of the entire development process that has been carried out. At this stage, the progress achieved by each teacher is monitored, as well as the overall success of the program. This evaluation is conducted periodically to determine whether the objectives set in the planning stage have been achieved. If there are obstacles or discrepancies with the plan, improvements or adjustments must be made to ensure that teacher professional development continues. With adequate control, teacher professional development management can be continuously improved and adapted to evolving educational needs, ultimately enhancing the quality of education in schools (Asensio-Pérez et al., 2017).

2. Developing Teacher Professionalism through School Leadership

School leadership plays an important role in developing teacher professionalism. Principals are responsible for designing and managing various strategies that can improve the quality of education in madrasahs, one of which is developing teacher professionalism (Hanafi et al., 2021). Effective leadership will direct all components involved in education, from planning to evaluation, to focus on improving the quality of teaching. Madrasah principals must ensure that all activities are carried out by the madrasah's vision, mission, and established competency standards (Stern et al., 2016). One of the first steps madrasah principals took was to develop an academic calendar that aligns with educational competency standards and design activities supporting these development goals.

One primary strategy that madrasah principals implement is to involve teachers in professional development courses and training. By participating in courses and training, teachers can broaden their knowledge and understanding of education and acquire new skills that can be applied in the learning process (Kong, 2014). In addition, this training also provides opportunities for teachers to discuss and share experiences with their peers, thereby improving the quality of their teaching. The principal needs to facilitate teachers' participation in these development programs so that they are better prepared to face challenges in teaching and can continue to adapt to developments in the curriculum.

In addition to courses and training, teacher participation in educational seminars is an effective way to improve their professionalism (Willemse et al., 2015). Seminars can broaden teachers' perspectives on current issues in education and provide them with opportunities to explore various topics relevant to teaching. In seminars, teachers can expand their knowledge,

deepen their understanding of teaching methodologies, and exchange ideas with experts and fellow educators (Dudley, 2013). Madrasah principals play an important role in providing support so that teachers can attend seminars that support the improvement of their competencies.

In addition, the principal also encourages teachers to participate in Subject Teacher Working Groups (MGMP) as a means for teachers to share experiences and knowledge in the same field. MGMP programs allow teachers to discuss and share teaching strategies and problems encountered in teaching. This also provides an opportunity for teachers to get support from fellow teachers in improving the quality of their teaching. Furthermore, the school principal also pays close attention to teachers' work ethic by enhancing discipline in the workplace. High discipline fosters a productive and professional work environment, motivating teachers to continue developing themselves. All of these efforts are expected to improve teachers' performance and the quality of their teaching.

3. Factors Hindering and Supporting the Implementation of Teacher Professionalism

Teacher professional development is supported by various factors within and outside the madrasah environment. The main internal supporting factor is a sound leadership system in the madrasah. Effective leadership provides clear direction and creates an environment that supports teacher professionalism (Liu et al., 2016). In addition, teacher training is also an important supporting factor, as these activities not only improve pedagogical skills but also enrich teachers' knowledge in teaching (Wilson et al., 2020). Teachers' interest and motivation to continue developing themselves are also key elements in improving the quality of teaching.

External supporting factors that also play an important role are support from the community, including parents. Parental involvement in the educational process is one of the factors that can increase teachers' enthusiasm and professionalism (Hachfeld et al., 2015). When the community and parents pay attention and provide support for education, this positively impacts teachers' competence, which ultimately affects student learning outcomes.

This strong external support provides additional motivation for teachers to improve themselves. However, teachers face various challenges in professional development despite the many supporting factors (Spratt, 2019). Obstacles originating from within teachers themselves are significant. One of these is the limited time available for professional development. Many teachers struggle to balance their teaching duties with training or other competency improvement programs.

In addition, the lack of support from the government, both in the form of policies and adequate facilities, also hinders the process of improving the quality of teaching. Limited budgets are also an obstacle, as professional development programs require considerable funds. Equally important, the lack of interest among some teachers in keeping up with the latest developments in education is also an obstacle that needs to be overcome to achieve optimal professional development.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The findings of this study imply that good teacher professionalism development management will contribute directly to improving the quality of education. With a structured management system, teachers can obtain better opportunities to develop their competencies, impacting the quality of teaching and student learning outcomes. Second, teacher professionalism development through effective principal leadership has positive implications for creating a supportive educational environment. Good principal leadership leads to improved teacher performance and encourages creating a productive and high-quality academic culture.

2. Research Contribution

This study makes an important contribution to the understanding of teacher professionalism development at Madrasah Aliyah Negeri 2 Batanghari by highlighting the role of principal leadership in creating an environment that supports the improvement of teacher competence. These findings enrich the literature on teacher professionalism management and highlight the importance of a structured management system. The study also identifies supporting and hindering factors, providing a foundation for more effective development policies and strategies and concrete steps to address challenges such as budget constraints and insufficient government support.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future researchers are advised to explore the influence of school principals' leadership on teacher professionalism using a more specific approach, such as comparing principals with different leadership styles and their impact on teacher performance and learning quality.

F. CONCLUSION

Professional management of teachers at Madrasah Aliyah Negeri 2 Batanghari is carried out through planning, organising, actuating, and controlling. In the planning stage, the Head of Madrasah develops a teacher competency development program based on educational needs. The organisational structure and necessary resources are organised correctly in the organising stage. The actuating function is implemented through training, seminars, and workshops to improve teacher professionalism. Finally, in the controlling stage, evaluation and supervision are carried out by the Principal and Vice Principal to ensure that activities are carried out according to plan and objectives are achieved.

The leadership of the madrasah principal in developing teacher professionalism lies in their ability to design and implement programs that involve all components of the madrasah. The principal develops management strategies by creating an academic calendar based on educational standards, designing structured activities, and periodically evaluating learning materials and annual programs. Some of the strategies implemented include involving teachers in courses, seminars, and MGMP programs and increasing teacher morale through discipline and motivation so that the quality of teaching and teacher professionalism continue to improve.

The supporting factors for teacher professional development at Madrasah Aliyah Negeri 2 Batang Hari come from internal and external sources. Internal factors include a sound leadership system, teacher guidance, and teachers' interest in development. External factors include support from the community and parents, which motivates teachers to enhance their professionalism. On the other hand, barriers originate from within the teachers themselves, such as insufficient time, lack of government support, low interest, and budget constraints.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. HT: Conceptualization, Research framework & Writing - Original Draft. SJ: Conceptualization. MD: Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest financial, professional, or personal that could have influenced the results or interpretation of this research.

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