The Role of School Principals in Improving Teacher Competence at Madrasah Aliyah Negeri Palopo
(Islamic Education Management Perspective)

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ABSTRACT

This study aims to analyze the role of school principals in improving teacher competence in Madrasah Aliyah Negeri Palopo. This research is qualitative. The author uses several theories in explaining the phenomenon and interpreting the data found. This research was conducted at Madrasah Aliyah Negeri (MAN) Palopo, 2014-2015 Academic Year. Sources of research data were obtained through two channels, namely primary data sources and secondary data sources. The subjects of this study were the principal at Madrasah Aliyah Negeri (MAN) Palopo, who was in office when this research was conducted, and the teachers. They were selected to provide information about the role of the principal in improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo. This research data collection through observation, interviews, and documentation. The results of the study found that madrasa management at Madrasah Aliyah Negeri Palopo can be seen from the role of the head of Madrasah Aliyah Negeri Palopo as a manager in managing institutions, which include: curriculum management, personnel management, student management, financial management, and management of school facilities and infrastructure, the pattern of approach The activities carried out by the Madrasah Head towards improving teacher competence in the public Madrasah Aliyah (MAN) Palopo is by compiling programs and coordinating with teachers, being active in training and improving educational qualifications, carrying out teacher competency testing activities, implementing a culture of discipline with tightened attendance, providing motivation to teachers, and activate teacher organization activities,

Keywords: principal, teacher competence, Islamic education management

INTRODUCTION

Schools are institutions that are responsible for education and teaching in society. Structurally, the school is led by a principal responsible for the smooth process of education and teaching in the school he leads. Therefore, the existence of the principal is very central because it involves such a large task and function for the continuity and success of the education and teaching process in schools.

Leadership is defined as the ability of a leader to influence other people or the people he leads to behaving as desired by the leader. Leadership primarily functions as a mover/dynamize and coordinator of human resources, natural resources, and facilities prepared by an organized group of people. Leadership is formed because there is someone or several people in the community who play a more active role than other citizens so that people (several people) seem to be more prominent than others and can influence them.

Ideally, a leader's task includes three things: First, structuring the situation or providing a clear structure of the complex situations faced by the group. In this case, the leader must resolve the conflict problem by adhering to the background of a common goal. Second, the leader must put the group's main goals first and be sensitive to the group's needs and be able to guide group members.

Second, controlling group behavior or monitoring and channeling group behavior. Leaders must be able to monitor individual behavior that is inconsistent and violates common goals. For example, in a democratic group, the

leader tries to keep the group's rules by using a system of rewards and punishments.

Third, the spokesman of the group or as a spokesman for the group. Leaders must be able to feel and explain the group's needs to the outside world, namely regarding the group's attitudes, expectations, goals, and concerns. To be a spokesperson for the group, he must be able to interpret the needs of the group appropriately.1

The principal must also play this role as a leader in an academic unit. The principal is the person most responsible for the implementation both internally and externally. Therefore, principals need to apply transformational leadership and abandon traditional leadership styles.

In it are collected elements, each of which, both individually and in groups, carry out cooperative relationships to achieve goals. The elements in question are none other than human resources consisting of principals, teachers, staff, students or students, and parents of students. Without neglecting the role of other elements of the school organization, principals and teachers are internal personnel who play an important role in determining the success of education in schools. The success of a school essentially lies in the efficiency and effectiveness

appearance of a school principal. While the school as an educational institution is tasked with organizing the educational process and teaching and learning process to educate the nation's life.

In education management, the principal is a manager, namely the person who carries out / manages school management. The principal must be able to manage the human element and improve the quality of education in schools. In this case, the principal does not carry out his school operational actions but makes decisions to determine policies and mobilize others to carry out the principal's decisions that have been taken by the policies outlined in the work program. In this case, the principal is given the task to lead the school, and the principal is responsible for achieving school goals. Principals are expected to be leaders and innovators in schools. Therefore,

Principals as managers must understand the basic functions of management, which include: Planning (Planning), Organizing (Organizing),

Actuating (Moving), Controlling (Controlling), Evaluation (Evaluation).

Interesting to explore is the principal's ability to portray himself as a manager. Based on the author's initial search results, he found that principals are generally appointed by senior teachers or teachers who have been in service for a long time. Generally, the principal only acts as the "leader" of the school administration so that the principal's activities are more related to the implementation of responsibility for implementing the learning process. It is then inversely proportional to the appointment of teachers who do not involve the head of the madrasa. Ideally, the principal understands each teacher's ability he leads so that he can work as teamwork in his school.

A conducive school principal's leadership will give birth to work motivation for all teachers and school staff. Work ethic is needed to increase productivity and professionalism in a task and responsibility because one of the diseases in an organization or educational institution is the weak work ethic of employees. Facing the challenges of work ethic and idealism, building dedication, hard work, and honesty is necessary. The principles of work and time must be used appropriately so that people do not lose.

From the explanation above, the authors are interested in researching the role of school principals in improving teacher competence. The assumption is that if the teacher's competence is good, it will certainly impact good student achievement.

The rationale above became the basis for the author when conducting an initial study at Madrasah Aliyah Negeri (MAN) Palopo. Based on researchers' observations, until 2014, the number of educators (teachers) at MAN Palopo was 47 people, with details: 39 civil servant educators, while eight non-civil servant educators. In terms of staffing status, educators with the rank of supervisor, IV/a totaling 15 people, Tkt Organizers. I, III/d is totaling one person, stylists, III/c totaling six people, Young stylists Tkt. I, III/b amounted to 10 people, and Young Arrangers, III/a totaled seven people. The number of students at MAN Palopo is 490 students. If a comparison ratio is made, the total number of

teachers and students is sufficient, but if a comparison is made based on teacher competence, some subjects experience an unbalanced comparison ratio. If you look at the graduation rate of MAN students from 2012 to 2014, which reached 100%, it is interesting to explore how the processes, tips, and efforts made by schools under the leadership of the principal

so that all of these things can be achieved, assuming that student success is part of teacher success and teacher success is a manifestation of principal leadership.

The results of the pre-research that have been carried out show that the leadership model applied to follow the democratic leadership model, in the sense that the principal makes decisions after consulting with other leaders in the school, such as the vice-principal or the head of administration. However, as a top leader, the top-down model in the leadership path is also found as a consequence of the principal's position attached to it. In this context, the principal acts as a manager who regulates the entire process in the school, both regarding school administration and learning activities.

METHOD

This type of research is qualitative research. The author uses several theories in explaining the phenomenon and interpreting the data found. This research was conducted at Madrasah Aliyah Negeri (MAN) Palopo, 2014-2015 Academic Year. Sources of research data were obtained through two channels, namely primary data sources and secondary data sources. The subjects of this study were the principal at Madrasah Aliyah Negeri (MAN) Palopo, who was in office when this research was conducted, and the teachers. They were selected to provide information about the role of the principal in improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo. This research data collection through observation, interviews, and documentation.

In this study, the data collected is processed by editing, coding, tabulating. The researcher used the descriptive qualitative method in analyzing the data. The data obtained through interviews in this study were analyzed using qualitative descriptive analysis

RESULT AND DISCUSSION
Madrasah management at Madrasah Aliyah Negeri (MAN) Palopo

Management is essentially a process of planning, organizing, implementing, leading, and controlling the efforts of members of the organization and utilizing all organizational resources in order to achieve the goals that have been set. Management is the process of integrating unrelated resources into a total system to accomplish objectives. Resources in management include people, tools, materials, money, and facilities. Everything is directed and coordinated to be centralized in order to complete the goal.

The principal is a driving machine in motivating his subordinates, managing human resources to achieve the desired goals. It does not mean that the principal determines everything, but the success of an educational institution or school organization is also determined by the teachers and the entire school community.

The main roles of the head of Madrasah Aliyah Negeri (MAN) Palopo are (1) educator (educator); (2) managers; (3) administrators; and (4) supervisor (supervisor). Referring to the four principal roles above, below will briefly describe MAN Palopo in carrying out management in Madrasah.

1. Principal as Educator

Teaching and learning activities are the core of the educational process at Madrasah Aliyah Negeri (MAN) Palopo; teachers act as implementers and main developers of the curriculum in schools. Therefore, principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, be very concerned about the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to continuously improve their competencies, so that teaching and learning activities can run effectively and efficiently.

As an educator, the head of Madrasah Aliyah Negeri (MAN) Palopo always strives to improve the quality of learning carried out by teachers. In this case, the experience factor will greatly affect the professionalism of the principal, especially in supporting the formation of an understanding of education personnel towards the implementation of their duties. The experience of being a teacher, being a deputy principal, or being a member of a community organization greatly affects the principal's ability to carry out his work, as well as the training and upgrading he has attended.

2. Principal as Manager

In managing educational staff, the Palopo State Madrasah Aliyah (MAN) head must carry out activities for teachers' maintenance and professional development. In this case, the principal facilitates and provides broad opportunities for teachers to be able to carry out professional development activities through various educational and training activities, whether carried out in schools, such as madrasah level MGMP, in-house training, professional discussions, and so on or through education and training activities outside of school, such as opportunities to continue education or participate in various training activities organized by other parties.

The Head of Madrasah Aliyah Negeri (MAN) Palopo effectively carries out his function as a manager, always understanding and manifesting it into actions or behavior the values contained in the three skills, namely:

a. *Technical skills*

*Technical skill*s the ability of the principal to master knowledge about methods, processes, procedures, and techniques for carrying out special activities. The Head of Madrasah Aliyah Negeri (MAN) Palopo utilizes the facilities and equipment needed to support special activities.

b. *Human skills*

Human skills, that is, the principal understands the entire psyche of members of his organization which is reflected in their behavior and work processes. In addition, the head of the Madrasah Aliyah Negeri (MAN) Palopo communicates effectively, creates quality collaboration, and shows acceptable behavior.

c. *Conceptual skills*

Conceptual skills, namely the Head of Madrasah Aliyah Negeri (MAN) Palopo, who has analytical skills, think rationally, is an expert in various concepts, can analyze problems, and find wise solutions so that every planned program can always be understood and implemented easily by his subordinates and minimize failures.

3. Principal as Administrator

Specifically, the head of Madrasah Aliyah Negeri (MAN) Palopo can manage the curriculum, manage student administration, manage personnel administration, manage facilities and infrastructure administration, manage archive administration, and manage financial administration in madrasas.

These activities are carried out effectively and efficiently in order to support school productivity. The head of the Madrasah Aliyah Negeri (MAN) Palopo as administrator is assisted by program implementers under him, including the deputy head of the madrasa, teachers, and other administrative staff. The principal's managerial ability is manifested in the administration of all affairs in the school, and this manifestation is an indication of the mastery of the principal's ability. The ability of the principal in terms of administration also shows that there is regularity in the implementation of the program in schools so that it will facilitate the implementation of the program.

4. Principal as Supervisor

To find out the extent to which teachers can carry out learning, the head of Madrasah Aliyah Negeri (MAN) Palopo periodically carries out supervision activities. It is done through class visits to observe the learning process directly, especially in the selection and use of methods, media used, and student involvement. In the learning process.

It is by what was conveyed by Maida Hawa's mother in the author's interview as follows.

Supervision is an important task to do to develop the school's potential to the fullest. Steps that need to be taken include: (1) identifying potential school resources in the form of teachers that can be developed; (2) understand the

objectives of empowering teacher resources; (3) provide examples that can make teachers more advanced; and (4) assessing the level of teacher empowerment in their schools.

From the results of this supervision, it can be seen the weaknesses and strengths of the teacher in carrying out learning, the level of mastery of the competence of the teacher concerned, then strived for solutions, coaching, and certain follow-ups so that teachers can correct existing deficiencies while maintaining their superiority in carrying out learning.

The head of Madrasah Aliyah Negeri Palopo as a manager is a reflection of leadership. The principal, as a leader, has the authority to achieve school goals.

In order to achieve school goals, the head of Madrasah Aliyah Negeri (MAN) Palopo has the authority to regulate and manage the madrasa he leads. The description of madrasa management at Madrasah Aliyah Negeri (MAN) Palopo can be seen from interviews of researchers with various parties in Madrasah Aliyah Negeri (MAN) Palopo.

a. Curriculum Management
One of the main tasks of schools is to carry out learning activities based on the applicable curriculum. Thus the understanding of the curriculum to the implementation strategy is very important. Although teachers carry out teachers' learning activities/laboratory/field, the head of Madrasah Aliyah Negeri (MAN) Palopo is very important, starting from planning, coordinating implementation, and evaluation.

The Ministry of National Education has generally carried out the planning and development of the national curriculum at the central level. Therefore, the most important thing is realizing and adapting the curriculum to learning activities at the school level. In addition, schools are also tasked and authorized to develop curriculum according to the community's needs and the local environment. The current curriculum is KTSP (Education Unit Level Curriculum). In this curriculum, there are opportunities for schools to develop a standard curriculum from the government according to the needs and circumstances of local students.

Curriculum Management is a cooperative, comprehensive, systemic, and systematic curriculum management system to realize curriculum objectives. In its implementation, curriculum management must be developed by the School-Based Management (SBM) and Education Unit Level Curriculum (KTSP). Therefore, the autonomy granted to educational institutions or schools in managing the curriculum independently by prioritizing the needs and achievement of targets in the educational institution's vision and the mission does not ignore the national policies that have been set.

Mrs. Maidah Hawa, as the head of MAN Palopo, conveyed the curriculum management at Madrasah Aliyah Negeri Palopo as follows:

"In curriculum management, as the head of the madrasa, I always develop the curriculum by combining the strengths of Science and Technology (IPTEK) and Faith and Piety (IMTAK). So that one of the advantages of dai MAN Palopo lies in the religious education provided to students.

Based on the results of the explanation from the head of MAN Palopo above about curriculum management in Madrasah Aliyah Negeri Palopo, it is understood that the curriculum prioritizes to realize and relate the national curriculum (standard competence/basic competence) to the needs and conditions of Madrasahs, by combining the curriculum with the power of Science and Technology (IPTEK) and Faith and Piety (IMTAK) so that the curriculum management at MAN Palopo is a curriculum that has integrity with students and the environment.

b. Personnel Management
The role of personnel (human resources) in an organization, including schools, is very important. However, human resources will be optimal if managed properly. The head of Madrasah Aliyah Negeri (MAN) Palopo has a central role in managing personnel in schools, so it is very important for school principals to properly understand and implement personnel management.

In implementing personnel management, four basic principles are guided or held by the head of Madrasah Aliyah Negeri (MAN) Palopo, namely:

1) In developing schools, principals consider that human resources are the most valuable component.

2) Human resources will play an optimal role if managed properly, thus supporting the achievement of institutional goals.

3) The school's culture and organizational atmosphere and the principal's managerial behavior affect the achievement of school development goals.

4) Top personnel management seeks to ensure that every citizen (teachers, administrative staff, students, parents, and related) can work together and support each other to achieve school goals.

c. Student Management

The benchmark for the success of an educational process can be seen from the output produced, which is attached to the quality of student graduates produced by the institution. So that students who enter an educational institution can master the competencies desired by parents as consumers and improve the quality of educational institutions as producers. Therefore, it is necessary to apply applicable student management and meet the demands of students and parents and by the standards of an educational institution.

All activities at Madrasah Aliyah Negeri (MAN) Palopo are ultimately aimed at helping students develop themselves. This effort will be optimal if students themselves are actively trying to develop themselves through the programs carried out by the school. Therefore, it is very important to create conditions so that students can develop themselves optimally. As a leader in the school, the head of Madrasah Aliyah Negeri (MAN) Palopo plays an important role in creating these conditions.

In order to develop student management in madrasas, the Madrasah Aliyah Negeri (MAN) Palopo always improves students' extracurricular activities in madrasas.

Among the programmed activities organized by schools to improve student learning outcomes are extracurricular activities programs, both those that are not related to subjects or those that are still related to certain subjects.

Extracurricular activities are very supportive activities to overcome the backwardness of Islamic religious education subjects in schools. Because with extracurricular activities such as lecture exercises, students can understand the teachings of Islam that teachers in schools have never taught. Therefore, increasing extracurricular activities outside school hours can help students better understand Islamic religious education lessons.

It is by what was conveyed by Mr. Udding in his interview as follows:

"In order to improve the quality of education at Madrasah Aliyah Negeri (MAN) Palopo, the school always develops extracurricular activities for students according to their respective talents and interests."

From the interview results above, it is explained that Islamic religious education extracurricular activities can support Islamic religious education learning activities for students, including activities that can support student learning activities in class. Therefore, increasing extracurricular activities outside school hours can help students better understand Islamic religious education lessons.

It is by what was conveyed by Mr. Rizal Syarifuddin about the extracurricular activities given to students at MAN Palopo.

"One of the efforts made by MAN Palopo in order to improve the quality of education in Madrasahs is by procuring extracurricular activities in schools both involving general subjects and religious subjects according to the interests and talents of students in madrasas. So when there is a competition, the school immediately chooses a student who has been actively participating in extracurricular activities."

From some of the results of the interviews above, it is understood that extracurricular activities are very beneficial for students to increase their knowledge. In addition, the public Madrasah Aliyah (MAN) Palopo always strives to improve the competence of teachers in Madrasahs.

d. Financial management

Financial problems are closely related to financing, while the financing problem itself is a very important factor and determines the life of an organization, as is the case in Madrasah Aliyah Negeri (MAN) Palopo. School financial management is part of education financing activities. As a whole, it demands the ability of school principals to plan, implement and evaluate and be accountable and accountable in an accountable and transparent manner.

In the implementation of education, finance and financing are an inseparable part of education management. The financial and financing components of a school are production components that determine the implementation of learning and learning activities in schools along with other components. In other words, every activity carried out by the school requires a fee, whether consciously or unconsciously. Therefore, this financial and financing component needs to be managed as well as possible so that existing funds can be used optimally to support educational goals.

According to the Head of the Madrasah Aliyah Negeri (MAN) Palopo:

"As a leader, it is very important to know and be able to assess the financial condition so that the school's financial planning remains balanced. By the regulations, this competence can be demonstrated through several aspects, particularly in: (1) preparing school income and expenditure budgets that are oriented towards transparent school development programs; (2) explore sources of funds from the government, community, parents, and other non-binding donations; (3) developing school activities that are oriented towards income-generating activities; manage school financial accounting; (4) make applications and proposals to obtain funds from funders; (5) implement a financial reporting system that shows that the entrepreneurship is financially controlled".

It means that the Head of Madrasah Aliyah Negeri Palopo has a commitment to school financial performance that is oriented towards financial accountability and transparency. In this case, it is necessary to carry out a direct supervision process by the head of the Palopo Madrasah Aliya Negeri (MAN) on fields that use finance even though structurally and functionally there is someone in charge. Because this is a mandate that demands accountability, therefore, madrasah heads must be able to pay attention to this budget oversight. It will certainly result in the accountability of madrasa leaders to maintain the trust of all parties and the good name of the madrasa.

e. School Facilities and Infrastructure Management

Management of facilities and infrastructure is an activity to organize and manage educational facilities and infrastructure efficiently and effectively in order to achieve the goals that have been set. According to the Management Expert Team, State University of Malang, facilities and infrastructure management is a collaborative process to utilize all educational facilities and infrastructure owned by schools effectively and efficiently. Management of educational facilities and infrastructure as a collaborative process to utilize all educational facilities and infrastructure effectively and efficiently. Management of facilities and infrastructure is an important thing because good management of facilities and infrastructure will greatly support the success of the teaching and learning process in schools.

The management activities of the head of Madrasah Aliyah Negeri (MAN) Palopo in facilities and infrastructure, namely regulating and maintaining educational facilities and infrastructure, can contribute optimally and meaningfully to the course of the education process. In real terms, the principal's activities include planning, procurement, supervision, inventory storage, and structuring activities.

Good infrastructure management is expected to create a clean, neat, and beautiful Madrasah Aliyah Negeri (MAN) Palopo to create pleasant conditions for both teachers and students to be in school. In addition, it is also hoped that the availability of learning tools or facilities that are adequate quantitatively, qualitatively, and relevant to the needs can be used optimally for the benefit of the education and teaching process, both by teachers and teachers as students.

Based on an interview with Abd. Madjid DM, it is known that:

"The facilities and infrastructure of MAN Palopo to support the learning process at MAN Palopo are adequate, starting from representative classrooms, the availability of learning media, and the availability of laboratories for physics, chemistry, and lab subjects. life skills and also a language laboratory to support the process of learning English and Arabic."

With various facilities (facilities and infrastructure) owned by MAN Palopo, we understand that this madrasa is qualified to be called a superior madrasa. So, the purpose of the management of educational facilities and infrastructure is to make an optimal and professional contribution (related to facilities and infrastructure) to the educational process in achieving the educational goals that have been set. The existence of these facilities makes the learning process run more effectively and efficiently.

The pattern of the approach taken by the Head of Madrasah towards improving teacher competence in Madrasah Aliyah Negeri (MAN) Palopo

According to Maidah Hawa, to improve teacher competence at Madrasah Aliyah Negeri (MAN) Palopo, a program consisting of annual programs, semester programs, weekly and daily programs, enrichment, and self-development is needed prepared. The teacher and students then implement the programs that have been created in learning interaction.

1. Develop Programs and Coordinate with Teachers
a. Annual Program
The annual program is a general program for each subject for each class developed by the teacher of the subject concerned. For Islamic Religious Education subjects, the annual program is determined based on the indicators of achievement of competencies that have been determined. Based on this, the number of basic competencies can be determined and developed, and the time available to complete the basic competencies, the number of tests, general tests, and daily tests.

In addition, every time there are big days for Muslims, this is an annual program carried out by schools and Islamic Religious Education teachers as the leading sector. For example, in every month of Ramadan, a fast boarding school is held jointly by involving organizations outside the school. It has an impact on the achievement of student competencies significantly.

b. Semester Program.
The semester program contains an outline of the things to be implemented and achieved in the semester. This semester program is an elaboration of the annual program. In general, this semester program contains the month, subject, and planned time. Thus, the semester program usually contains an evaluation of student learning outcomes for one semester. If there are sub-competencies that have not been achieved, and enrichment / remedial will be held.

c. Weekly and Daily Programs
To help students progress in learning and modules, weekly and daily programs need to be developed. This program can be seen as the goals that have been achieved and need to be repeated for every student. Through this program, each student's learning progress is also identified. Students can be given enrichment for fast, while for those who are slow, the module is repeated to achieve goals that have not been achieved.

d. Enrichment Program
The enrichment program is structured in order to anticipate the learning difficulties experienced by students. Data about students ' abilities will be obtained from the analysis and evaluation of weekly, daily, and semester activities. Students who do not meet their competencies will be given an enrichment or remedial program from this data.

Based on the complete learning theory, a student must have completed learning to master the competencies or achieve learning objectives of at least 65% of all learning objectives. While class success is seen from the number of students who can complete 65% of learning objectives, at least 85% of all students14 Schools need to give special treatment to students with

learning difficulties through remedial activities. Students who have mastered the competencies are allowed to maintain their abilities through enrichment programs.

Thus, students who have learning difficulties are encouraged to improve their abilities to be in line with students who have succeeded, while those who have succeeded are expected to maintain or even improve them. In addition, enrichment and remedial programs are intended to train students in absorbing as many lessons as possible.

e. Self Development Program

In implementing the KTSP, schools must provide self-development programs through guidance and counseling to students regarding personal, social, learning, and career matters. In this case, the subject teacher always coordinates with a counselor or teacher who can provide guidance and counseling (BK teacher).

"This program is carried out not only formally at school, but also non-formally by actively building communication with parents of students who experience obstacles in their learning. Thus, the guidance function can also be continued by the parents of students at home."

Through guidance and counseling, students are expected to know themselves, develop their potential, and get out of the learning difficulties they face. And with guidance and counseling can prevent students who excel and are gifted to avoid behavior that hinders the achievement of optimal learning achievement.

From what is stated above, it can be concluded that what is meant by guidance and counseling is the process of providing directed and continuous assistance to each individual so that he can develop his potential or religious nature optimally. The development of this natural potential by internalizing the values contained in the Qur'an and Sunnah by the times. The orientation of the guidance and counseling will lead to creating a harmonious relationship between humans and nature, humans and fellow humans, and human relationships with Allah SWT.

2. Active in participating in training and improving educational qualifications.

One of the principles of implementing the teaching profession as described in Article 7 of Law 14 of 2005 concerning teachers and lecturers is to have the opportunity to develop professionalism sustainably through lifelong learning. It means that a teacher should not be satisfied with the knowledge he already has. He should be satisfied with what he has mastered now. In order to provide teaching, the teacher must also learn from the process to perfect any existing deficiencies.

It is by what was conveyed by Mrs. Nujihati Sadda about the head of the madrasa's efforts to improve the competence of teachers at Madrasah Aliyah Negeri (MAN) Palopo.

"Currently, various methods are used by teachers who teach at Madrasah Aliyah Negeri (MAN) Palopo to improve their quality in teaching. This effort is carried out by participating in every training and seminar on education, whether held by schools, Dikpora, or LPTKs, from the district and national levels. Informal education, Madrasah Aliyah Negeri (MAN) Palopo teachers always try to take education to a higher level (S2). Currently, the teachers at Madrasah Aliyah Negeri (MAN) Palopo are on average with undergraduate qualifications (S1), but some teachers have Masters (S2) qualifications".

In order to improve their professional competence, teachers are also required to improve higher education levels; currently, what is required by the government for teacher qualifications is if someone already has a diploma equivalent to S1 or has a teaching certificate. Not only does it stop at that level, but teachers must also be required to continue their education to the S2 or S3 level. The phenomenon that occurs in educational Science, especially the problems of teachers and students, is the lack of teacher motivation to conduct scientific studies or research in education. It is more striking if the teacher himself raises educational problems in the learning process into a scientific study.

3. Carry out teacher performance appraisal activities

To improve the quality of teachers, it is necessary to do a system of testing the competence of teachers. Nationally, it can be done by the central government to determine the quality and standard of teacher competence related to the development of education as a whole. Likewise, PAI teachers at Madrasah Aliyah Negeri (MAN) Palopo are always active in participating in competency tests in the context of promotion or class promotion.

It is by what was conveyed by Nujihati Sadda regarding the assessment of teacher performance at the Madrasah Aliyah Negeri (MAN) Palopo in her interview.

"In order to improve teacher performance assessment at Madrasah Aliyah Negeri (MAN) Palopo, we as teachers always make preparations by making learning tools routinely and orderly, carrying out assessments and analysis, participating in educational activities, making modules and learning media, making PowerPoint and make examples of learning practices and so on."

Assessment of teacher performance in madrasas is carried out by referring to the dimensions of the main task of teachers, which include planning and implementing learning activities, evaluating and assessing including analyzing the assessment results and carrying out a follow-up on the assessment results. The dimensions of this main task are then lowered into measurable performance indicators as a form of teacher performance in carrying out their main tasks due to the teacher's competence.

It is hoped that the results of the teacher performance assessment can determine various policies related to improving teacher competence and professionalism as the spearhead of the implementation of the education process in creating intelligent, comprehensive and highly competitive people. Teacher performance appraisal is a reference for schools to determine career development and teacher promotion. For teachers, teacher performance assessment becomes a guideline to find out the elements of performance being assessed and as a means to assess strengths and weaknesses in order to improve the quality of their performance.

The explanation above is understood that the Madrasah Aliyah Negeri (MAN) Palopo is active in participating in teacher performance assessment activities to improve their competence as an educator to improve the quality of education, especially in Madrasah Aliyah Negeri (MAN) Palopo.

4. Implementing a Disciplined Culture

In order to improve teacher competence in madrasas, the school always implements an attendance system that is signed upon arrival and departure. In this way, the teacher will adjust to punctuality to come to school and go home.

School culture has several important elements, namely:
a. Location of the school's physical environment and infrastructure (school buildings, mobiles, and other equipment). Therefore, arrangements were made at the Madrasah Aliyah Negeri (MAN) Palopo to create a sense of comfort.
b. The school curriculum contains ideas and facts that form the entire educational program.
c. Individuals who are members of the school consisting of students, teachers, non-teaching specialists, and administrative staff. All school members must support efforts to create a stable and conducive psychological atmosphere. If the school community cannot build a harmonious psychological relationship, then the work ethic is also impossible to improve.
d. Normal values, regulatory system, and school life climate. Therefore, at every teacher council meeting, the principal always provides direction to teachers about the importance of discipline in schools.

Each school has its own unique culture. Each school has rules of conduct, customs, ceremonies, and other characteristics that characterize the school. Although school culture has a significant influence on the process and way of learning students, what students live (attitudes in learning, attitudes towards authority, attitudes towards values, and so on) does not come from the formal school curriculum but comes from the school culture.

School discipline includes the teacher's discipline to be present on time, the discipline of the teacher in teaching by implementing the rules, the discipline of employees and employees at work, the discipline of the principal in carrying out his duties as head of leadership.

All school staff who follow the rules and work with discipline make students disciplined as well. In addition, it also has a positive influence on learning. Unfortunately, many schools in implementing discipline are lacking, affecting student attitudes in learning, lack of responsibility, and poor learning achievement.

5. Motivating teachers

One factor that determines learning success is a strong will in the teacher to do his job. The impulse that arises in a person is called motivation, where a person gets the mental power that drives him to do something. The drive that arises from itself is called intrinsic motivation. At the same time, the impulse that arises by the presence of external influences is called extrinsic motivation.

For example, a teacher who studies diligently because he wants to get knowledge, values , or skills can be useful. It is, of course, closely related to the education and habituation obtained in the family environment. It should be noted that teachers who have intrinsic motivation will aim to be role models in various ways for their students.

"In order to improve the competence of teachers at Madrasah Aliyah Negeri (MAN) Palopo, as the head of the Madrasah, I always motivate the teachers. It is done to be enthusiastic about carrying out the tasks assigned to them and improve their competencies.

The results of the interviews above are understood that in order to improve the competence of teachers in Madrasahs, a strong motivation must always be instilled in an educator in carrying out their duties. Motivation is built when the teacher has a strong awareness and will interpret himself with his duties as a noble educator.

6. Activating teacher organization activities

Currently, the organization that can accommodate teacher aspirations and improves teacher quality is the subject teacher deliberations forum (MGMP) at the madrasah level. At the beginning of each semester, the teacher at Madrasah Aliyah Negeri (MAN) Palopo always makes MGMP programs at the madrasah level. At the madrasah level, it is carried out by teachers who teach allied subjects such as PAI with Arabic. Programmed at the madrasa level twice a year.

The subject teacher meeting is a forum for deliberation for teachers of similar subjects at a level of education. This subject teacher meeting is also a forum or forum for teacher professionalism activities from and for teachers.

The Subject Teacher Deliberation (MGMP) at the Madrasah Aliyah level is a forum for teacher activities at the Madrasah Aliyah level to solve all problems and obstacles that occur in the field and improve the learning process, including: a) Differences in mastery of subject matter and b) Things that support and related to the teaching and learning process.

This MGMP activity is a means of improving the quality of education, through the MGMP forum the teachers consult to make improvements in perfecting the learning process, so that this will achieve the quality of education.

According to Mrs. Maida Hawa regarding the implementation of MGMP at Madrasah Aliyah Negeri (MAN) Palopo, she said.

"In order to improve the competence of teachers at Madrasah Aliyah Negeri (MAN) Palopo, the head of Madrasah requires teachers to actively participate in MGMP activities which are carried out at the beginning of every semester at Madrasah Aliyah Negeri (MAN) Palopo."

The results of the author's interview about the MGMP activities carried out by the teachers of Madrasah Aliyah Negeri (MAN) Palopo.

"At the beginning of every semester, the teachers at Madrasah Aliyah Negeri (MAN) Palopo actively participate in MGMP activities. It is done so that the competence of teachers continues to increase in carrying out their duties as educators in madrasas."

Participating in the MGMP forum activities will add insight into learning and supporting knowledge and know the shortcomings to try to teach behind to improve its quality. In addition, it

can make it easier to do work related to learning problems.

Barriers encountered by school principals in the process of improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo

In any activity, there will be obstacles or obstacles that slow down the ongoing educational process. However, every obstacle should not be a factor that can weaken the spirit of educators in carrying out their duties. However, obstacles can become self-motivation to continue carrying out their duties and responsibilities as educators to achieve educational goals.

In connection with this, the following will describe the obstacles experienced by a teacher in carrying out their performance as educators in schools. According to Mrs. Maida Hawa, teachers have several obstacles in schools in carrying out their performance.

The obstacles are as follows:
1. Limited facilities and infrastructure

The unavailability of facilities and infrastructure is one of the obstacles that can affect a teacher's performance; even whether or not a learning process is smooth is strongly influenced by the availability of adequate facilities and infrastructure. Therefore, adequate and supportive facilities will make learning planning plans work well to improve teacher competence at Madrasah Aliyah Negeri (MAN) Palopo.

It is by what was conveyed by Mr. M. Bahrum T. About the obstacles faced by school principals in improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo.

"The obstacles experienced by school principals in improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo can be in the form of technical and non-technical, even both. Technical barriers occur due to lack of facilities and infrastructure while non-technical barriers are related to teachers' policies, abilities, and skills in managing the process of increasing their competencies."

From these problems, every development of educational institutions, both private and public, should always allocate a budget or provide adequate facilities and infrastructure. So that adequate facilities and infrastructure will

positively influence a teacher in carrying out their performance well. But, unfortunately, inadequate facilities and infrastructure are the main obstacles faced by teachers.

Implementing a lesson must begin with learning planning activities. Planning has an important function so that learning becomes more focused. However, in making lesson plans, many aspects must be considered by the teacher. Therefore, so that the implementation of learning can run well and achieve the expected goals, in compiling a learning design, it is necessary to pay attention to the factors that affect the competence of teachers in the learning process in schools.

According to Mrs. Nurpati, the Indonesian language teacher at Madrasah Aliyah Negeri (MAN) Palopo explained that in the process of increasing teacher competence in Madrasahs, they were as follows:

"In order to increase teacher competence at Madrasah Aliyah Negeri (MAN) Palopo, madrasah principals must pay attention to the obstacles that affect teachers in improving their competencies. One of them is the availability of facilities and infrastructure that teachers and students want to use in madrasas' learning process".

The explanation above can be understood that the availability of facilities and infrastructure must be considered to increase teachers' competence in carrying out their duties as educators in schools. Complete facilities and infrastructure services to facilitate the learning process and fulfill the needs of the learning process. For schools that already have complete facilities and infrastructure, it will certainly help teachers improve their competence. However, not all schools have complete facilities and infrastructure with the expected standards. However, this situation should not be an obstacle for teachers in designing learning that can still achieve learning objectives. Under certain conditions, teachers with a strong spirit and commitment can still organize interesting, fun, and enjoyable learning.
2. Lack of learning media

In addition to facilities and infrastructure, another factor that becomes an obstacle for a teacher in carrying out their performance in the

teaching and learning process is the availability of learning media. With the completeness of good learning media, the learning process at Madrasah Aliyah Negeri (MAN) Palopo is fun, effectiveness and efficiency can be maintained. Likewise, the lack of media in madrasas will usually result in teachers being poor in creativity. Therefore, at any level of education, learning media is very important to have.

The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and bring psychological effects on students. The use of learning media in learning orientation will greatly help the activeness of the learning process and convey messages and content of lessons at that time. In addition to arousing students' motivation and interest, learning media can also help students improve their understanding.

It is by what was conveyed by Mrs. Kasiatun about the obstacles in increasing teacher competence.

"The obstacles we face in improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo are the limited learning media owned in schools in the learning process, and sometimes there are differences in perception between school principals and teachers in Madrasah Aliyah Negeri (MAN) Palopo."

The explanation given by the teacher at Madrasah Aliyah Negeri (MAN) Palopo above can be understood that learning media has a very important role in improving teacher competence in the learning process at school. Therefore, the school and the teacher concerned should provide complete media in the learning process at school.

3. Teacher professionalism still needs to be improved

The definition of a professional teacher is everyone who has the authority and responsibility for student education, either individually or classically. It means that teachers must have a minimum of basic competence as a form of authority and ability in carrying out their duties. Thus, teacher competence is a skill that teachers must possess, both in terms of knowledgeability, ability in terms of skills and responsibilities to the

students they teach, to run well in carrying out their duties as an educator.

Teacher professionalism in teaching and learning management is very important to be improved. Professional teachers will be able to plan and choose learning strategies well. It is directly related to the teacher's insightful abilities and technical abilities obtained through upgrading, training, or self-taught experience obtained from teaching and learning outcomes.

According to Mrs. St. Nun Ainun about the principal obstacles in improving the competence of teachers are as follows:

"To improve teacher competence in the learning process at school, one of the obstacles in a teacher is the lack of experience and preparation in the teacher, causing difficulties in implementing the learning process at school and mastery of various methods still needs to be improved."

The professional role of teachers in the overall educational program in schools is realized to achieve educational goals in the form of optimal student development. For this purpose, the professional role includes three service areas, namely: administrative services, instructional services, and personal social, academic assistance services.

The same thing was also conveyed by Mr. Haeruddin about the obstacles to school principals in improving the competence of teachers, namely:

"In the learning process at school, some teachers still do not understand the use of IT. Both in the form of using the internet and using learning media in the form of an LCD in the learning process to students. Of course, this greatly affects the improvement of teacher competence in madrasas, where the ability to use IT concerns the social competence of a teacher."

The results of the interviews above are understood that the role of school leaders or principals is very important in advancing schools, especially teachers' mastery in the use of ICT. Leaders who are not alert in adapting to technological developments can result in policies that make teachers technologically stuttering, even though this may result in a loss of attractiveness in the learning process. Especially

in this information age, without the willingness to understand, use, and access fields relevant to their knowledge, the teacher's function as a facilitator of knowledge development will be reduced, which may eventually disappear. There are only teachers who are poor in information.

There are still teachers who think that not using computers and ICT in the learning process is not something that interferes with the course of lessons because teachers feel they don't get computer facilities when teaching, so this is what makes them feel they don't need to know how to use computers. This case happened to old teachers, although there were still junior teachers who stuttered about ICT advancement.

Mastery of Information and Communication Technology is now part of the demands of teacher competence, and both to support the implementation of their duties (planning, presentation of learning, evaluation, and analysis of evaluation results) and a means to find and download learning resources so that every teacher at all levels must be ready to continue learning ICT in order to meet the demands of these competencies.

4. Responsibilities that still need to be improved

In the teaching and learning process in the classroom, a teacher's responsibility is very much needed in carrying out its performance. Because without the responsibility of a teacher, the teaching and learning process in the classroom will not take place in an orderly and smooth manner.

The responsibility in the field of education in schools is that every teacher must master effective teaching and learning methods, be able to create lesson units, be able and understand the curriculum well, be able to teach in class, be able to be a model for students, be able to give advice, master teaching techniques. Guidance and services, able to make and carry out evaluations and others.

"One of the obstacles in improving the competence of teachers in madrasas is that sometimes there are still teachers who neglect their duties and responsibilities as educators at Madrasah Aliyah Negeri (MAN) Palopo. It can be seen from the absence of teachers, although in general the teachers at Madrasah Aliyah Negeri (MAN) Palopo have carried out their duties well as expected."

The interview results above illustrate that teachers who have professional competence will be reflected in implementing service tasks marked by expertise in both material and method. In addition, it is also shown through his responsibility in carrying out all his services. Professional teachers should carry out their responsibilities as teachers to students, parents, society, nation, state, and religion. Professional teachers have personal, social, intellectual, moral, and spiritual responsibilities. Independent personal responsibility can understand himself, manage himself, control himself, and respect and develop himself. Social responsibility is realized through the competence of teachers from the social environment and effective interactive abilities. Intellectual responsibility is realized through mastery of various sets of knowledge and skills needed to support their duties. Spiritual and moral responsibility is realized through the appearance of teachers as religious beings whose behavior does not always deviate from religious and moral norms.

Thus, facilities and infrastructure, adequate learning media, and teacher responsibilities are very important for a teacher in improving his competence as a teacher. However, even if the teacher has a good learning program and is rich in creativity, it is not supported by facilities, infrastructure, and media. Therefore, adequate learning and high responsibility will be less effective and efficient in carrying out or carrying out its performance.

However, the thing that must exist in every teacher is a high sense of responsibility for the tasks they carry out as professional educators and are ready to carry out their performance well.

CONCLUSION

Based on the results of research and discussion on the Principal's Role in Improving Teacher Competence at Madrasah Aliyah Negeri Palopo, the authors can conclude as follows:

1. The description of madrasa management at Madrasah Aliyah Negeri Palopo can be seen

from Madrasah Aliyah Negeri Palopo as a manager in managing institutions, which include: curriculum management, personnel management, student management, financial management, and school facilities and infrastructure management.

2. The pattern of the approach taken by the Madrasah Heads towards improving teacher competence at the public Madrasah Aliyah (MAN) Palopo is by compiling programs and coordinating with teachers, being active in training and improving educational qualifications, carrying out teacher competency test activities, implementing a culture of discipline with tightened absenteeism. In addition, motivate teachers, and activate teacher organization activities.

3. Barriers encountered by school principals in the process of improving teacher competence at Madrasah Aliyah Negeri (MAN) Palopo, namely: limited facilities and infrastructure, lack of learning media, teacher professionalism

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