THE HEADMASTER’S STRATEGY IN IMPROVING TEACHERS’ PROFESSIONALISM AT MI MUHAMMADIYAH SREBEGAN

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ABSTRACT

Background: The Head of a Madrasah is the leader of education unit level education, which must be responsible for all Madrasah activities. In addition, the Head of Madrasah is an education leader whose position is very important in the Madrasah environment because the Head of Madrasah is more closely and directly related to the implementation of each educational program.

Aim: Revealing the strategy of the Head of MI Muhammadiyah Srebean in improving the professionalism of the teachers

Method: Fieldwork is used in this study. A descriptive analysis using inductive thinking was employed as the method. Meanwhile, this research relies on observation, interviews, and documents to get the necessary information.

Findings: The Head of Madrasah’s strategy for developing teacher professionalism at MI Muhammadiyah Srebean starts with defining Madrasah’s vision, mission, and goals. Madrasah’s external and internal environments are observed during the procedure. The final step in the strategy development process for the head of MI Muhammadiyah Srebean was to formulate the Madrasah plan, which is included in the Madrasah Work Program, which is prepared once a year at the start of the school year.

KEYWORDS
strategy, teacher’s professionalism, Madrasah Ibtidaiyah Muhammadiyah Srebean

INTRODUCTION

A school is a formal institution in accordance with its mission, which is to carry out teaching and learning activities in order to achieve educational goals. This teaching and learning activity will be able to run smoothly if the elements in this institution are fulfilled and function as they should. One of the important and highly determining elements of education is the principal and teacher (Ekosiswoyo, 2016).

The Head of a Madrasah is the leader of education unit level education, which must be responsible for all Madrasah activities. In addition, the Head of Madrasah is an education leader whose position is very important in the Madrasah environment because the Head of Madrasah is more closely and directly related to the implementation of each educational program. Therefore, the Head of Madrasah is required to have various abilities, both related to management and leadership problems, in order to develop and advance his school effectively, efficiently, independently, and productively (Tarhid, 2017). Whether or not an educational program can be implemented and the achievement of educational goals depends heavily on the ability and wisdom of the Head of Madrasah as an education leader (Fitrah, 2017).

In addition to the Head of Madrasah, people who are very influential in the teaching and learning process are teachers. Teachers have a very important role because they have responsibilities that cannot be replaced by any advanced equipment (Erwinsyah, 2017). Therefore teachers can ideally prepare themselves to be more progressive and productive in all activity processes (Pelangi, 2018). Related to the personality of teachers who always provide
professionalism, teachers must have a personality or scientific quality that deserves to be proud and can be an example in everyday life both in the school environment, family, and the community (Hobir & Kurniawan, 2019). This is because it is in the hands of the teacher that the progress of a nation is at stake for its progress and glory (Aulia, Hidayat, & Hadiat, 2021).

Professional comes from the word profession which has the meaning a pointer to a job or position that demands expertise, responsibility, and loyalty to the job (Oroh, Pioh, & Undap, 2017). While the word professional refers to two things, namely a person and the appearance or performance of the person in carrying out his duties or work (Latiana, 2019). The word professional then formed the term professionalism which has the meaning of referring to the drama or level of one's appearance as a professional and carrying out the profession he pursues (Marzuki, 2018).

Law No. 14 of 2005 Article 8 states that teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals. Then article 9 states that academic qualifications as intended by Article 8 are obtained through higher education undergraduate programs or D4 programs. The affirmation of this Law states clearly that the qualifications of teachers are at least undergraduate educated or D4 programs. Discussions in this section regarding the standards required to become a professional teacher include the duties and responsibilities of teachers, professional teachers always improve their quality, professional standards of teachers in Indonesia, and the code of ethics and personality of teachers.

The decline in the quality of education, in general, can be caused by poor education systems and low human resources (Sa’diyah, 2018). The Head of Madrasah is one of the influential components of education in improving the professionalism of teachers. The Head of Madrasah is responsible for the implementation of educational activities, Madrasah administration, coaching of other education personnel, and utilization and maintenance of facilities and infrastructure. The head of Madrasah as the highest leader is very influential in determining the progress of Madrasah. A leader in this case cannot be separated from the function of leadership, which among others is guiding, guiding, building, giving or developing work motivations, driving the organization, establishing good communication networks, providing efficient supervision, and bringing his followers to the initial goal when planning (Matondang, 2018). From the above leadership function, the leadership of a good Madrasah Head must be able to strive for the improvement of the professionalism of teachers in their respective Madrasahs.

From the above background, researchers would like to know about the strategy of the Head of MI Muhammadiyah Sreegan in improving the professionalism of his teachers by conducting this research.

**METHOD**

Judging from the type, this research employs field research. The method used is a descriptive analysis using an inductive way of thinking. Meanwhile, to get the necessary data, this study uses methods of observation, interviews, and documents.

The approach used in this study is a sociological approach that is close in-depth to a social phenomenon that occurs in both structure, layers, and various other related social symptoms. In this study, the social phenomenon is in the form of a leadership model of the figure, namely
the principal. The subjects of this study include the Principal at MI Muhammadiyah Srebegan Ceper Klaten, the work program staff of MI Muhammadiyah Srebegan Ceper Klaten, as well as teachers and employees at MI Muhammadiyah Srebegan Ceper Klaten.

RESULTS AND DISCUSSION

The formulation of strategies for improving the professionalism of teachers at MI Muhammadiyah Srebegan is based on the conditions or environment of Madrasahs that are as good as possible. According to the researchers, strategy planning has a big impact on the institutions that run it. Hence, planning is the first step in any case including improving the professionalism of teachers.

The first step taken by the head of MI Muhammadiyah Srebegan in formulating a strategy for improving teacher professionalism is to formulate Muhammadiyah’s vision, mission and goals. The head of Madrasah revealed that "Like any other educational institution, our Madrasah certainly has the vision, mission, and purpose of Madrasahs. The vision, mission, and goals in our Madrasah have changed several times because the vision, mission, and purpose of Madrasahs must indeed be adjusted to be named after the needs of the community. The vision, mission, and objectives of Madrasah in our Madrasah are formulated according to certain needs and conditions, namely at the time of the change of Madrasah head and preparation of Madrasah accreditation."

After formulating the vision and mission of MI Muhammadiyah Srebegan in carrying out strategy formulations to improve teacher professionalism by implementing environmental assessments and organizational assessments. As stated by Mrs. Siti Nur Aini, S.Pd as the curriculum vice head, "I think the head of Madrasah here in carrying out the management strategy to improve teacher professionalism usually he always makes environmental observations first to know the actual conditions that occur outside and inside the Madrasah. After making observations, he usually confirmed that he would be invited to the next leadership coordination meeting forum to be submitted to the Madrasah work meeting forum as a reference to establish the program one year later. "

The final process of strategy formulation activities in improving the professionalism of teachers is by determining Madrasah strategies. Mr. Badrus Salam, M.Pd as Coordinator for Religious Affairs stated, "Madrasah strategy to improve teacher professionalism here there is an upgrading program, another word of upgrading is to improve the ability of teachers and employees. Routine activities organized with other schools such as KKG and KKM. Special Madrasah here there is the Tadarus program, the study of the book of Arba’in Nawawi, and there are other programs."

In the formulation of strategy formulation, there are also parties involved in it as with what is revealed by the Principat, "Involved in the formulation of the strategy are all elements of the leadership. Among the leaders consisted curriculum vice head, vice head of infrastructure facilities, student affairs vice head, public relations vice head, religious coordinator, and quality and achievement assurance coordinator. Including the process of planning strategies to improve the professionalism of teachers at MIM Srebegan. The involvement of leadership elements is certainly in accordance with the main duties of each leader's function because every leader there is directly or indirectly in charge of improving the professionalism of teachers."
The preparation of RKM in MI Srebegan based on the time of implementation is divided into three, namely short-term work plans, long-term work plans, and incidental plans. Short-term work plan within 1 year, long-term work plan within more than 1 year, and incidental plan arise due to new ideas and demands related to the stabbing of activities and policies of stakeholder MI Muhammadiyah Srebegan as expressed by Mrs. Siti Nur Aini as the vice head of curriculum, "The strategy planning here was made at the beginning of the school year sir, from last year's evaluation it was used as a plan this year so that it could be implemented and achieve the desired goal. " Therefore, according to the researchers, in planning, there are long-term plans and short-term plans, there are also incidental plans for new ideas that have just emerged that have not been recorded in the RKM. Planning at MI Muhammadiyah Srebegan is carried out at the beginning of the school year. At the beginning of the new school year, there is a meeting to make planning an operational guideline for managing Madrasahs in that school year.

As an operational guideline in managing the RKM Madrasah that has been decided in the next Madrasah work meeting in a joint coordination meeting socialized to the foundation, committee, and all teachers and employees in the form of Madrasah work program (PKM). In addition to conveying the socialization of PKM forum coordination meetings are usually also used to provide reports on the condition of Madrasahs that have passed. As the principal said, "The Madrasah Work Plan that has been decided to be a Madrasah work program becomes a guideline for us to manage Madrasahs in the future. Our Madrasah program is delivered/disseminated to foundation administrators, Madrasah committees, and all our teachers and employees. It is very hopeful that the Madrasah program that we created has the support of all parties. "After the preparation of the Madrasah work program is completed, the Madrasah work program is socialized to the foundation, committee, and all teachers and employees as operational guidelines in managing Madrasahs.

Implementation of the Head of Madrasah’s Strategy in Improving Teacher Professionalism at MI Muhammadiyah Srebegan

After formulating the strategy, the next thing to do is to implement the strategy in the form of action. Strategy implementation is often considered the most difficult stage in strategic management. The successful implementation of a strategy depends on the manager's ability to motivate employees which is more of an art than a science. Implementing a strategy means mobilizing employees to turn formulated strategies into action requires discipline, commitment, and personal sacrifice.

Madrasah heads often take advantage of some form of a meeting to convey coaching and motivation in improving the professionalism of teachers. The form of meeting at MI Muhammadiyah Srebegan includes leadership coordination meetings, teacher council meetings, and briefings. First, the leadership coordination meeting was held for coordination in Madrasah policymaking. Second, teacher council meetings held on Mondays of the last week of each month are commonly used for the evaluation of programs/activities in each month. Third, a briefing is a meeting that is often used to provide the latest information and coordination of programs that are sudden, such as what Mr. Jamaludin, M.Pd as a student vice head, namely "Coaching and motivation for teacher professionalism are usually carried out in teacher board meetings. Teacher council meetings are held at least once a month sometimes
twice a month. In this meeting, there is always a sharing of how the teacher's efforts to become a professional."

The professionalism of teachers at MI Muhammadiyah Srebegan can be seen in their daily lives. Professionalism in carrying out tasks, and discipline when entering and returning to work. On the other hand, the professionalism of the teacher can be seen in his honesty and can perform all the tasks given to teachers and employees, as expressed by Mr. Yayan Dwi Supriyanto, SE as the Madrasah operator also said the same thing, namely "Yes sir, under normal conditions, the picket teacher starts from 06.15 WIB has stood in front of the Madrasah to welcome children or feed the students who enter their respective classrooms, while teachers who do not picket already have to enter work at 06.45 WIB. The return to work hours here Monday-Thursday return at 14.30 WIB. Friday returns at 11.30 WIB and Saturday returns at 15.00 WIB. this is already a rule agreed upon by all teachers here. Our Madrasah records the presence and return of teachers using fingerprints. The results of the fingerprint every month are printed and verified by the head mother to be valid as a document that can be used as a monthly attendance. If it is found that the teacher's attendance and home hours are not in accordance with the provisions, usually the head mother gives a reprimand."

Motivation is the process that encourages people to do something. Work routines often cause deep saturation that can decrease the motivation of the teacher's professionalism. In MI Muhammadiyah Srebegan’s motivation continues to be given to the teacher's father or mother to improve the professionalism of teachers, as expressed by Mrs. Isnaini Khoiriyah, S.Pd.I., the public relations vice head, namely "Yes, almost every day there is a briefing from the head of the Madrasah, which is used to convey information that requires quick attention by all teachers as well as used to motivate teachers to be able to carry out their duties properly and Professional."

Compensation is one of the ways used to improve the performance and profession of teachers in MI Muhammadiyah Srebegan. This compensation is given to teachers who have achievements both personally and in groups. Compensation in the form of money or goods is given to teachers who excel in the competition or teachers who foster students who excel in participating in the competition. As expressed by Mrs. Nofriyani Solihah, M.Pd as the coordinator of quality and achievement assurance, namely "Awards in the form of compensation in our Madrasah are given to teachers who excel in the competition or teachers who foster students who excel in participating in the competition. Under normal conditions, compensation is usually given during Monday's flag ceremony. Of course, this will be very detecting for the teacher's mother who received the award. So there is an effort to maintain and improve his achievements."

Another way used by the Head of Madrasah to improve the professionalism of teachers at MI Muhammadiyah Srebegan is by awarding awards. Rewards are given to teachers personally and in groups for performance that is assessed well by the head of the Madrasah. Madrasah heads believe the reward can give encouragement or encouragement to teachers in carrying out better performance. Rewards are given by Madrasah heads such as congratulations, thumbs up, and handshakes. As the head of the Madrasah said, "For teachers who have good performance, then we give appreciation to them. This award we conveyed with the hope that their performance can be further improved sir, and for other teachers can be a motivation to be able
to achieve the same thing, finally many teachers in our Madrasah can work well and professionally."

The strategy of the Head of Madrasah to improve the professionalism of teachers at MI Muhammadiyah Srebegan next is Upgrading. In accordance with the meaning of the word, Upgrading is to improve quality, upgrading at MI Muhammadiyah Srebegan consists of various activities whose purpose is to improve the professionalism of teachers. These activities are KKG, Training, workshops, and comparative studies as expressed by the Head of Madrasah, "Activities in order to improve the professionalism of other teachers are upgrading. In accordance with the meaning of the term, we take that upgrading is improving quality, then to improve the quality of teachers we design activities organized by the Madrasah itself and activities organized from outside the Madrasah, such as activities organized by KKKM and Muhammadiyah School Network. Forms of upgrading include KKG, training, workshops, and comparative studies."

Madrasah program to improve the professionalism of teachers at MI Muhammadiyah Srebegan is training in how to write questions. In connection with the demands of preparing questions for daily assessments, end-of-semester assessments, year-end assessments, and Madrasah exams are the responsibility of their respective Madrasahs, the ability to compile becomes something that must be absolutely owned by all teachers in MI Muhammadiyah Srebegan. The program that is responsible for running it is the Madrasah Operator. As the statement conveyed by Pak Yayan Dwi Supriyanto, SE as a Madrasah operator, "Some time ago we together learned how to type problems using MS Word. It just so happens that because the chief's mother is an expert in operating the MS word we ask him as the source. In the training process, it is not uncommon for him to share if there is a more effective way for the trainee teacher's mother to convey how to share his knowledge because according to him the habit of passing MS Word is different."

Another Madrasah program in order to improve the professionalism of teachers at MI Muhammadiyah Srebegan is the Religious Program. The religious program is Tadarus Al Qur'an and the study of hadits Arba'in Nawawi with different implementations. Tadarus Al Qur'an is carried out once a week while the study of the Hadith of Arba'in Nawawi is carried out once a month. The person in charge of this program is the Coordinator of the religious field. As stated by Mr. Badrus Salam, M.Pd as coordinator of religious affairs, "We as the coordinator of the religious field this year were given the responsibility to carry out a program to improve the ability to read Al Qur'an and the study of Arba'in Nawawi hadith. I personally and the coordinator strongly agree with this program because with this program it is hoped that it will be able to increase the ability of the teacher's mother in the field of reading the Qur'an and religious science."

Evaluation of the Head of Madrasah’s Strategy in Improving Teacher Professionalism at MI Muhammadiyah Srebegan

Strategy evaluation at MI Muhammadiyah Srebegan is divided into two activities, namely monthly evaluation, and annual evaluation. A monthly program evaluation is carried out after the program/activity is completed at the end of the current month. This evaluation is usually carried out in teacher council meetings. The evaluation of the annual program is carried out at
the time of the preparation of the draft activities of the Madrasah work program accountability report at the end of the school year.

The first evaluation of the program at MI Muhammadiyah Srebegan is the evaluation of the monthly program when the program/activity is completed. Here the vice head or field coordinator who is in charge must be able to submit his report containing work achievements, analysis, budgets, and records that can be followed up, as expressed by Mrs. Nofriyani Solihah, M.Pd as the coordinator of quality assurance and achievement, namely "Some time ago we were given the task from the head of Madrasah's mother as the person in charge of the 2021 Klaten Regency JSM Olimpica competition activities. Alhamdulillah, we can bring home the 1st place trophy in the men's Tahfidz competition. Although we actually hope that our achievements are more than that. We as a team have tried our best in fostering and delivering children to be able to compete in the race. To be able to win from participants from 75 SD / MI Muhammadiyah in Klaten is not easy, especially the implementation of the competition which is still in the Covid-19 pandemic makes us less than optimal in preparing everything."

The evaluation of the program at MI Muhammadiyah Srebegan is the second annual program evaluation carried out in conjunction with observation and confirmation for the preparation of the Madrasah Work Plan (RKM). In this annual program evaluation, there are no longer many programs that are evaluated because periodically in teacher council meetings held once a month, as revealed by Mrs. Siti Nur Aini, S.Pd as a curriculum vice head also said the same thing, namely "The evaluation of monthly and annual programs in our Madrasah is carried out well and structured. The mother of the head of the Madrasah only messaged the leadership members with their respective programs. Because directly in charge of the program are the vice head and field coordinators. It is in their report records whether the program is already running or not. And of course programs that have been running or not even the results of the evaluation are in charge of the program, namely the vice head and field coordinators."

Another evaluation strategy implemented by the head of the Madrasah to find out the professionalism of the teacher is supervision. The supervision carried out by the head of the Madrasah is academic supervision and administrative supervision. The implementation of supervision at MI Muhammadiyah Srebegan is carried out simultaneously in accordance with the schedule that has been compiled together. However, apart from the schedule for the implementation of mutually agreed supervision activities, the head of the Madrasah also conducted an impromptu class visit to find out the extent of the teacher's preparation in carrying out his duties in teaching. As the head of the Madrasah states, "One of the competencies of the head of the Madrasah is supervision, and one of the functions of supervision is evaluation. So the form of evaluation of teacher performance at MI Muhammadiyah Srebegan is to use supervision. Our usual supervision is academic supervision and administrative supervision. These two types of supervision we carry out simultaneously of course with a schedule that is arranged together. Apart from the structured supervision activities, I also made a visit to the classroom suddenly without prior notice, my purpose was to do this activity to know directly the preparation and process of teaching the teacher here. Because I think something that happens naturally is the habit of the teacher's mother."

Based on the supervision carried out by the head of the Madrasah, he conveyed his evaluation analysis to the teacher concerned. The submission of evaluation analysis can be carried out directly in the classroom or the teacher concerned is asked to attend the Madrasah
headroom. Evaluation analysis in the form of records that must be improved becomes an emphasis to be acted on lankuti. If there is a teacher who until called the head of the Madrasah means that the teacher has records from the head of the Madrasah with informal submission. As expressed by Mr. Jamaludin, M.Pd as vice headsiswaan also said the same thing, namely, "The follow-up of the evaluation carried out by the head of the Madrasah mother usually the head mother calls the teacher to her room, for the teacher who is called to face it means that there are special records that must be followed up by the teacher concerned. In conveying the records of the results of the observations that have been made, the head's mother always gives directions so that things that are not good become good."

The follow-up plan made by the teacher with the knowledge of the head of the Madrasah will certainly affect the difference in performance. Differences in performance will be seen if each teacher has a commitment both individually and in groups. Because the implementation of the follow-up plan can be carried out alone and in conjunction with other teachers. So after the evaluation analysis, there must be an influence on the teacher. As stated by the head of the Madrasah, Mrs. Siti Nur Aini, S.Pd, as the curriculum vice head, namely "Yes of course there is an influence, sir, from inactive to active there must be a change for the better."

The results of external and internal environmental research were found to be inhibitory factors and supporting factors to improve the professionalism of teachers at MI Muhammadiyah Srebegan. The factors inhibiting the increase in teacher professionalism in MI muhammadiyah Srebegan can be described as conveyed by the head of the Madrasah, namely "The inhibitory factor can also be from inside the school can also be from outside the school. From outside the school, which usually has KKG activities and training, workshops, and the like, there have been almost 1.5 years of no activities at all. This is due to the situation and conditions that are still in the Covid-19 outbreak and the Ministry of Religious Affairs is currently still rearranging the KKM work system. In the past, KKG according to the division of KKM must now be changed per sub-district or group of equality. Including overhauling KKM at the sub rayon level. There used to be 10 KKM now to 6 KKM in Klaten Regency. The Ceper PCM Dikdasmen Assembly has absolutely no strengthening activities for teachers and Madrasah heads. Inhibiting factors from within the school. The first of the teachers themselves, until now there are still teachers who cannot IT so they have to depend on other teachers. Including the facilities that are still lacking in our Madrasah, one of which is prayer, the number of projectors, laptops, and computers."

The inhibiting factors for increasing teacher professionalism at MI Muhammadiyah Srebegan are divided into 2, namely:

1) Factors from outside Madrasah include that during the Covid-19 pandemic, there have been no activities to improve the teaching profession such as KKG, Training, workshops from KKG sediri, JSM, and the Pcm And PDM Klaten Education Assembly;

2) Factors from within Madrasahs come from infrastructure that is still inadequate including the limitations of projectors, laptops, and computers. MI Muhammadiyah Srebegan does not yet have its own mosque, so far prayer activities still have to use public mosques. The next factor from Guru MI Muhammadiyah Srebegan is still there is an IT lack. Muhammadiyah Srebegan MI teachers are still unable to perform their duties professionally.
Factors supporting the increase in teacher professionalism at MI Muhammadiyah Srebegan can be described by the head of the Madrasah as he said, "Factors supporting the improvement of teacher professionalism in our Madrasah have solid stakeholders. From the foundation, committees, and teacher councils shoulder to shoulder on how to cooperate in managing Madrasahs well including having good capital related to his familiarity, playfulness, and cooperation among teachers, many teachers from other Madrasahs call the teacher in our Madrasah "cheerful". Our teachers remain passionate about studying to be able to become professional teachers."

Factors supporting the improvement of teacher professionalism at MI Muhammadiyah Srebegan include:

1) MI Muhammadiyah Srebegan has solid stakeholders;
2) Family relationships between fellow teachers are very closely established so that the sense of belonging, a sense of giving, and cooperation among teachers is well established;
3) High learning spirit;
4) MI Muhammadiyah Srebegan has a young, clever, and energetic principal. Already some of the works inscribed are writing books personally and in groups; and
5) The Head of Madrasah provides transparency, motivation, appreciation, and rewards to improve the professionalism of teachers.

Formulation of Madrasah Head Strategy in Improving Teacher Professionalism at MI Muhammadiyah Srebegan

The formulation of strategies to improve teacher professionalism implemented by the head of MI Muhammadiyah Srebegan begins with formulating the vision, mission, and objectives of the Madrasah. The vision, mission, and objectives of the Madrasah are an important element in strategy management, one element with other elements interrelated. The vision, mission, and objectives of Madrasahs at MI Muhammadiyah Srebegan are reviewed when facing accreditation and or during the change of Madrasah head.

The process of formulating strategies to improve professionalism in MI Muhammadiyah Srebegan is carried out by observing the external and internal environment of Madrasahs. Environmental observations are carried out by the leaders as the person in charge of the program in accordance with their respective fields. The observation results were confirmed in the leadership coordination meeting as material for preparing the Madrasah work program design. The draft Madrasah work program is then submitted to the Madrasah work meeting to be discussed and get approval from the meeting participants to accept or not to be designated as a Madrasah work program.

The final process in the formulation of the strategy implemented by the head of MI Muhammadiyah Srebegan by formulating a Madrasah strategy. Madrasah strategy is stated in the Madrasah work program which is prepared once a year at the beginning of the school year.

In theory, the formulation of strategies in improving the professionalism of teachers according to Sondang Syaiful Sagala (Sagala, 2013) in his book entitled Strategic Management in Improving the Quality of Education is mentioned that there are five steps of strategy formulation, namely the formulation of mission determination which is an image of how schools should be coexistent, an external environmental assessment which accommodates
environmental needs for the quality of education that can be provided by schools, organizational assessment is formulating and utilizing school resources optimally, formulation of special objectives (Objective setting) which is the elaboration and achievement of the school mission displayed in the school objectives and objectives of each subject, and determining the strategy (Strategy setting) is choosing the most appropriate strategy to achieve the goals set by providing budget, facilities, and infrastructure, as well as the facilities needed for it. In line with what was implemented at MI Muhammadiyah Srebegan that there is a process carried out by the head of Madrasah in carrying out strategy formulation by formulating the vision, mission, and objectives of Madrasah, observation of the external and internal environment, and formulation of Madrasah strategy.

This is also in accordance with the opinion expressed by Rachmat (2018) in his book entitled Strategic Management which states that strategy formulation includes determining the company's mission to determine achievable goals, developing strategies, and setting policy guidelines.

The process of implementing strategy formulation in improving the professionalism of teachers at MI Muhammadiyah Srebegan involves all elements of the leadership consisting of curriculum vice head, vice head infrastructure, student facilities, public relations vice head, religious coordinator, quality assurance coordinator, and achievement. In this process, the head of Madrasah formed teamwork utilizing existing resources to formulate effective and efficient formulations to improve the professionalism of teachers at MI Muhammadiyah Srebegan.

This is in accordance with the opinion of Rachmat (2018) in his book entitled Strategic Management which states that resources consist of material resources, especially in the form of facilities and infrastructure, financial resources in the form of allocation of funds for each program, and project, human resources, technological resources, and information resources.

According to researchers in the implementation of the management strategy to improve the professionalism of teachers at MI Muhammadiyah Srebegan to meet the dimensions of time and future orientation, namely long-term plans and short-term plans, there are also incidental plans for new ideas that have not been recorded in the RKM. Planning at MI Muhammadiyah Srebegan is carried out at the beginning of the school year. At the beginning of the new school year, there is a meeting to make planning an operational guideline for managing Madrasahs in that school year.

This is in line with the opinion of Rachmat (2018) in his book Strategic Management which states that strategic management in maintaining and developing the existence of an organization far-sighted into the future, behaving proactively and anticipatorily to the future conditions that are predicted to be faced. Anticipation of the future is formulated and set as an organizational vision that will be realized in the next 10 years or more.

**Implementation of the Head of Madrasah Strategy in Improving Teacher Professionalism at MI Muhammadiyah Srebegan**

After formulating the next process is implementing the formulation of the strategy. The successful implementation of the strategy depends on the ability of the Madrasah head to motivate teachers to work professionally.

MI Muhammadiyah Srebegan held several forms of meetings including leadership coordination meetings, teacher council meetings, and briefings. Leadership coordination
meetings are held for coordination in Madrasah policymaking. Teacher council meetings held on Mondays in the last week of each month are commonly used for the evaluation of programs/activities in each month. The briefing is used to provide the latest information and coordination of programs that are sudden. In each form of meeting, Madrasah heads often use it for coaching and motifs can become professional teachers.

Professionalism in carrying out all tasks at MI Muhammadiyah Srebegan is carried out with discipline and honesty. Starting from 06.15 in the morning, the picketing teacher stood in front of the Madrasah to greet the students who came. While the teacher who did not picket at 06.45 WIB was already in the Madrasah. Returning from work Monday-Thursday returns at 2:30 p.m. Fridays go home at 11.30 and Saturdays go home at 15.00 WIB. To record the presence of teachers at MI Muhammadiyah Srebegan by using a fingerprints detector.

Head of MI Muhammadiyah Srebegan gave a reward in the form of compensation for teachers to have achievements both personally and in groups. Compensation in the form of money and goods given to teachers who excel in the competition or teachers who foster students who excel in participating in the race. The amount of compensation differs according to the level of the championship he won. The higher the level of the championship, the more the compensation given to outstanding teachers.

Head of MI Muhammadiyah Srebegan also gave rewards to improve the professionalism of teachers. Rewards are given to teachers personally and in groups for performance that is assessed well by the head of the Madrasah. The form of reward given by the Head of Madrasah such as with congratulations, thumbs up, and handshake. From the findings of data obtained by researchers above on the process of implementing strategies in school, management covers the entire managerial activities in accordance with the theory put forward by Syaiful Sagala that the implementation of strategies includes circumstances such as motivation, compensation, management awards, and supervision processes. In order for the program implementation process to run in accordance with what is expected, there must be a proper controlling system. Top leaders must be able to carry out this role as well as possible and accompanied by the implementation of coaching targeted from the results of records obtained during the implementation of the controlling function.

Similarly, the theory put forward by E. Mulyasa (2008) in his book entitled Becoming a Professional Principal is that teachers will be more active in improving their performance if there is motivation or encouragement from the principal. This can be in the form of coaching or with the encouragement of words. Meanwhile, rewards are very important to increase work productivity and reduce less productive activities. Through this award, educators are stimulated to improve positive and productive performance. This demonstration will be meaningful when it is associated with the achievements of educators openly so that every educator has the opportunity to achieve it. The use of this award needs to be done quickly, effectively, and efficiently so as not to grant negative impacts.

In addition to providing motivation to improve the performance of Madrasah headteachers also provide rewards to teachers who have achievements. According to E. Mulyasa’s (2008) theory, through this reward, educators are stimulated to improve positive and productive performance. This demonstration will be meaningful when it is associated with the achievements of educators openly so that every educator has the opportunity to achieve it. The head of Madrasah at MI Muhammadiyah Srebegan also gave rewards to outstanding teachers.
The provision of rewards is also no less important to increase motivation for teachers to be able to improve their performance so that teachers have good performance. Because a reward can give encouragement or encouragement to the teacher in carrying out his duties.

From the data obtained by researchers, the strategy of the Head of Madrasah to improve the professionalism of teachers at MI Muhammadiyah Srebegan is upgrading. Forms of upgrading activities attended by MI Muhammadiyah Mlese teachers include KKG, training, workshops, and comparative studies.

The form of upgrading carried out by the head of MI Muhammadiyah Srebegan to improve the professionalism of teachers in the ability to write questions, MI Muhammadiyah has organized training activities to write questions. This activity is considered important because now all assessment questions from daily assessments, end-of-semester assessments, year-end assessments, and Madrasah exams must be made by the teacher himself, not allowed to be made by KKG/KKM.

Another form of upgrading carried out at MI Muhammadiyah Srebegan to improve the professionalism of teachers in the religious field has a Qur'anic tadarus program and the study of Arba’in Nawawi hadith. The implementation of the tadarus program once a week and the implementation of the Arba’in Nawawi hadits lesson program once a month. The person in charge of this program is the coordinator of the religious field.

The implementation of upgrading activities in the form of training activities for writing questions, Tadarus, and hadits studies Arba’in Nawawi as a way carried out by the Head of MI Muhammadiyah Srebegan to improve teacher professionalism in accordance with the theory of Suprihatiningrum (2013), which defines the development of the teaching profession as a process to assist teachers in doing work effectively.

In accordance with Nata's (2012) theory, professional teacher training needs to be done because professional teachers will support the improvement of the quality of education. Teachers who are professional in the Islamic view, in addition to having pedagogical, personality, social, and academic competencies, must be based on the vision and spirit of Islamic teachings so that they have the meaning of worship to Allah SWT and avoid the influence of materialism and hedonism which is the cause of the fall in the quality of education.

**Evaluation of Madrasah Head Strategy in Improving Teacher Profession at MI Muhammadiyah Srebegan**

Strategy evaluation at MI Muhammadiyah Srebegan is divided into two activities, namely monthly evaluation, and annual evaluation. A monthly program evaluation is carried out after the program/activity is completed at the end of the current month. This evaluation is usually carried out in teacher council meetings. The evaluation of the annual program is carried out at the time of the preparation of the draft activities of the Madrasah work program accountability report at the end of the school year.

The evaluation of the monthly program at MI Muhammadiyah Srebegan is carried out when the program/activity is completed. In this activity, the person in charge of the program both collectively and personally must be able to submit his report. Evaluation of programs in the form of reports at least containing: work achievements, analysis, budgets, and records that must be followed up.
The evaluation of the annual program at MI Muhammadiyah Srebegan is carried out at the end of the school year at the same time during observance and confirmation activities to design the next year's RKM. Because the handlers responsible for all Madrasah programs are vice head and field coordinators, they are also responsible for carrying out program evaluations. Evaluation of the tofu program in the form of a report containing: achievements of work, analysis, budget, and records that must be followed up

The evaluation of the program implemented at MI Muhammadiyah Srebegan is in line with the theory of Winardi Karshi Nisjar (1997) which states that Strategy Evaluation is an effort to monitor the results of the formulation and implementation of strategies including measuring organizational performance, as well as taking improvement measures if needed. With the evaluation of a manager can find out the various obstacles faced when the strategy implementation process runs. If this process is carried out periodically, then the implementation will run in accordance with the goals to be achieved. Because the evaluation strategy can also minimize errors or problems in the implementation of the strategy that has been formulated.

Another evaluation strategy implemented by the Head of Madrasah to find out the professionalism of teachers is supervision. The supervision carried out by the head of the Madrasah is academic supervision and administrative supervision. The implementation of supervision at MI Muhammadiyah Srebegan is carried out simultaneously in accordance with the schedule that has been compiled together. However, apart from the schedule for the implementation of mutually agreed supervision activities, the head of the Madrasah also conducted an impromptu class visit to find out the extent of the teacher's preparation in carrying out his duties in teaching.

After conducting an evaluation the Head of the Madrasah also analyzed the resulting performance to improve the professionalism of the teacher. Based on the supervision carried out by the head of the Madrasah, he conveyed his evaluation analysis to the teacher concerned. The submission of evaluation analysis can be carried out directly in the classroom or the teacher concerned is asked to attend the Madrasah headroom. Evaluation analysis in the form of records that must be improved becomes an emphasis to be acted on lankuti. If there is a teacher who until called the head of the Madrasah means that the teacher has records from the head of the Madrasah with informal submission.

The follow-up plan made by the teacher with the knowledge of the head of the Madrasah will certainly affect the difference in performance. Differences in performance will be seen if each teacher has a commitment both individually and in groups. Because the implementation of the follow-up plan can be carried out alone and in conjunction with other teachers. So after the evaluation analysis, there must be an influence on the teacher.

In improving professionalism in MI Muhammadiyah Srebegan there are inhibitory and supporting factors. The supporting factors are, being able to accept, cooperate, strive to achieve common goals, help each other, and all problems can be overcome. While the inhibiting factor is, that there are some teachers who lack in mastering IT, there are also teachers whose work is not really if the head of the Madrasah is not in the Madrasah.

In theory, strategy evaluation in improving teacher performance according to Winardi Karshi Nisjar (1997) in his book entitled strategy management, namely strategy evaluation is an effort to monitor the results of strategy formulation and implementation including measuring organizational performance, as well as taking improvement measures if needed. With the
evaluation of a manager can find out the various obstacles faced when the strategy implementation process runs. If this process is carried out periodically, then the implementation will run in accordance with the goals to be achieved. Because the evaluation strategy can also minimize errors or problems in the implementation of the strategy that has been formulated.

In addition, David Hunger and L. Wheelen (2003) wrote in their book entitled Strategic Management, assert that although evaluation is the last element of strategy management, it can pinpoint the weaknesses in the implementation of the previous strategy and encourage the overall process to restart. So that the evaluation can run effectively. Then a manager must get clear, precise, and unable feedback from his subordinates in the organization.

**Factors Inhibiting and Supporting the Improvement of Teacher’s Professionalism At MI Muhammadiyah Sreogan**

The inhibiting factors for increasing teacher professionalism at MI Muhammadiyah Sreegan are divided into 2, namely:

1) Factors from outside the Madrasah include that during the Covid-19 pandemic there have been no activities to improve teacher professionalism such as KKG, Training, workshops from KKG sediri, JSM, and the PCM And PDM Klaten Training Assembly; and

2) Factors from within Madrasahs come from infrastructure that is still inadequate including the limitations of projectors, laptops, and computers. MI Muhammadiyah Sreegan does not yet have its own mosque, so far prayer activities still have to use public mosques. The next factor from Guru MI Muhammadiyah Sreegan is still there is an IT gaptek. Muhammadiyah Sreegan MI teachers are still unable to perform their duties professionally.

Factors supporting the improvement of teacher professionalism at MI Muhammadiyah Sreegan include:

1) MI Muhammadiyah Sreegan has solid stakeholders;

2) The family relationship between fellow teachers is very closely established so that the sense of belonging, sense of giving, and cooperation between teachers is well established;

3) High learning spirit;

4) MI Muhammadiyah Sreegan has a young, clever, and energetic principal. There have been several works inscribed, namely writing books personally and in groups;

5) The Head of Madrasah provides transparency, motivation, appreciation, and rewards to improve the professionalism of teachers.

**CONCLUSION**

The formulation of the Madrasah Head Strategy in improving the professionalism of teachers at MI Muhammadiyah Sreegan begins with formulating the vision, mission, and goals of Madrasah. The process is carried out by observing the external and internal environment of the Madrasah. The final process in the formulation of the strategy implemented by the head of MI Muhammadiyah Sreegan by formulating the Madrasah strategy contained in the Madrasah Work Program which is prepared once a year at the beginning of the school year. Then, the Head of MI Muhammadiyah Sreegan utilized the resources owned to jointly
formulate an effective and efficient formulation in improving the professionalism of teachers by involving all elements of the leadership consisting of all vice head and field coordinators. Finally, the management of strategies to improve the professionalism of teachers at MI Muhammadiyah Sebegan meets the dimensions of time and future orientation, namely long-term plans and short-term plans, there are also incidental plans for new ideas to emerge that have not been recorded in the RKM.

REFERENCES
