The Role of the Head of Madrasah in Teacher Personality Competency Development in Madrasah Aliyah Negeri 2 Palu City

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ARTICLE INFO	ABSTRACT
Volume: 2 **KEYWORDS** Teacher Personality, Role Teacher, Personality Competency, Personality Development	This journal is related to "The Role of the Head of Madrasah in Developing Teacher Personality Competencies in Madrasah Aliyah Negeri 2 Palu City". The main problems of this thesis are: 1) What is the role of the head of the madrasah in fostering teacher personality competence in Madrasah Aliyah Negeri 2 Palu City? 2) What are the supporting and inhibiting factors for the head of the madrasah in fostering teacher personality competence in Madrasah Aliyah Negeri 2 Palu City? The research methods used in this study are qualitative research methods, data collection techniques used through conservation, interviews, and documentation. While the goal to be achieved is to find out the role of the head of the madrasah in the competence of the teacher's personality in Madrasah Aliyah Negeri 2 Palu City. The results showed that the Head of Madrasah in Teacher Personality Competency Development was very good, it can be seen from the head of the madrasah who acts as an educator where the head of the madrasah gives Personality Competency Education for Teachers and Madrasah Heads acts as supervision who always supervises the activities of teachers in Madrasahs, then the Head acts as a leader who is able to direct teachers in fostering teacher personality competencies so that they can be even better, and the Head of Madrasah acts as a motivator where always motivates teachers in fostering teacher personality competencies in Madrasah Aliyah Negeri 2 Palu City. As for the obstacles and solutions, the obstacle is that there are still teachers who do not listen to what is conveyed by the head of the madrasah and there are also some teachers who do not understand the use of computers so that the coaching process carried out by the head of the madrasah cannot run according to the desired goals. The solution is that the head of the madrasah must be more assertive by giving reprimands or sanctions against teachers who violate, and the head of the madrasah also holds Computer Information Technology (ICT) training activities led by teachers who are experts in the field of science.

1. Introduction

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The teaching and learning process is a process that contains a series of actions of teachers and students on the basis of mutual relationships that take place in educational situations to achieve certain goals. The teaching and learning process is also a form of very complex problem because it involves many interrelated elements so that its success is also determined by these elements, especially the teacher as a controller of the pace of the learning process. Therefore, it is necessary for teachers who have four competencies in the perspective of national policy, the government has formulated four types of teacher competencies as stated in the explanation of Law Number 14 of 2005, namely: pedagogic competence, personality competence, social competence, and professional competence. So that the learning process can run well. (Law of the Republic of Indonesia No. 14 of 2005, Halaman 63)

One of the competencies to be chosen in this study is personality competence, as stated above it can be understood that a teacher must have knowledge and noble character so that teachers can be good role models for students. Personality competence, teachers are often considered as figures who have ideal personalities. Therefore, the teacher is often considered as a model or role model who must have competencies related to personality development. Personality competencies include the following: developing personality, interacting and communicating, carrying out guidance and counseling, carrying out madrasah administration.

2. Literature Review

The leadership of the head of the madrasah is the ability in terms of directing, guiding teachers in competencies related to the teacher's own personal behavior, which reflects a steady, stable, mature, wise and authoritative personality, being an example for students and having a noble character.

2.1 The Role of the Head of the Madrasah
Leadership in education is the responsibility of educational leaders, such as the head of a madrasa. The head of the madrasah is one of the components of education that plays a role in improving the quality of education. As stated by Ngalim Purwanto, whether or not an educational program can be implemented and whether or not the educational goal is achieved, depends very much on the ability and wisdom of the head of the madrasah as an educational leader. (Education Administration and Supervision, Halaman 50)

3. Methodology

Methodology is the sciences / methods used to obtain the truth using searches with certain procedures in finding the truth, depending on the reality being studied. Methodology is composed of a structured way to acquire knowledge. Research methodology can be done in two ways, namely qualitative methods and quantitative methods. The word methodology consists of two syllables: "metha" which means to pass or pass and ''hodos'' which means way or way. Method means the goal traversed to achieve the goal. Logos means science. Science consists of four principles; 1) Order (order), 2) Cause and disaster (determinism), 3) Simplicity (Parsimony), 4) Observable experience (empirical). With such principles, there are many ways to find the truth. The explanation above can be understood that research methodology is a more detailed procedure regarding the stages of conducting a research.

3.1 Types of Research
This research is included as a qualitative descriptive writing category. Descriptive writing in principle is an effort to find theories that can support the results of writing. With this approach, data is collected and then analyzed, abstracted, so that theories emerge as qualitative writing. Imron Arifin said "qualitative writing is flexible, open and conditioned based on data at the location of writing.

3.2 Research Location
Le lieu de recherche est dans la Madrasah Aliyah Negeri 2 Palu City. L'auteur a choisi l'emplacement parce que l'école est considérée comme très bonne par la communauté pour que ses enfants soient éduqués par des éducateurs. Et aussi l'auteur veut voir comment le rôle du chef de la madrasa dans la promotion de la compétence de la personnalité des enseignants dans la madrasa Aliyah Negeri 2 Palu City.

3.3 Presence of Researchers

The presence of research is absolutely necessary in qualitative writing so as not to cause suspicion, so in this writing it is necessary to notify the identity and status of the author to the informant concerned. While the role of the author in and in the end he became the reporter of the results of his writing.

3.4 Data Sources

Data in qualitative research is descriptive data that is generally in the form of words, pictures, or recordings. The criteria for data in qualitative research are definite data. According to S. Nasution, the data sources in this study are categorized in two forms, namely Primary data and Secondary data. Primary data is the type of data obtained through direct field observations, direct interviews with information and resource persons. Secondary data is supporting data which is complete data obtained from literature, documents and others. Secondary data can be obtained from various sources such as the Central Bureau of Statistics (BPS), books, reports, and journals.

3.5 Data Collection Techniques

This study used three data collection techniques, namely:

5.5.1 Observation

Observation or observation is a technique or way of collecting data by observing ongoing activities. Observation can be done with participation or non-participation.

5.5.2 Interview

Interview is a question-and-answer process in writing that takes place orally in two or more people face to face listening to information or information.

5.5.3 Documentation

Documentation is a technique for collecting research data on matters or variables in the form of notes, transcripts, books, letters, newspapers, magazines, inscriptions, meeting minutes, value leger, agendas, and others. And is a source of data in the form of inanimate objects so that it is not easy to change or easily move.

4. Results and Discussion

The head of the madrasah is someone who plays an important role in fostering the competence of the teacher's personality because the head of the madrasah must be a good example to the teachers. The findings of this study show that the role of the head of the madrasah in fostering teacher personality competence in Madrasah Aliyah Negeri 2 Palu City still faces various obstacles and obstacles in its implementation.

4.1 Head of Madrasah as Educator

The role of the head of a madrasah is an effort made by a madrasah head to make changes or to solve a problem for the sake of coaching teachers to improve a teacher's ability to develop teacher personality competencies to get changes and developments as expected by the head of the madrasah. As explained by the head of the madrasah as follows:

Actually, in developing teacher personality competencies I as the head of madrasaah try to do the best for the teachers in MAN 2, so in an effort to achieve this there are several activities that I have held in MAN 2 for teachers such as training, seminars, celebrations of Islamic holidays, evaluation meetings once a month and recitation. All these activities are carried out in the hope of increasing personality competence in MAN 2. (Anas, 2022)

4.2 Head of Madrasah as Supervisor

The results of the observation of the madrasah head researcher also in supervising teachers always hold meetings once a month with teachers to improve the guidance carried out by the head of the madrasah. As explained by the head of the madrasah as follows:

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4.3 Head of Madrasah as Leader

By presenting actions based on expediency for a teacher, the head of the madrasah tries to show openness in terms of thinking and acting, setting an example. As explained by the head of the madrasa:

I try to always remind teachers at every opportunity so that teachers prioritize their affection in a job and in interaction activities between teachers and other teachers and when there is a problem between one teacher and another, I as the head of the madrasah will immediately solve the problem until it is resolved properly. (Fadli, 2022)

4.4 Head of Madrasah as Motivator

By improving morals and example, the head of the madrasah conducts activities to motivate teachers through Islamic religious celebration activities and recitation activities, so that teachers strive earnestly, hard work, tirelessly and with the intention of worship. As explained by the head of the madrasah as follows:

In doing an activity whether it's a madrasa meeting, training, Islamic religious celebration, and other activities I try to be able to convey words of encouragement or tell one of the stories that can motivate teachers and also suggestions and messages so that they can always set an example of good morals. (Nihayati, 2022)

4.5 Supporting Factors

Carrying out teacher personality competency development if teachers want to improve their personality competence, it is certain that the implementation of coaching carried out by the head of the madrasah will also be maximal in achieving the goals, as explained by Mr. Muhammad Annas as the Head of the Madrasah, as follows:

The supporting factor for the teacher's personality competence comes from the teacher, usually new or young teachers are active in improving their personal competence in various fields, besides that the infrastructure in MAN 2 Palu City is very supportive. Then the next is that teachers always establish good relationships, both with fellow teachers, with students, parents and guardians, and with the community, this will make teachers closer to many people so that teachers can directly know their problems, with the hope of what is desired by various parties in forming good character or traits as a contok media for students. (Anas, 2022)

4.6 Inhibiting Factors

In addition to supporting factors, there are also factors that become obstacles. This inhibiting factor must be minimized by the head of the madrasah and related parties to always encourage the competence of the teacher's personality so that it will achieve the planned learning goals. Based on the results of the research that researchers interviewed about the obstacles of the head of the madrasah in fostering teacher personality competence, it can be concluded that, in the coaching carried out by the head of the madrasah there are several obstacles, which were conveyed by the head of the madrasah, namely: There are some teachers who have strong principles so that when a personality competency development is carried out, the teacher will not do what has been conveyed or he remains with his character according to him good.

Inhibiting factors usually also come from within the teacher, many factors make a teacher less optimal in teaching for students and carrying out their duties, lack of motivation, lazy, and very difficult to accept things that are new, as explained by one madrasah teacher, as follows:

There are teachers who have a strong character even though whatever happens around them they will not be affected, so it becomes one of the obstacles in developing personality competence in terms of me as a madrasah leader really hopes that all teachers in this madrasah have better personality competencies. (Nihayati, 2022)

From the results of the interview above, researchers concluded that the development of teacher personality competencies is very influential in the spirit of student learning, because students not only need learning but also need guidance and direction for the future to be even better. And the madrasah head development program here is to make Islamic activities such as commemorating Islamic holidays, making recitations, zuhur and duha prayers in congregation, reading tadarus al-Qur'an with students, and directing teachers to participate in training, training, and others to get better teacher personality competence knowledge. In every problem that exists, the head of the madrasah as the leader must be able to solve these problems, as for the solutions carried out in solving problems in Madrasah Aliyah Negeri 2 Palu City. As stated by the head of the madrasah, namely:

I always conduct deliberations such as holding regular meetings once a month as an evaluation to teachers and also provide motivation, guidance and direction and if it still repeats itself then I as the head of the madrasah will give a reprimand,

commemorate, and I also hold workshops led by teachers who are experts in Computer Information Technology (ICT) for teachers who do not understand computer technology.

5. Conclusion

The results showed that the Head of the Madrasah in Teacher Personality Competency Development was very good, it can be seen from the head of the madrasah who acts as an educator where the head of the madrasah provides personality competency education to teachers and the head of the madrasah acts as a supervision who always supervises the activities of teachers in the madrasah, then the head acts as a leader who is able to direct teachers in fostering teacher personality competence so that they can Even better and the head of the madrasah acts as a motivator who always motivates teachers in fostering teacher personality competencies in Madrasah Aliyah Negeri 2 Palu City.

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