

## PROBLEMATICS OF INCREASING THE PROFESSIONALISM OF MADRASAH IBTIDAIYAH TEACHERS

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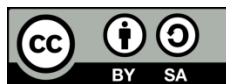
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### ABSTRACT

*This research was based on various challenges encountered by MI Rifa'iyah Kampil in increasing the professionalism of teachers in the madrasah, including the qualifications of educators who are not yet relevant, the limitations of teachers in understanding the curriculum and the low motivation of teachers who are still the background for formulating strategies. Madrasah head in increasing teacher professionalism at MI Rifa'iyah Kampil. The role of the madrasa head in improving the quality of education at MI Rifa'iyah Kampil is very influential on teacher professionalism. The aim of this research is to describe the increase in teacher professionalism at MI Rifa'iyah Kampil and to describe the problems of increasing teacher professionalism at MI Rifa'iyah Kampil. This research is field research with a qualitative approach.*

**Keywords:** Professionalism, Madrasah Heads, and MI Teachers

### ABSTRAK

*Penelitian ini dilatarbelakangi oleh berbagai tantangan yang ditemui oleh MI Rifa'iyah Kampil dalam meningkatkan profesionalisme guru di madrasah tersebut, di antaranya yaitu kualifikasi pendidik yang belum relevan, keterbatasan guru dalam memahami kurikulum dan masih rendahnya motivasi yang dimiliki oleh guru masih menjadi latar belakang penyusunan strategi kepala madrasah dalam meningkatkan profesionalisme guru di MI Rifa'iyah Kampil. Peran kepala madrasah dalam meningkatkan kualitas pendidikan di MI Rifa'iyah Kampil menjadi sangat berpengaruh terhadap profesionalisme guru. Tujuan dari penelitian ini adalah untuk mendeskripsikan problematika dalam peningkatan profesionalisme guru di MI Rifa'iyah Kampil. Penelitian ini merupakan penelitian lapangan (field research) dengan pendekatan kualitatif.*

**Kata Kunci:** Profesionalisme, Kepala Madrasah, dan Guru MI

## 1. INTRODUCTION

Teachers as educators have a very strategic function, role and position. Article 39 paragraph (2) of Law No. 20/2003 on the National Education System states that educators

are professionals. The position of teachers as professionals has a vision of realizing the implementation of learning in accordance with the principles of professionalism to fulfill the same rights for every citizen in obtaining quality education. In other words, only professional teachers can the future of the nation and state be trusted.

Syafruddin Nurdin (2003:25), explains that based on the policy of decentralization of education in line with regional autonomy, the position of teachers becomes more important because they are given the freedom to choose and develop standard materials and basic competencies according to regional and school needs, so how important it is to increase teacher activity, creativity and professionalism. In relation to this, efforts to improve the professionalism of teachers in Indonesia should consider at least four factors: the availability and quality of prospective teachers, pre-service education, in-service coaching mechanisms, and the role of professional organizations. These improvements must be made at all levels of education, from primary, secondary or vocational education, as well as higher education, in which case the position of teacher will be replaced by a lecturer.

SD/MI is the most important institution for its existence, because it is the basic level that students must go through to continue to the next level of education. There are at least two functions of primary school. First, through primary school students are equipped with basic skills. Second, primary school is an educational unit that provides the basics to follow education at the next level, Ibrahim Bafadal (2003: 13). For this reason, being an elementary school teacher requires not only a teacher who is proficient in teaching, rich in various learning methods, but also full of wisdom.

Moh. Padil (2011: 152) an MI teacher is required to be versatile in carrying out the teaching and learning process. Therefore, the development of MI teachers must be carried out comprehensively and consistently, so that it will have a broad impact on education. With the efforts to improve professionalism through a number of activities or programs that have been prepared, it is expected that MI teachers are able to contribute their time and energy in realizing school/madrasah goals. Improving teacher professionalism, especially in MI, has been done. However, there are several obstacles that make the coaching conducted by both the Ministry of Education and Culture and the Ministry of Religious Affairs at the provincial, city/district and school levels themselves do not meet the desired targets, resulting in teacher learning in the classroom has not become better.

Khoirul Imam (2019), MI Rifa'iyah Kampil is a Madrasah Ibtidaiyah located in Dukuh Sembung Gang 7 Rt.12 Rw.3 Kampil Village Wiradesa District and was founded six years ago. MI Rifa'iyah Kampil has six classes that will graduate one sixth grade class this year. There are six class teachers, four subject teachers and four education personnel who are the most important part of this school. Good quality educators will produce the best graduates too. However, there are some problems that need solving related to the qualifications of educators, including some educators who are not relevant to their majors in the process of obtaining their professional degrees. For example, there are educators who come from a Bachelor of Economics and a Bachelor of Law. Teachers' limited understanding of the 2013 curriculum is also a challenge for MI Rifa'iyah Kampil. In

addition, the level of teacher discipline in carrying out their profession needs to be improved again.

Therefore, various efforts to improve the quality of education have been made by the madrasah head starting from infrastructure facilities, the quality of educators, and improving the quality of graduates. Improving the quality of education in MI Rifa'iyah Kampil, especially in improving the quality of educators (teachers) and education personnel is carried out to improve the four competencies that must be possessed by a teacher. The process of improving professionalism includes academic supervision carried out twice a semester; tahfidz teacher coaching once a week; giving rewards and punishments for teacher performance; actively delegating participants in training activities, workshops, and educator quality improvement programs organized by the Ministry of Religion.

The improvement of professionalism that has been carried out in MI Rifa'iyah Kampil is not without obstacles and difficulties, especially MI Rifa'iyah Kampil is still relatively young. With this research, the author hopes to contribute in revamping and improving the professionalism of Madrasah Ibtidaiyah teachers, so that some of the expectations of national education can be achieved.

## **2. RESEARCH METHOD**

This research uses the type of field research that takes place at MI Rifa'iyah Kampil, Wiradesa District. According to Sugiyono (2005: 180), field research is a method to find out specifically and realistically about what is happening at a place where the symptoms being investigated occur. The approach of this research is a qualitative approach. The qualitative approach is essentially to observe people in their environment, interact with them, try to understand their language and interpretations of the surrounding world.

Primary data sources in this research are the head of madrasah and the board of teachers at MI Rifa'iyah Kampil, Wiradesa District. While the secondary data sources in this study are information data obtained from the administration of MI Rifa'iyah Kampil Wiradesa District, improving teacher professionalism and its problems at MI Rifa'iyah Kampil.

The data collection techniques used in this research are observation, interview, and documentation which are used to obtain data regarding the improvement of MI teachers' professionalism and its problems in MI Rifa'iyah Kampil, Wiradesa Sub-district. The data analysis technique used in this study uses the Miles and Huberman model.

## **3. RESULT AND ANALYSIS**

Improving teacher professionalism in MI Rifa'iyah Kampil is done through several programs that are general in nature as other schools/madrasas. Among these efforts are the following.

### **Academic Supervision**

Syaiful Sagala (2009: 195) states that supervision is essentially professional assistance and guidance for teachers in carrying out instructional tasks to improve teaching and learning by providing stimulation, coordination, and continuous guidance both individually and in groups. The head of MI Rifa'iyah Kampil has tried to improve the quality of the teaching and learning process in the classroom by implementing an academic supervision program twice every semester. There are two types of supervision, namely supervision of learning administration and supervision of learning in the classroom.

The madrasah head in carrying out academic supervision activities first makes a plan, then socializes to all teachers that there will be academic supervision activities in the form of classroom visit observations, so that all teachers will better prepare themselves in carrying out teaching and learning activities in the classroom. The author has limited the data source to the class teacher as the research subject.

Lantip Diat Prasajo (2011: 96) explains that to carry out academic supervision effectively, conceptual, interpersonal, and technical skills are needed. Therefore, the madrasah head must have technical skills in the form of the ability to apply appropriate supervision techniques. Academic supervision techniques include two types, namely individual and group individual supervision techniques are the implementation of individual supervision of teachers. there are five types of individual supervision techniques, namely classroom visits, classroom observations, individual meetings, inter-class visits, and self-assessment.

The madrasah head of MI Rifa'iyah Kampil in carrying out academic supervision of teachers uses a traditional supervision model with the techniques used are individual supervision techniques focusing on classroom visits. In accordance with the agreed supervision schedule, the madrasah head will carry out academic supervision activities both administrative supervision and supervision of learning in the classroom. Through this supervision activity, it is expected to be able to achieve the three main objectives of supervision activities, namely developing professionalism, fostering motivation, and quality supervision. Observation and assessment are carried out on three important activities in the learning process, namely introductory activities, core activities, and closing activities by looking at the suitability of the learning process and lesson plans that have been collected. The madrasah head also notes important things that can improve teacher professionalism on the assessment sheet of the learning supervision instrument in the classroom.

Teachers who have been supervised by the madrasah head will receive the results of the score from the madrasah head during the coordination meeting of all teachers. the delivery of the results and scores of academic supervision is carried out openly and objectively, so that all teachers will know the results of each other's supervision. This is deliberately done by the madrasah head so that there is teacher involvement in self-evaluation through the assessment carried out, so that each teacher can measure their abilities through themselves and also learn from the experiences of other teachers.

Furthermore, the results of supervision need to be followed up so that they have a real impact in improving teacher professionalism. Various inputs and notes given by the madrasah head of MI Rifa'iyah Kampil will be the evaluation material of the teacher concerned so that in the next learning process can be maximized. Another thing that can also increase teacher motivation in carrying out the learning process is the provision of rewards that will be given to teachers who get the highest score in the academic supervision assessment.

### **Education and Training for Teachers**

According to Nana Sudjana (2008: 16), teaching is a position or profession that requires special expertise as a teacher. Responsibility in developing the profession is basically a demand and a call to always love, appreciate, maintain and improve the duties and responsibilities of the profession. Teachers must realize that their duties and responsibilities cannot be carried out by anyone else but themselves. Therefore, teachers are required to always improve their knowledge and abilities in order to carry out their professional duties. He must be sensitive to changes that occur, especially in the field of education and teaching.

Teachers in MI Rifa'iyah Kampil in order to improve their professionalism, have implemented and participated in programs that have been organized by the government. These programs include thematic learning teacher substantive training and workshops, teacher professional development training in the field of learning administration and so on. One of the teachers at MI Rifa'iyah Kampil, Mrs. Masfufah, S.E has also carried out a deed IV education program to align the degree with her knowledge in 2014. This is evidence of the awareness of MI Rifa'iyah Kampil teachers to always develop their professionalism.

Based on the efforts made by Mrs. Masfufah, it is in accordance with the development demands for quality human resources (HR). There is a coaching system that guarantees professional support for teachers in carrying out their daily teaching duties so that they can always improve the quality of learning. As a form of actualization of teachers' duties as professionals, the government through the Ministry of National Education as mandated by Law No. 20/2003, Law No. 14/2005, and Government Regulation No. 19/2005 will facilitate teachers to develop their professionalism on an ongoing basis. The Continuous Professional Development (PKB) program is aimed at reducing the gap between the knowledge, skills, social competence, and personality they have now and what is demanded in the future in relation to their profession. Law No. 14/2005 mandates teachers to have the following criteria:

- a. Minimum academic qualification of S1/DIV.
- b. Competence as a learning agent, namely pedagogical, personality, social, and professional competencies.
- c. Educator certificate.

In order for teachers to have the competence as learning agents as mandated in the law, they must always improve their competence continuously through various efforts,

including through training, scientific writing activities, meetings in work groups and work deliberations, including through the Teacher Working Group (KKG). The education and training program is attended by all educational institutions under the auspices of the Ministry of Religious Affairs. Each educational institution sends delegates to participate in the program. Likewise, MI Rifa'iyah Kampil always includes one or several teachers to participate in education and training programs. The head of madrasah appoints teachers based on the needs and expertise possessed by the teacher, so that later what is the purpose of the programs implemented in accordance with the target or target recipients. Thus, efforts to improve teacher professionalism can be said to be in line with expectations. After attending the education and training program, the madrasah head usually suggests applying the knowledge that has been obtained and sharing knowledge with other teachers.

The policy carried out by the madrasah principal is in accordance with the duties and roles of the principal, namely as a leader. Principals as leaders should be able to mobilize their subordinates to be willing to carry out their respective tasks in order to achieve school goals. E Mulyasa (2004: 115) states that school principals as leaders must be able to provide guidance and supervision, improve the ability of education personnel, open two-way communication, and delegate tasks.

Inservice training programs can also be found in teacher organizations such as teachers' working groups. The teachers' working group, as one of the professional platforms for teachers (both classroom and subject teachers) in a district/city/sub-district/center/school cluster area, is a nonstructural school organization that is independent, family-based and has no hierarchical relationship with other institutions. KKGs organize the professional activities of teachers, especially those responsible for managing teaching and learning activities in the classroom (as class teachers).

There are two types of teachers' working groups that MI Rifa'iyah Kampil participates in, namely the teachers' working group for Wiradesa, Siwalan, Wonokerto, Tirto; and the teachers' working group for MI Rifa'iyah. KKG MI is held regularly once a month and is attended by all MI teachers from various foundations of educational institutions in the sub-district area. The issues discussed are usually education issues in general. Meanwhile, KKG MI Rifa'iyah is an organization that accommodates MI teachers under the Rifa'iyah Educational Institution. In Pekalongan district there are only three MIs with Rifa'iyah nuances, namely: MI Rifa'iyah Kampil Wiradesa, MI Rifa'iyah Bojong, and MI Rifa'iyah Tirto. The issues discussed are more specific to the progress of the madrasah, madrasah activities, and matters related to teaching.

### **Providing Continuous Motivation**

Providing motivation from the madrasah head will have a significant impact on teacher performance and professionalism. With motivation and support, teachers will be more enthusiastic in carrying out their obligations as a professional teacher. This motivation is given by the madrasah head of MI Rifa'iyah Kampil continuously every two weeks through teacher coordination meetings on Saturdays.

The motivation given by the madrasah head is not only through formal conversations or meetings, but also through informal conversations between the madrasah head and the teachers. The madrasah head motivates the teachers by using polite language and can be understood by all teachers. Based on the research data mentioned, it can be seen that the madrasah head has tried to motivate the teachers. These efforts are tailored to the needs and abilities of the teachers in receiving the motivation provided. In providing motivation, the madrasah head of MI Rifa'iyah Kampil pays attention to the elements of conveying polite and easy-to-understand language, using elements of openness and objectivity, placing teachers according to their interests and abilities, and knowing all teachers well.

Providing continuous motivation by the madrasah principal is also through personal and internal conversations with teachers. Personal conversations with teachers are usually conducted face to face between the teacher and the madrasah head. In delivering the message, the principal uses language that is easily understood by the teacher. Not infrequently he also repeats important things that must be done. This is done so that something that is conveyed can be received properly and directly by the teacher concerned. What is discussed in this personal conversation is related to the main task and personal development of the teacher while at MI Rifa'iyah Kampil.

In addition to coaching and conversations between the madrasah head and the teachers, motivation is done through a reward and punishment system that is applied to all teachers and employees at MI Rifa'iyah Kampil. Teacher performance certainly needs to be appreciated, therefore giving rewards is one form of effort by the Head of MI Rifa'iyah Kampil in motivating teachers. Giving an award in any form will encourage work enthusiasm. This is the attraction and enthusiasm for the teacher's personality.

As explained by Ngalim Purwanto (1992), that reward is something that is given to someone because they have achieved the desired achievement. In the world of education, rewards are used as a form of motivation or an award for good achievement results. The award can be in the form of gifts, valuables, or a number of financial fulfillment needs.

Sondang P. Siagian (1995: 257) explains that in an effort to fulfill the purpose of the reward, it is necessary to follow the stages in giving rewards, namely:

- a. Conduct a job analysis,
- b. Conduct a job assessment,
- c. Conducting a survey of the various reward systems in place
- d. Determine the price of each job to determine the award to be given.

MI Rifa'iyah Kampil gives rewards to teachers who carry out their performance and professionalism well. The reward can be in the form of additional teacher allowances that will be given along with the teacher's honorarium every month. This is done because according to the madrasah head, teacher professionalism is proportional to the level of teacher welfare. There are two forms of reward appreciation, namely for all teachers, and for permanent foundation teachers.

Some of the rewards given to MI Rifa'iyah Kampil teachers are awards for teacher discipline, awards for teacher performance in the learning process, awards for teacher

activity in participating in activities. The madrasah head provides criteria for each of these awards. With these criteria, the madrasah head is easier to provide an assessment.

Meanwhile, punishment, according to Ngalim Purwanto, is suffering that is given intentionally after an offense occurs. MI Rifa'iyah Kampil will give punishment to teachers who are negligent with the rules applied in the madrasah. Punishment can be in the form of a verbal reprimand from the madrasah head, a reprimand from the Rifa'iyah board directly, or with a fine system. Then the head of the madrasa provides an opportunity for the teacher concerned to realize and discuss the negligence with other teachers.

Based on the discussion of research results on improving teacher professionalism in MI Rifa'iyah Kampil, the madrasah head has used a teacher improvement model in accordance with Provost and Leddick's theory. According to Moh. Padil (2014: 78) this model is carried out with four steps, namely First, conducting a planning process for MI teacher development programs. Second, establish cooperation with educational institutions and educational personnel. Third, carry out development and training activities through learning practices. Fourth, educational institutions conduct regular supervision.

The problems found in several programs to improve the professionalism of Madrasah Ibtidaiyah teachers at MI Rifa'iyah Kampil include:

#### 1. Problems of Academic Supervision

- Concurrent Position

The position and duties of a teacher have a great influence on the implementation of education in schools. A class teacher is responsible for all learning processes that occur in the classroom. MI Rifa'iyah Kampil is a madrasah Ibtidaiyah that organizes tahfidzul quran program for its students. Usually the tahfidzul quran program is carried out by a teacher who is an expert in the field of tahfidz. However, based on the results of the research, all class teachers at MI Rifa'iyah Kampil also serve as tahfidz teachers in their classes. This is a separate task and responsibility for class teachers.

Each class teacher has a different background and tahfidz ability. This is a factor so that each class teacher explores the potential of tahfidz quran more deeply. However, the madrasah head of MI Rifa'iyah Kampil provides a policy of inviting one tahfidz teacher coach to guide all class teachers. Every week the class teacher will be given guidance and direction to teach the tahfidz program properly and correctly.

However, with the existence of multiple positions, class teachers feel that their responsibilities have increased, which will also have an impact on the classroom learning process in general. It would be better if the madrasah head and the foundation provide a policy to recruit tahfidz teachers who are competent in their fields. This will improve the performance and quality of learning that has been carried out by classroom teachers. As stated by one of the MI Rifa'iyah Kampil class teachers. In addition to the class teacher who doubles as a tahfidz teacher, the head of MI Rifa'iyah Kampil madrasah also doubles as a class teacher and tahfidz teacher. This dual position has a significant impact on the duties and



authority of the madrasah head. From the research results, the author can conclude that the portion of teachers in MI Rifa'iyah Kampil is still lacking. This can be seen from the concurrent positions experienced by the class teacher and madrasah head. The duties and authority of teachers that are carried out properly will realize good teacher professionalism as well. The condition experienced by MI Rifa'iyah Kampil is the same as the problem of teacher professionalism which explains that the actual portion of teachers in Indonesia still needs more attention. The portion of teachers throughout Indonesia as described in chapter II can be said to be unfulfilled. Based on the results of Central Java PGRI data, as stated by Muhdi (2019). The Secretary of PGRI Central Java on an occasion on March 6, 2019, stated that Indonesia still lacks 700 thousand teachers. Every year there are 50 thousand teachers retiring, Central Java has two thousand teachers retiring every year. It is likely that the teacher shortage will increase by 2023.

- **Infrastructure Facilities**

MI Rifa'iyah Kampil Wiradesa is a young educational institution. Since it was first established in 2013, MI Rifa'iyah Kampil has experienced developments that can be said to be quite good. This can be seen from the identification of administrative governance, learning systems, educators and education personnel in the school. Nevertheless, there are some infrastructure facilities that are not yet adequate.

Based on the research and the results of the author's interviews with several teachers stated that the infrastructure of MI Rifa'iyah Kampil needs to be equipped again. According to some teachers, infrastructure facilities are very influential on the learning process in the classroom. Optimal facilities will create quality learning as well. The madrasah head of MI Rifa'iyah Kampil is still trying to complete infrastructure facilities such as LCD and Projector as learning media. In addition, the future plan of MI Rifa'iyah Kampil will hold a computer room as an additional subject for students to be more technologically literate.

- **No Spontaneity and Continuity of Supervision Results**

The academic supervision program carried out by the Head of Madrasah MI Rifa'iyah Kampil according to some teachers is in accordance with the standards. In the supervision planning process, each teacher already knows the supervision schedule that will be carried out by the madrasah head in the classroom. Thus, each teacher will prepare the learning process carefully. According to the madrasah principal, the schedule aims to prepare teachers so that the supervision process runs smoothly and gets good results. However, in reality, when the author asked the madrasah principal to make sudden observations in the classroom, the results obtained were not as optimal as the supervision that had been carried out previously.

Based on the results of the research and observations, the author analyzes that the madrasah head needs to conduct unscheduled academic supervision. This aims to train each teacher to always try their best and totality in carrying out the learning process in the classroom. Thus, in addition to coaching and training,

follow-up of the results of supervision can be carried out continuously through well-controlled learning activities.

## 2. Problems with teacher education and training (KKG, seminars, workshops)

### • Time constraints

Education and training for teachers is a medium to develop teachers' commitment and professionalism. Teachers can update their knowledge in the field of education through education and training agendas scheduled by the government or teacher forums such as KKG. However, according to some MI Rifa'iyah Kampil teachers, some of these agendas are held during effective learning hours, especially teacher forums such as KKG. This makes some teachers uneasy when they leave the classroom. As a result, some teachers rarely attend the teacher forum. The attitude carried out by MI Rifa'iyah Kampil teachers is not in accordance with the attitude of a teacher towards professional organizations that have been described in chapter II. A teacher should follow the coaching activities organized by the professional organization in order to improve the quality of his profession.

Based on the narrative of the madrasa head, he has actually made a schedule for participating in the teachers' forum. Each teacher gets a schedule to attend the teacher forum. So, some teachers who get their turn are obliged to attend the forum. This is done so that every teacher gets the same experience.

### • Monotonous Forum Atmosphere

Fun material delivery and a conducive forum atmosphere will greatly support the running of the education and training forum. However, based on the results of an interview with one teacher, he stated that the delivery of material in the education and training he had attended seemed monotonous and not all of it had been explored. This made the forum participants sleepy and even lazy to attend the forum.

## 3. Problems of Providing Continuous Motivation

### • Teacher Welfare Condition

Teachers are professionals who have one of the criteria for getting a wage that is proportional to their performance. Professionalism is closely related to the welfare conditions obtained by the teacher. Teacher welfare will affect the performance carried out by teachers while at school.

MI Rifa'iyah Kampil has 9 teachers including the madrasah head. There are two permanent foundation teachers and the others are honorary teachers. Based on the results of interviews from several teachers, the honorarium earned uses a system per hour of learning. In this case, teachers who teach a lot of learning hours will get comparable honorariums as well. According to the madrasah head, this is done to create harmony between teacher performance and the honorarium earned. In addition, with this honorarium system in place, the designation of senior and junior teachers can be eliminated.

Based on the results of the interviews, some teachers stated that the honorarium they received could not meet their daily needs, especially those who

have families. These teachers responded by pursuing side jobs to increase their income. On the other hand, some teachers stated that the welfare of teachers depends on the attitude in accepting the sustenance obtained by the teacher. In addition, a teacher must have patience, tenacity, and always be grateful. Thus, whatever is received will always feel sufficient.

Nevertheless, the teaching profession requires extraordinary devotion and patience in living it. At least a Madrasah Ibtidaiyah teacher needs a two-year service period to get allowances from both the foundation and the government so that the allowance can be an addition to the teacher's basic honorarium.

- **Teacher Personality**

Improving teacher professionalism so far still emphasizes pedagogical and professional competencies only. As for personality and social competence, it has not received much attention and its influence is less felt by teachers. This is because it is not easy to improve one's personality, especially if the nature has become a character in his personality.

According to the madrasah head of MI Rifa'iyah Kampil, a teacher must have a disciplined attitude in all matters. With discipline teachers will perform their performance optimally and responsibly. The head of madrasah stated that the discipline of MI Rifa'iyah Kampil teachers still needs to be improved. The author also observed a lack of uniformity in teachers' dress and attendance, for example some teachers arrived late and did not wear the same uniform.

In relation to the discipline of teacher attendance, the madrasah head has tried to organize a finger print attendance system. In addition to the tools that will be used, the madrasah head will also enforce attendance calculations with performance results that will be obtained. This is expected to boost teachers' motivation and discipline in carrying out their duties.

Based on the analysis of the research results, teacher performance and professionalism can be influenced by the character and personality of the teacher. These dispositions and personalities determine the motivation for teacher performance while at school. This has also been explained by Daryanto (2013: 115), that in improving the professionalism of a teacher must always strive to develop a work ethic or work culture that prioritizes high-quality service to consistently. By realizing the profession as a form of teacher existence as a responsible component in the success of education.

#### 4. CONCLUSION

MI Rifa'iyah Kampil improves teacher professionalism in several ways. First, academic supervision. Academic supervision is carried out by the Head of Madrasah MI Rifa'iyah Kampil systematically starting from planning, implementation, to follow-up. Second, education and training for teachers. MI Rifa'iyah Kampil teachers in order to improve their professionalism, have implemented and participated in programs that have been

organized by the government. These programs include training and workshops. Education and training for teachers can also be found in teacher organizations such as the Teacher Working Group (KKG) forum. Third, providing continuous motivation. The madrasah principal motivates teachers through coordination meetings held every two weeks, personal conversations between the madrasah principal and teachers, giving rewards and punishments to teachers.

Efforts to improve professionalism made in MI Rifa'iyah Kampil are not without obstacles. There are several problems in these efforts including, First, the problems of academic supervision include multiple positions, lack of infrastructure, no spontaneity and continuity of academic supervision results. Second, the problems of education and training for teachers include time constraints and a monotonous forum atmosphere. Third, the problem of providing continuous motivation includes the condition of teacher welfare and the character and personality of the teacher.

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