



Leadership For Professional Teaching in Building Learning Readiness for Islamic Cultural History at MA Darul Ulum Palangka Raya

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Abstract

Teacher leadership competency is the ability of a teacher to influence and direct the behavior of students to achieve learning objectives. Learning readiness is essential to be observed because it is a basic ability that students must possess to support the smooth learning process. However, the learning readiness of students at MA Darul Ulum Palangka Raya is still very low. The purpose of this study is to understand how the SKI (Islamic Cultural History) teacher's leadership in managing and building students' learning readiness during the learning process (leadership for professional teaching). This research is qualitative, with the research subject being one SKI teacher, and the informants include the school principal, vice principal for curriculum, and ten grade XI students. Data collection techniques include observation, interviews, and documentation. The data validation technique used is source triangulation. Data analysis techniques involve data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that the application of leadership for professional teaching in building learning readiness for SKI at MA Darul Ulum Palangka Raya falls into the very good category. This is because the SKI teacher has successfully fulfilled the leadership competency and applied it in the learning process. The SKI teacher also continuously strives to build learning readiness by maintaining physical, mental, emotional, needs, and knowledge conditions to run optimally so that learning can be carried out effectively and efficiently.

Keywords: leadership for professional teaching, learning readiness, Islamic Cultural History

Abstrak

Kompetensi *leadership* (kepemimpinan) guru adalah kemampuan seorang guru untuk mempengaruhi dan mengarahkan perilaku peserta didik untuk mencapai tujuan pembelajaran. Kesiapan belajar sangat penting untuk diperhatikan karena kesiapan belajar merupakan kemampuan dasar yang harus dimiliki peserta didik untuk mendukung kelancaran proses pembelajaran. Namun kesiapan belajar peserta didik di MA Darul Ulum Palangka Raya masih sangat rendah. Tujuan penelitian ini untuk mengetahui bagaimana kepemimpinan guru SKI dalam memimpin, mengelola, dan membangun kesiapan belajar peserta didik selama proses pembelajaran (*leadership for professional teaching*). Jenis penelitian ini adalah kualitatif, subjek penelitian 1 orang guru SKI, dengan informan penelitian yaitu kepala sekolah, Wakamad Kurikulum, dan 10 orang peserta didik kelas XI. Teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Teknik pengabsahan data menggunakan triangulasi sumber. Teknik analisis data melalui pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa penerapan *leadership for professional teaching* dalam membangun kesiapan belajar SKI di MA Darul Ulum Palangka Raya masuk dalam kategori sangat baik. Hal tersebut karena guru SKI mampu memenuhi kompetensi *leadership* dan menerapkannya dalam proses pembelajaran. Guru SKI juga selalu berupaya dalam membangun kesiapan belajar dengan menjaga kondisi fisik, mental, emosional, kebutuhan, dan pengetahuan agar berjalan secara optimal, sehingga pembelajaran dapat dilakukan dengan efektif dan efisien.

Kata kunci: *leadership for professional teaching*, kesiapan belajar, SKI

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INTRODUCTION

The development of the modern era makes education the key to advancing the nation and state through the formation of students' character, which begins with the teacher's ability to deliver material that is well-received by students. Teacher competence is a teacher's ability to carry out their duties. Law No. 14 of 2005 Article 10 paragraph (1) on teachers and lecturers stipulates four competencies that a teacher must have: pedagogic competence, professional competence, personality competence, and social competence. In addition to these four competencies, Islamic Religious Education (PAI) teachers must also have leadership competence by the provisions stated in the Regulation of the Minister of Religion of the Republic of Indonesia No. 16 of 2010 concerning managing religious education in schools or madrasas. Leadership competence is a teacher's ability to influence students' behaviour or actions during learning (Anwar & Suaidah, 2021). Leadership ability can be reflected in how teachers manage the classroom, serve as role models, provide motivation and inspiration, and assess students (Mubarok, 2022).

Students' readiness during the learning process is also very important. According to Novita and Tindanger (2022), learning readiness is the basic ability students must have to support the continuity of their learning process. Therefore, teachers must identify students' learning readiness to plan learning steps that suit their needs. Many students experience obstacles or disturbances in their learning process due to a lack of readiness to understand the learning material (Effendi, 2017). Additionally, the SKI lesson, which covers historical stories, can reduce students' interest in learning the material (Fachrudin, 2023). A professional teacher must select good learning methods, strategies, and media so that SKI learning becomes more interesting for students (Kusen, 2019).

Based on observations, the implementation of leadership in Madrasah Aliyah Darul Ulum Palangka Raya, especially in the subject of Islamic Cultural History (SKI) in grade XI, has been going well. This is evident from the development of active and innovative SKI learning and the alignment between the planning elements and the use of learning resources. However, students' learning readiness still needs to improve. This is indicated by the lack of enthusiasm when asked about the previous week's lesson, frequent tardiness, neglect of homework, and failure to complete tasks, leading to cheating. These issues arise due to students' lack of learning readiness, requiring teacher leadership to build students' learning readiness.

Based on these considerations, this study is important to understand how SKI teachers' leadership leads, manages, and builds students' learning readiness during the learning process (leadership for professional teaching). One previous study by Mukhlis Cahyo Nur Arifin on the application of teacher leadership in improving student achievement and motivation in MTs Negeri 9 Sleman showed that the application of teacher leadership can improve learning achievement and motivation but only focuses on achievement and motivation without touching on learning readiness. Therefore, this research is important to fill the gap that has yet to be studied by previous researchers by focusing on leadership for professional teaching in building SKI learning readiness at MA Darul Ulum Palangka Raya.

RESEARCH METHODS

This research is qualitative and involves field research. According to Muslimah (2020), qualitative research is described and discussed using words or sentences and does not use statistical figures. This research was conducted at MA Darul Ulum Palangka Raya from March to May 2024. The subjects of this study were one SKI teacher with informants including the principal, Wakamad Curriculum, and ten students. Data collection techniques included observation, interviews, and documentation. Data validation techniques used source triangulation. Data analysis techniques involved data collection, reduction, presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Application of Leadership For Professional Teaching in SKI Learning at MA Darul Ulum Palangka Raya

Application of Leadership For Professional Teaching in SKI Learning at MA Darul Ulum Palangka Raya Based on the research conducted on leadership for professional teaching in SKI learning at MA Darul Ulum Palangka Raya, it has been applied very well. The teacher has met and applied leadership competencies in the learning process. Before teaching, the SKI teacher prepared teaching modules, media, materials, and ice-breaking activities to make the learning process more effective and efficient. The teacher used question-and-answer methods and shared reading during the learning process to make students more active and enthusiastic. Additionally, the teacher always provided inspiration and motivation to make students more enthusiastic and become better individuals. The classroom management conducted by Mrs MN has been very good, as seen when noisy students were admonished and asked to pay attention to the material and then asked to read or answer questions about the main points that had been taught. When students were sleepy, Mrs. MN asked them to wash their faces or perform ablution to refocus on the learning process.

Teacher leadership skills are reflected in their continuous efforts to provide quality learning to students; therefore, this leadership must strongly influence the teacher's classroom performance to effectively and sustainably manage learning (Sudarmo & Muslimah, 2020). In the Qur'an, leadership is also described using terms such as khalifah, imam, and until amri (Sarni & Muslimah, 2021). By the Regulation of the Minister of Religion of the Republic of Indonesia No. 16 of 2010, there are four leadership competencies that a PAI teacher must have in managing religious education in schools:

Ability to plan the utilization of religious education experiences

PAI teachers must be able to plan activities related to learning as a form of learning experience (PMA No. 16 of 2010 Concerning Religious Education Management in Schools). Planning is important before learning begins (Wati, 2023). Planning functions to improve the quality of teacher instruction in delivering material to students; the planning applied by teachers can create creativity in students and encourage their activeness in learning (Putrianingsih et al., 2021).

The SKI teacher at MA Darul Ulum Palangka Raya, Mrs. MN, has carried out learning administration tasks by preparing teaching modules, CP (learning outcomes), ATP (learning program), SEMESTER PROGRAM (semester program), and ANNUAL PROGRAM (annual program) (Observation, April 29, 2024). Preparing CP and ATP is useful for aligning the school's goals with the desired achievements in learning. Thus, learning always refers to the school's goals. The semester and annual programs are made to facilitate teachers in preparing learning materials that suit the students' characteristics, enabling two-way learning.

In the teaching modules, there are learning media and methods. Media use is very important because it facilitates interaction and communication between teachers and students and can increase students' interest in learning new things the teacher presents (Nurfadhillah et al., 2021). To maximize the use of media, appropriate methods are needed. Media and methods are two important elements in the learning process because these aspects are interrelated. The choice of teaching methods will determine the appropriate type of learning media (Sapriyah, 2019). The right method will make it easier for students to understand the material so the learning process goes well. Conversely, inappropriate methods can make it difficult for students to understand the material. Therefore, it is crucial to apply the right methods to achieve learning goals (Dayanti, 2021).

Ability to explore the potential of school elements

According to PMA No. 16 of 2010 Concerning Religious Education Management in Schools, PAI teachers must be able to mobilize all school members to participate and carry out the empowerment of Islamic religious education experiences in schools. The ability of PAI teachers will be determined by their success in exploring the potential elements of the school,

including students, PAI teachers, and learning materials aimed at achieving religious education goals in schools (Taha, 2019). Based on the interviews conducted with Mrs MN on April 26, 2024, she stated that there are two teacher efforts in mobilizing students during the learning process: using question-and-answer methods and shared reading in delivering learning materials. The question-and-answer method is a teaching technique that involves questions that must be answered, primarily from the teacher to the students, but can also be vice versa (Fauzia, 2021). The research by Prananta & Nainggolan (2022) shows that using the question-and-answer method can encourage student activity during the learning process. Shared reading is a teaching method involving collaborative reading activities between the teacher and students (Fakhriya, 2022), This method can improve students' understanding (Melinda & Ernalis, 2017). This proves that the methods used by the SKI teacher can help students be active during the learning process.

The ability of Islamic Religious Education Teachers as Innovators, Motivators, Facilitators, Advisors, and Counselors

Kemampuan guru PAI sebagai inovator, motivator, fasilitator, pembimbing dan konselor dalam memperkenalkan pengajaran agama di lingkungan sekolah. Seorang guru harus dapat mengajak, merangkul dan mendorong seluruh anggota sekolah agar mau melaksanakan atau menerapkan ajaran agama islam secara berkelanjutan, serta selalu memberikan contoh baik untuk menjadi teladan bagi peserta didik dan anggota sekolah lainnya (PMA No 16 Tahun 2010 Tentang Pengelolaan Agama Pada Sekolah). Ibu MN menyatakan bahwa “Guru merupakan garda terdepan dan bertanggung jawab selama berlangsungnya proses pembelajaran. Oleh karena itu, peran guru sangatlah penting dalam pengelolaan pembelajaran, karena guru bertindak sebagai pelaksana belajar mengajar sehingga kesuksesan pengajaran sangat bergantung pada guru tersebut (Buchari, 2018). Upaya yang dilakukan ibu MN dalam membimbing dan memberikan motivasi kepada peserta didik adalah dengan memberikan pujian dan semangat sehingga peserta didik merasa termotivasi untuk belajar dengan giat. Hal tersebut diperkuat dengan penelitian Rumhadi (2017) bahwa ada beberapa cara menumbuhkan motivasi seperti memberikan pujian, memberikan hadiah, dan menumbuhkan minat belajar. Selain itu, guru harus mampu membantu kesulitan-kesulitan yang dialami peserta didik dalam pembelajaran (Wawancara Ibu MN 26 April 2024). Hal itu karena guru berperan sebagai fasilitator dalam menyediakan fasilitas proses pembelajaran bagi peserta didik (Yunanda et al., 2022).

Ability to Maintain, Control, and Direct the Empowerment of Religious Teaching Experiences in the School Community and Maintain Harmony among Religious Adherents within the Framework of the Unitary State of the Republic of Indonesia

The ability to maintain, control, and direct the empowerment of religious teaching experiences in the school community and maintain harmony among religious adherents within the framework of the Unitary State of the Republic of Indonesia. As a PAI teacher, it is essential to maintain and direct planned activities so they run smoothly and sustainably. Based on interviews with Mrs. KW on April 27, 2024, she stated that the classroom management conducted by Mrs. MN is already in the good category, as seen from the comfortable and happy classroom atmosphere during the teaching and learning process. Additionally, in line with the vision and mission of MA Darul Ulum Palangka Raya, all teachers must promote a high tolerance attitude, which is reflected in our curriculum structure, which strives to be neutral and protect all parties without prioritizing one particular religious view. Mrs. MN is a teacher with a good tolerance attitude (Interview with Mr. FA on April 27, 2024). This is supported by the research of Ayu & Dirgantoro (2023), which shows that with a good tolerance attitude, teachers can become role models and explain tolerance attitudes during the learning process.

Teacher Efforts in Building SKI Learning Readiness at MA Darul Ulum Palangka Raya

Based on the research, the efforts made by SKI teachers in building learning readiness have been very good, starting from physical conditions, mental conditions, emotional conditions, needs conditions, and students' knowledge conditions. According to Slameto,

learning readiness is a person's overall Condition that prepares them to respond or answer in a certain way. Meanwhile, according to Norhayatun (2019) learning readiness is a person's physical, mental, social, and emotional readiness to engage in learning activities. Students with learning readiness will respond well to questions or instructions from the teacher in learning and answer correctly; students need to have good knowledge, which can be obtained by reading and studying the material taught by the teacher (Alwi, 2018). Therefore, learning readiness is essential in learning activities because learning outcomes improve when students are ready to learn (Surawan, 2020). According to Slameto, the indicators of learning readiness are as follows:

Physical Condition refers to a person's bodily readiness to participate in learning activities. When the body is in good Condition, it can perform activities optimally. However, if the body is not in good Condition, it cannot perform activities optimally or concentrate well, ultimately affecting development and learning outcomes (Tanfidiyah, 2022). Regarding the rly what the teacher conveys. Regarding the teacher's efforts to build students' physical readiness, the SKI teacher usually asks about their well-being and if anyone is sick before starting the learning process (Observation, April 29, 2024). Although this may seem small, consistent habits make students feel cared for and valued, ensuring smooth teaching and learning.

Mental Condition refers to a person's overall readiness to respond to or answer a situation in a certain way. Students with good mental readiness will always be engaged in learning. Conversely, students who need mental readiness tend to disengage even if they want to learn (Has, 2018). During the learning process, some students were still passive in expressing opinions or asking questions about the material they did not understand. One factor affecting students' passivity is feeling shy and afraid to ask. This situation will lead to suboptimal learning outcomes (Sari & Purwaningsih, 2018).

The mental Condition makes it easy for Mrs. MN to face situations in the classroom. Her success in creating a pleasant classroom atmosphere without making the situation uncomfortable can be seen. Teachers must always pay attention to students' mental conditions because teachers do not only teach but also need to understand students' conditions (Estari, 2020). Teachers handle such situations in many ways, like using learning media such as projectors and LCDs to present learning materials that help students understand the material easily. Additionally, Mrs. MN often conducts ice-breaking activities during the learning process. Ice-breaking activities are essential for teachers to prevent students from feeling bored and can influence students' motivation to learn, making learning more enjoyable (Muharrir, 2022).

The teacher has tried to build students' mental conditions by creating a friendly and non-judgmental classroom atmosphere so that they feel comfortable speaking. The teacher often uses PPT (PowerPoint) media displayed in front of the class and invites students to read together to involve everyone in the learning process. Furthermore, the teacher always praises and encourages students who dare to express opinions or ask questions to increase their confidence (Observation, May 6, 2024). This aligns with the research by Ningsih & Taufan (2019) , which shows that teacher support during the learning process significantly influences students' self-confidence.

Emotional Condition encompasses students' ability to manage their emotions when facing problems, such as when reality does not match expectations and the desire to be serious in participating in learning activities (Jayatra et al., 2021). Students' emotional Condition significantly affects the quality and quantity of their learning. Positive emotions will accelerate the learning process and achieve good results, while negative emotions can hinder learning (Darajat, 2020). Mrs MN's efforts to maintain emotional conditions include asking students to read Salawat together before starting the lesson. Reading Salawat can positively impact human life, creating peace of mind (Nisa & Pradana, 2023). This aims to create a calm classroom atmosphere because the teacher's task is to teach and create a conducive classroom environment (Arianti, 2019).

The Needs Condition is part of the learning process that supports each student's ability in formal or non-formal education units. Facilities and infrastructure are critical for education to realize active, creative, and enjoyable learning activities (Hidayah et al., 2023). Regarding needs conditions, most students have prepared their learning equipment well to participate in the learning process, including textbooks, notes, LKS (Student Worksheets), and writing tools. One student said they always prepared their school books the night before sleeping (Interview with MF, May 3, 2024). If students forget to bring their textbooks, the teacher will ask them to join a classmate (Observation, May 6, 2024). The sense of family fostered at MA Darul Ulum Palangka Raya is very good, and the actions taken by the SKI teacher will make students feel less judged and isolated.

Knowledge Condition Initial knowledge refers to students' knowledge before the learning process begins. Initial knowledge is important to facilitate and help students understand the main material to be studied (Utami, 2017). Based on observations, students' initial knowledge condition still needs to be improved. This can be seen when the teacher asks about last week's lesson or the material to be studied; students need clarification in answering. This indicates that students need to be well-prepared in terms of knowledge before attending the lesson (Observation, May 7, 2024). However, initial knowledge is critical for learning readiness (Wijaya, 2022). Therefore, it needs to be optimized further. In this regard, the teacher's efforts to build knowledge conditions usually include assigning homework to review and study the material taught. This is supported by the research of Widyajayanti (2018), which shows that assigning homework can improve learning outcomes because the assignment serves as a review and reinforcement of the material taught to students..

CONCLUSION

The application of leadership for professional teaching in building SKI learning readiness at MA Darul Ulum Palangka Raya is very good. This is because the SKI teacher can meet leadership competencies and apply them in the learning process, such as preparing well-thought-out lesson plans, making students active during the learning process, providing motivation, and effectively managing the classroom. Additionally, there are several efforts made by the SKI teacher to build students' learning readiness, including maintaining physical Condition by asking about students' health before starting the lesson, creating a pleasant classroom atmosphere by conducting ice-breaking activities and reading Salawat together to impact students' emotional conditions positively, and always paying attention to students' needs to ensure two-way learning and striving to improve their knowledge.

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