

## **Madrasah effort in improving the quality of teacher work in the mass of the covid-19 pandemic**

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### **Abstract**

This study describes the efforts of the head of the madrasah in maintaining the quality of teacher work during the COVID-19 pandemic at the private preparatory madrasah aliyah in Besitang. The purpose of this research is to educate teachers so that they always evaluate the quality of teacher work so that the quality of work quality remains optimal in the mass of the Covid 19 outbreak. This research is a type of qualitative research that seeks to explain social phenomena that are developing in the current mass. The data collection techniques he has been observed and unstructured interviews and then the data were analyzed objectively and then described scientifically by following the procedures for writing scientific papers. Using digital technology. Give the task to the teacher to deliver material to students in accordance with the instructions that have been set by the government. The principal of the madrasah conducts periodic supervision by monitoring learning activities online and monitoring the list of student assessments in accordance with student competence. The head of the madrasah seeks to improve coordination with parents of students related to the implementation of student learning activities while at home. The head of the madrasa continues to conduct training for madrasah teachers so that madrasah teachers understand the procedures for making lesson plans and learning models by utilizing digital technology

**Keywords:** Madrasah efforts, quality of work, Covid-19

### **Introduction**

In the current era of the Covid-19 pandemic which is attacking the world, especially the country of Indonesia, which is very influential on human survival, especially in the world of education, in this case the principal or madrasah plays an important role in maintaining human survival. continuity of education. education begins with the development of teacher performance. Therefore, the teacher in this case has an important role in improving the quality of his work by all means in carrying out his responsibilities as a driving figure in the world of education (Penuel, Turner, Jacobs, Horne, & Sumner, 2019; Sun, Wang, & Chan, 2011). Therefore, the teacher's performance must really be considered by the head of the madrasah, so that the teacher's performance is a performance that comes from the word Job Performance or Actual Performance (work achievement or achievement that is actually achieved by someone). Performance is the result of work in quality and quantity achieved by an employee or teacher in carrying out his duties in accordance with the responsibilities given to him. According to Nawawi, teacher performance appraisal is an effort to identify or measure or assess or manage the work done by workers in their environment or organization. To achieve optimal teaching goals, then as a teacher is required to master the ability (competence) both theoretically and practically (Cacciamani, Perrucci, & Khanlari, 2018; Corcoran, 2016; Singer, 2019). The teacher is a profession that is not just a job, but a special job that creates the next generation of the nation with the main personality, because the task of

the teacher is not only to convey subject matter but also to educate the character of students. . So the task of the teacher is very noble, namely educating the public from ignorance of insight and behavior (Parlindungan, 2020).

Quality education can be seen from the quality of its human resources, especially the quality of its teachers. The ability of teachers to manage learning is a determinant of the achievement of learning objectives which are learning outcomes (Asare, Yap, Truong, & Sarpong, 2021; Sun et al., 2011). Teachers are educators, required to improve the quality of professionalism in carrying out various main tasks that must be carried out, for example educating students, teaching various things to students, guiding students in the learning process, assessing, training, directing students, and evaluating. . students at various levels. education. One of the duties of a teacher that needs to be understood is the task of being a school principal. In the Law on the National Education System Number 20 of 2003 Chapter IX Article 35 paragraph 1, there are eight components of the national education standard, namely content, process, competency of graduates, education personnel, facilities and infrastructure, management, financing, and education. evaluation. Eighth. Education is part of the activities of community and national life as an effort to improve the quality of life of the community through education that is organized in a structured and planned manner. With education will be able to improve good character in accordance with the development of science and social society (Gehlbach & Robinson, 2018; Pratto et al., 2013; Zavelevsky & Lishchinsky, 2020). Therefore, educational activities are the embodiment of the ideals of the nation. Thus, national education activities need to be regulated and managed in such a way that national education as an organization can become a means to realize national ideals. these components must be improved in a planned and periodic manner in order for fundamental changes to occur. Therefore, to achieve the eight components of national education, the quality of the learning process in schools is a determinant. Learning in schools will be successful if the principal is able to manage and lead the school well. The principal's ability to manage and lead schools is demonstrated by his leadership in an effort to make schools an effective and efficient place to learn (Wahyana, 2018).

In teaching and learning activities, students are the subject and object of educational activities. Therefore, what is meant by the teaching process is student learning activities in achieving a teaching goal. Teaching goals will be achieved if students actively try to achieve them. Student activities are not only required from a physical point of view, but also from a psychological perspective (Chen, Zhen, Dong, & Xie, 2020; Gómez-Penedo, Barrientos, Martínez, & Roussos, 2016). If only physically active and not mentally active, then the learning objectives have not been achieved. This is tantamount to students not learning, because students do not feel a change in themselves. Learning is essentially a "change" that occurs in a person after doing learning activities. There are two impacts on the continuity of education due to the Covid-19 pandemic. The first is the short-term impact felt by many families in Indonesia, both in urban and rural areas. In Indonesia, many families are not used to schooling at home. Homeschooling for Indonesian families is a big surprise, especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of students who are used to learning face to face with their teachers. Likewise with the psychological problems of students who are used to learning face to face with their teachers. All elements of education in social life are "affected" by the disease caused by COVID-19, so teaching takes place online. The impact of covid-19 has forced all interested parties to carry out learning by using technology in the learning process. Teachers who are critical factors in the successful implementation of learning are forced to always be ready for the changing paradigm of modern education (Menabò, Sansavini, Brighi, Skrzypiec, & Guarini, 2021; Raccanello et al., 2020; Seidenberg, Scheffel, Kovanovic, Lynch, & Drachsler, 2021). This process runs on a scale that has never been measured and tested because it has never happened before. In this learning process, learning time is also limited to one hour lesson, only 23 minutes or 30 minutes, but the school also does not force students to choose offline learning because there are still some students who are still doing online learning, so the percentage of those who study is approx 50%. (Alviona, 2019).

## **Method**

This research is a qualitative research, namely social research which basically relies on human observations in their own area and is related to these people who are trying to uncover actual facts/phenomena that occur in the field. It is said that because this type of research has characteristics such as the actual setting, the researcher as the key instrument, the data is descriptive, emphasizes the

process, the data analysis is inductive, and the meaning of each event is an important concern in research. qualitative (Sugiyono, 2014). Research, it is said to be a fact because it is in accordance with what is happening on the ground. The purpose of this study is to describe social events, by revealing factual events in the field and revealing hidden values, being more sensitive to descriptive information, and trying to maintain the integrity of the object under study. Approach. Based on the above, this research approach is descriptive-analytical approach. Analytical descriptive approach aims to describe, describe, and systematically describe facts or characteristics of certain populations or certain fields factually and accurately. This approach also aims to obtain an in-depth picture of speech, writing, and observable behavior of individuals or groups of people or organizations in certain settings studied from a comprehensive perspective (La'ali Nur Aida, Dewi Maryam, Fia Fabiola, 2020).

## **Results**

### *The principal's strategy in maintaining the quality of teacher performance*

The principal of the madrasah has the obligation to improve teacher performance, which in turn has an impact on the performance of the organization in the madrasah. The following are the steps of other participants, and if the experience is in accordance with the objectives of the madrasah, the teacher can take the experience and apply it in the madrasah. Training to support teachers in completing their assignments. madrasah send teachers to training activities, or madrasah can organize their own training for teachers. Motivational seminars. Teachers are sent to attend seminars that can increase teacher performance or increase teacher motivation, such as the Emotional Spiritual Quotient (ESQ) seminar. Conducting training for teachers in making lesson plans and learning models in the era of the COVID-19 pandemic. Madrasah principals as top managers in madrasah must be able to improve and develop teacher performance through various efforts and strategies, including teacher training. Madrasah principals must be able to plan and implement teacher development programs in madrasah so that they can improve teacher performance. In improving the performance of teachers, the head of the madrasah always supervises in the form of observations in the learning process so that the head of the madrasah can provide input, criticism of suggestions and motivation for teachers regarding the low enthusiasm and passion of teachers in working. In addition, the principal of the madrasah also gives the teacher the task of making an assessment text. Assigning teachers to maintain communication with students and parents and guardians of students in the learning process and be open. The task of the head of the madrasah is to create conditions and a good working climate including in the learning process so that all related aspects including teachers are motivated and easier in the learning process, teacher performance in the COVID-19 pandemic era is determined by the strategy of the head of madrasah, the head of madrasah also assigns teachers to deliver essential learning materials with the conditions during the covid 19 period according to the curriculum. Essential material is material that is fundamental, important, basic, occasionally needs to be understood and mastered by students. (Eliwatis & Sabarullah, 2021)

### *Utilization of digital technology as a medium of teaching and learning*

The Covid 19 outbreak requires teachers to master the use of digital technology in order to improve and maintain the quality of their work so that learning and teaching activities can run optimally, so like it or not and like it or not, they have to learn and be ready to teach remotely using technology. Each school prepares distance learning tools and systems and provides technical guidance and training for teachers to be able to use modern technology in learning to improve the quality of students in primary schools. The obstacles faced by teachers are the additional cost of purchasing internet quotas, the teacher's lack of understanding of information technology and the internet, and the absence of an adequate network connection to the internet. Social distancing and physical distancing policies to minimize the spread of covid-19 encourage all elements of education to activate classes even though schools are closed. Closing schools is the most effective mitigation measure to minimize the spread of

the epidemic in children. The solution given is to enforce learning at home by utilizing various supporting facilities. During the covid-19 pandemic, learning at home or online is a solution to continue the rest of the semester.

Performance is a translation of English, work performance or job performance. Performance in Indonesian is also called work performance. So that performance is interpreted as an expression of ability based on the ability of knowledge, and attitudes, skills and motivation in producing something. It can be said that performance can be interpreted as the action of a person or teacher based on each individual as seen from his knowledge, behavior and what he has produced and the desire to do something, performance or performance is the result of work produced by individuals or groups of people or organizations in accordance with each other's responsibilities. In order to achieve a goal of the organization concerned legally, free of law and in accordance with applicable regulations. Individual performance is the basis of organizational performance, and to optimize the performance of each individual relates to individual behavior. the results achieved by a teacher in madrasah are in accordance with their responsibilities in achieving the goals that have been achieved which are seen from the ability of knowledge, during the covid-19 pandemic it is very necessary to provide support for teachers to improve teacher performance, organizational support includes training equipment provided, knowing the level of expectations and the state of a productive team in this case the head of the madrasah who seeks to provide internet quotas to support online learning in the era of the covid 19 pandemic. (Hidayati et al., 2019)

#### *The challenge of teacher performance in the mass of the Covid-19 pandemic*

In the current Covid-19 pandemic conditions, teachers need to be empowered by madrasah principals to develop existing competencies, this greatly supports the implementation of student and teacher progress in teaching and learning activities in the era of the covid 19 pandemic, so that separate challenges arise from teachers in the teaching process as for the challenge of teacher performance in the era of the covid 19 pandemic is literacy and science and technology mastery competence, madrasah policies that apply online learning require skills in the field of science and technology. The lack of teachers' ability to science and technology will affect the learning process and this is a challenge for teachers in the teaching process because they are required to master science and technology. Competence in classroom management skills, classroom skills and the use of media is currently needed and as a challenge for teachers in implementing online learning, previously teachers were able to manage classes freely and be creative in the classroom directly. Communication and social competence, the existence of online learning will certainly require teachers to be more communicative to their students because teachers cannot monitor their students directly in the learning process. In this case, the toughest challenge for the teacher is to invite parents to guide their children in the learning process because it is done online. (Hafizah, 2020)

#### **Conclusion**

In school-based management, there is a madrasah leader who is the main subject who plays an important role in the progress of the madrasah. Whether the practice of education management is called good or not, depends on how the madrasah is dealing with the problems it faces. In madrasah there is madrasah-based management led directly by the madrasah head which is the main component in improving quality. The head of the madrasah is the top manager in educational institutions and in carrying out his duties he must be able to master the qualities of good leadership so that he can carry out his duties effectively and efficiently. The duties of the madrasah principal are very broad and have many fields, not only limited to the smooth process of teaching and learning activities, but also involves all aspects of education and learning support facilities.

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