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## METHODS TO ENHANCE THE EFFECTIVENESS OF TEACHING LEVEL

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### **ABSTRACT**

*Society demands madrasah as a formal educational institutions based on religion in a planned and strategic must be able to improve the quality of educational activities, especially in terms of internal, namely personal manager especially headmaster and teachers and other education personnel. Headmaster is the deciding factor (determinant) success in the management of madrasah to improve students' academic achievement and skills. Headmaster also plays a role in the process of planning, organizing, implementing, directing and leading all association programs and lists all power sources in order to achieve the objectives set. As a manager with its cleverness and intelligence seek and strive various interrelated activities to achieve objectives.*

**Keywords:** *Madrasa, Teacher, Education*

### **INTRODUCTION**

This study discuss the effect of leadership behaviors including the following seven aspects that define and deliver mission, supervising and evaluating the curriculum, monitor student progress, connect and manage the curriculum, the presence of the head, promoting the development of the school and professional development and achievement of the orient. From these studies, it appears that success depends on the madrasah or school head. This is due madrasah or school administrator may require awareness of the goals and objectives madrasah or school; set high expectations among staff and students, focus

efforts techniques improving teaching and learning as well as monitoring the performance and encourage staff to provide the best contribution.

Teachers should have a certain standard of quality that include personal responsibility, power, and self-discipline, demands aimed at improving the quality of teachers, teachers always improve his performance. Teacher activity as teachers will continue to grow if the coach is always motivated to excel in performing their duties and responsibilities.

This means that the teachers do not have a teaching qualification as prescribed by applicable law. For example, to teach teachers have at least a diploma D-4 or S-1 This requirement has not been met.

Second, the teacher deserves but one profession (mismatch). That is not the appropriate educational background / teaching Natural Sciences Social Sciences. Third, decent and appropriate professional teacher taught study. Graduate-level teacher education in accordance with applicable regulations, and when viewed in the data Madrasah teachers today, nearly 60% of teachers madrasah unfit category and number to 80% in the private madrasah.

There are at least seven indicators of poor performance of teachers in carrying out teaching duties, namely: (a) lack of understanding of learning strategies, (b) lack of skills in management class, (c) lack of ability to conduct research and utilize class action, (d) low achievement motivation, (d) lack of commitment to the profession, (e) for the low ability of time management.

In fact, the demands on the performance of the headmaster is still not been met, as there are many madrasahh underachieving students, student indiscipline, so it requires leadership patterns to affect student achievement in developing quality madrasah. leadership headmaster has an emphasis in management madrasah and expected headmaster will be able to increase student achievement in developing the quality of madrasah.

Teachers performance is a movement, action, implementation, activities or actions consciously directed to achieve something specific goals or targets, in carrying out its activities or as a responsibility towards the tasks and duties assigned to him.

The performance of individuals or groups within the organization have a criteria or a certain size, this means that the appearance of the work is not limited to staff who took office functional and structural, but also to the entire line of the staff in the organization.

### **EFFECTIVENESS OF TEACHING LEVEL**

A learning culture is a set of values, norms, assumptions, beliefs, principles, rules and norms or rules in the learning process that regulate and direct the behavior of students and teachers in an effort to make the learning process at the school. Cultural actually describes the attitude, which is realized through an example from above and reflected in the rules and procedures of formal organizations such as Madrasah.

This model describes the relationship between the five factors in the learning culture madrasah, ie the value of education, leadership, emphasis on learning, teacher, cooperation, equalization vision and teacher efficacy. In a culture of learning at the school values and norms will evolve when teachers interact with each other, personal interaction between teachers provide the opportunity for individuals to accommodate the needs and confidence and attitudes of teachers. In this exchange process does not

take place, the teacher will be in a situation of isolation and culture of learning at the school would not exist.

Madrasah education is a reality that accommodate the aspirations of socio-cultural-religious Indonesian Muslim population that is culturally rooted in the community, in order to realize the vision and mission of madrasah in raising achievement and education in madrasah, the target in the development of qualities of madrasah is education stakeholders, including the public and guardians of students, construction qualities of madrasah, will give a good impression of a positive for the competitiveness of the madrasah, achievement although teacher qualities of graduates. The work program madrasah, a working basis madrasah component in the learning process activities conducted in madrasah. Tthe program was awoken by the rules and assessment conducted by the Ministry of Religious Affairs as the parent body of the organization madrasah.

It can be concluded that the quality of madrasah is generated achievement educational institutions (madrasah) in order to fulfill the needs of customers satisfaction and that the community and parents on the quality of the learning process in schools with the goal of improving student academic achievement and personality of students in accordance with the guidance of religion, by utilizing existing resources at the school effectively and efficiently.

There are was a significant correlation between the quality of leadership headmaster madrasah, leadership

headmaster in the high category. The relationship between the two variables based analysis provides information that in the event of an increase in the headmaster's leadership will be followed by an increase in the quality of the madrasah. The higher leadership of the headmaster, the higher the quality of the madrasah. Someone dean practice leadership styles of teaching and administrative leadership to improve the quality of the madrasah.

Leadership headmaster is very important in an educational institution including madrasah, this is because the headmaster had a very big role in the management of madrasah, madrasah resources. The role of a leader is as a direction and purpose in the future (direct setter), agent of change (change agents), negotiator (spokes person), and as a mentor (coach). There is a significant relationship of teacher performance variable to variable quality of madrasah.

## DISCUSSION

The relationship between the two variables based analysis provides information that in the event of an increase in the teacher's performance will be followed by an increase in the quality of madrasah. So the higher the teacher's performance, the higher the level of quality of the madrasah. The learning process will take place properly if it is supported by teachers who have the competence and high performance.

Teachers who have a good performance will improve the morale and motivation of students to learn better, which in turn will

improve the quality of learning. learning process running with the maximum, effective and efficient, this is due to the innovation and creativity from teachers, thus improving the quality of the good in the madrasah. There is a positive relationship to the quality of learning culture madrasah. The relationship between the two variables in the analysis based either category, provide information that in the event of an increase in the culture of learning will be followed by an increase in the quality of madrasah, so the higher the higher the quality of learning culture madrasah.

Learning cultural to be a philosophy that is based on the view as inherent value, for the creation of a conducive learning culture and positive, in madrasah must create cherished values shared by all citizens of madrasah good social values, morals, decency, morality, and spiritually in the organization. Madrasah need teachers who have compassion for all students and residents madrasah without favoritism, so as to motivate students in the learning process. Creating a learning culture in the madrasah can be created with the cooperation and partnership between citizens with citizens madrasah Islamic schools, madrasah citizens and parents and other education stakeholders. So it can be concluded that the leadership of headmaster, teacher performance and learning culture has a major role to the high or the low quality of the madrasah. Low quality madrasah can be caused by poor leadership headmaster, teacher performance and learning culture at Madrasah.

Head madrasah must carry out his duties as leader of teaching by creating a program to improve the ability and insight to teachers by providing training and coaching as well as perform in accordance with the planned programs routinely and regularly. Program and construction activities will be evaluated on a regular basis to see the development of capabilities and quality of teachers. The assessment provides an overview of teacher performance and the ability of teachers in the learning process, therefore the training and coaching programs for teachers will be refined so that teachers can and can improve performance. The cooperation undertaken by the principal at the school with various stakeholders in improving the quality madrasah Islamic schools such as school committees and community. Along with stakeholders, in addition to the headmaster as a leader should pay more attention to teachers and students in improving the quality of the madrasah and able to assist in solve problems, be an example for teachers and students.

## CONCLUSION

Teachers are examples of students, therefore, teachers are required to work as a professional educator, capable of improving student achievement, in the learning process in the classroom, teachers should be sensitive and attentive to the condition of the student, able to stimulate students to be creative in learning. Teacher continues to improve his work with his own efforts to improve their quality (knowledge, skills, attitudes) with the mastery of science and technology and to improve both social intelligence, moral, emotional and spiritual.

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