MANAGEMENT DEVELOPMENT OF TEACHER PROFESSIONALITY IN IMPROVING LEARNING EFFECTIVENESS

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Abstract: This research aims to find out how management develops professionalism and increases learning effectiveness. This research uses a qualitative design. Data collection techniques use interviews, observation and documentation. The Role of Teachers in Management of Teacher Professional DevelopmentIn Increasing the Effectiveness of Learning at SMP N 1 Kotabumi as a facilitator, role Teacher mentor, war Teacher motivator, role Teacher organizer, the role of the teacher as a human resource, this is of course produce results Which positive that is exists Management Development Professionality Teacher In Increase Effectiveness of Learning at SMP N 1 Kotabumi Academic Year. Factors Which influence Management Development Professionality Teacher In Increase Effectiveness Learning at SMP N 1 Kotabumi is as follows: Internal Factors, factor Internal, namely factors that come from in the teacher himself which consists of physiological factors and factor psychology, namely lack Professional from within Teacher. External factors are factors that come from outside the participant educate. These factors include family, school and participant factors educate among them factor family And factor school.

Say key : Management Development, Professionality Teacher, Effectiveness Learning

INTRODUCTION

Education is a basic need in human life, especially in developing the potential and character formation of the young generation who will be the successors of the leadership relay in the future. It is a shared commitment that education has a noble and majestic role. Therefore, everyone will take a role in advancing education, parents, society and the government (Warisno and Hidayah, 2021) . Madrasas are educational institutions that can support the quality of human resources that are beneficial for the community, nation and state. To improve the quality of education and the quality of human resources, madrasas should be managed by a leader who has the basics and requirements for leadership. The frequent establishment of educational units It is said that Madrasas are places where real education is held. Madrasas as formal institutions have a significant impact on student growth. Madrasas must be more creative in the teaching and learning process, as well as educating and developing students' characters. It is felt that installing learning facilities alone is not enough, it must be followed by building a

learning environment that encourages students to see learning as an integral part of their lives (Kurniawan, Widiastuti and Aslamiyah, 2021) .

If a leader is at the front then he will set an example for his subordinates, if he is in the middle he must be able to inspire and encourage the people around him, and if he is behind then the leader must be able to direct, encourage/motivate his subordinates to progress further. A leader must be able to set an example and protect his subordinates, motivate and mobilize so that everyone is able and willing to work optimally in accordance with the job description that has been given and carry it out sincerely and with full responsibility . One aspect of education that is very important in order to improve the quality of Madrasah graduates is the Madrasah Head. Quality leadership produces quality education and graduates. Professional leadership is quality leadership (Latifah, Warisno and Hidayah, 2021) . Madrasas are educational institutions that function not only as a medium for inheriting the values held by a society but also function as social reconstruction in order to answer future challenges. In other words, education is essentially an effort to prepare someone to enter a future which may give rise to new values.

The role of teachers is very important in the learning process, as well as advancing the world of education. The quality of students in the world of education is very dependent on the quality of teachers. Teachers must have competencies that are in accordance with national education standards so that they can carry out their duties and roles with good competency standards that produce students who are knowledgeable and have certain skills. (Susanto and Muhyadi, 2016) . Teachers as presenters of learning material are obliged to pay attention to individual aspects of students as subjects who receive learning material. When presenting material, teachers must also pay attention to students' abilities and conditions and then look for appropriate methods. Because the teaching and learning process is the teacher's effort to communicate with students in conveying knowledge. There are five communication components in this process, namely: teacher (communicator), learning materials, learning media, students (communicants), and learning objectives. (Warisno, 2017) . A teacher must be able to demonstrate his abilities in front of students and show commendable attitudes in every aspect of life. The teacher is the ideal figure for every student. Usually what the teacher does will be a reference for students, thus the teacher is a model for students, then all their steps will be an example for each student. (Yusnidar, 2014) .

Teacher performance is work achievement in implementing educational programs which must be able to produce graduates/output of increasing quality, able to demonstrate to the community in the form of good service, the costs borne by consumers or the community who entrust their children are affordable and not burdensome, the task implementers are getting better and developing and able to follow the dynamics of society's needs which are always changing according to the progress and demands of the times. Teacher performance is the key that must be worked on. Performance is the appearance of work behavior which is characterized by flexibility of movement, rhythm and work sequence in accordance with procedures, so that results are obtained that meet the requirements of quality, speed and quantity. In line with that, it is also said that performance is "output derived processes, human or other wise". So performance is the result or output of a process (Umi and Mujiyatun, 2021) .

RESEARCH METHODS

This research uses a qualitative approach using a phenomenological perspective. This is in accordance with the opinion of Denzin and Lincoln who say that qualitative research is research that uses natural settings, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods. (Moleong, 2002) . The research subject in this research is an object, thing or person to which the research variable data is attached and which is at issue (Anggito and Setiawan, 2018) . So the subject is something whose position is very important, because in that subject there is data about variables studied and observed by researchers. Sampling technique is a way of taking samples from a population. In this research the author used a purposive sampling technique (Nurdin and Hartati, 2019) . The research was carried out at Sunan Ampel Punggur Middle School, Central Lampung.

There are three data collection techniques used in this research, namely: (1) interviews; (2) observation; and (3) documentation. The data analysis technique is to carry out a credibility test (internal validity) on research data in accordance with data credibility test procedures in qualitative research. According to Sugiyono, various types of credibility testing include extended observations, increased persistence in research, triangulation, discussions with colleagues, negative case analysis, and member checks (Sugiyono, 2013) . In this research, the author tested the validity of the data through triangulation. This triangulation is a technique that seeks to find a meeting at a central point of information from the collected data in order to check and compare existing data. There are 3 types of Triangulation including Source Triangulation, Technical Triangulation, and Time Triangulation, found more credible data certainty. In general, the steps in analyzing data are as follows: Data presentation, data reduction, conclusion drawing (verification) (Miles and Huberman, 2007) .

DISCUSSION

1. **Effectiveness of Learning at Sunan Ampel Punggur Middle School, Central Lampung**

Effective learning has indicators: 1) Students are active in class, 2) Teachers use varied learning methods, 3) Teachers use varied learning media, 4) Teachers master the subject matter, 5) Teachers always motivate students, 6) Teachers carry out process assessments and learning outcomes, and 7) Teachers follow up on learning outcomes. The following are the results of data collection through interviews and observations to determine the effectiveness of learning at Sunan Ampel Punggur Middle School, Central Lampung:

a. **Active student learning**

One way of effective learning is shown by active students in class. What is meant by active is actively asking questions, actively answering, discussing and carrying out other learning activities. Based on observations, during learning activities at Sunan Ampel Punggur Middle School, Central Lampung, students were quite active in class. When the teacher asked questions, students actively answered the teacher's questions. Students are also always active in asking their teachers about things they don't understand. Indeed, there were some students who remained silent but paid enough

attention to the teacher's explanation. According to one teacher at SMP N 1 Kotabumi, when learning activities were taking place, some students were active, such as actively asking questions, actively answering the teacher's questions, paying attention to the teacher's explanations, carrying out the learning tasks given by the teacher well. According to him, there are indeed students who don't pay attention when the teacher explains by joking or are sleepy in class, but when these students are reprimanded they will immediately pay attention to the lesson being taught. Based on the results of these observations and interviews, it can be understood that students at SMP N 1 Kotabumi are quite active in learning activities. Thus, from the point of view of student activity, it can be concluded that learning at SMP N 1 Kotabumi is quite effective.

b. Teachers Use Varied Learning Methods

The effectiveness of learning is also shown in the learning activities of teachers who always use a variety of learning methods. Based on the results of observations, in learning activities at SMP N 1 Kotabumi teachers always use varied learning methods. Teachers at Sunan Ampel Punggur Middle School, Central Lampung, do not only use the lecture method in their learning but vary it with the methods of question and answer, discussion, demonstration, recitation (giving assignments), and drill. Sometimes teachers also use learning tools such as pictures. Learning activities are not only carried out in the classroom but also outside the classroom, such as in the prayer room, multimedia room and library. According to one of the teachers at Sunan Ampel Punggur Middle School, Central Lampung, in his learning activities he always tries to use a variety of learning methods. For example, when students are mostly sleepy, less enthusiastic, the lecture method is varied with stories. Apart from that, every learning activity always uses the question and answer and discussion method, with the aim of making students actively think and search for the material provided by the teacher for themselves. If the material demands to be practiced, the teacher always demonstrates - and invites students to do it together or represented by several other students. Based on the results of interviews with teachers at SMP N 1 Kotabumi, they explained that the head of the madrasa always supports and gives freedom to each teacher to develop learning activities by holding learning activities outside the classroom, even outside the school is allowed as long as the teacher concerned reports first to the head of the madrasa and The aim is really in learning activities.

c. Teachers Use Various Learning Media

The effectiveness of learning is also demonstrated by teachers always using a variety of learning media. Based on the results of observations, data was obtained that in learning activities at Sunan Ampel Punggur Middle School, Central Lampung , teachers used learning media. The use of learning media is also quite varied, sometimes teachers use whiteboards, textbooks, pictures and other learning tools as needed. Information from one of the students at SMP N 1 Kotabumi also stated that in learning activities, teachers always use a variety of learning media, not only limited to using blackboards and textbooks but also using other learning media, such as material on how to shroud a corpse, the teacher carrying various equipment used to practice the procedures for shrouding a corpse. Another media used by teachers at SMP N 1 Kotabumi in their learning activities is using cards. The paper is cut into pieces and

things related to the material are written down, for example the hadith of the Prophet SAW. Then students are asked to organize them into a good reading. Apart from that, their teachers have also used internet media. The teacher gives assignments to students to look for articles related to the material being studied and summarize the meaning of the article. In utilizing the learning resources available at Sunan Ampel Punggur Central Lampung Middle School , the Principal of the Madrasah gives complete freedom, but each teacher must maintain cleanliness and care for and put back items that have been used in their original place. Menggala is quite effective, with the use of varied learning media. Based on the results of interviews and observations, it can be concluded that learning activities at Pembina Si High School are not only limited to simple learning media

d. Teachers Master the learning materials

Teachers who master the subject matter are also an indicator of effective learning activities. Observation results show that teachers at SMP N 1 Kotabumi have sufficient mastery of the subject matter. When explaining the subject matter, the explanation given is quite clear. Teachers not only rely on the learning material in textbooks but also provide enrichment material to their students. When students ask questions , the teacher is able to explain them well according to the students' expectations. From the results of an interview with one of the teachers at Sunan Ampel Punggur Middle Lampung Middle School, they always try to improve their knowledge of the subject matter provided. Efforts are made by reading books from other literature in libraries or buying them in bookstores. Sometimes discussing with fellow teachers to increase and develop knowledge. Based on the results of these observations and interviews, it can be understood that teachers' mastery of material at Sunan Ampel Punggur Central Lampung Middle School is quite good with the indicators: being able to explain in language that is easy to understand, not looking too much at the textbook when explaining, always providing enrichment material, so it can be concluded that learning is effective at SMP N 1 Kotabumi quite well.

e. Teachers Always Motivate Children

Teachers who always motivate their students are an indicator of learning effectiveness. From the observation results, data was obtained that, in their learning activities, teachers always provide motivation to their students. The motivation given to their students is such as when students ask questions or answer questions given by the teacher , even though the student's answer is wrong, the teacher never criticizes them with words that hurt or embarrass the student. . Teachers even appreciate students' questions and answers with words that can motivate students to learn. At the end of studying, students are also given motivation to encourage them to study actively. Based on the results of these observations and interviews, it can be understood that teachers at SMP N 1 Kotabumi always provide learning motivation to their students, especially for students whose learning achievements are low. Motivation is given to students in two ways , namely verbal and nonverbal.

f. Teachers carry out assessments and learning outcomes

The effectiveness of learning is characterized by teachers always assessing student learning processes and outcomes. Based on the results of observations, teachers at Sunan Ampel Punggur Middle School, Central Lampung always assess learning

processes and outcomes. The assessment process can be seen from the teacher always making variations in using learning methods and using learning media, if students appear to be getting bored, tired and sleepy. The assessment of learning outcomes is carried out before and after learning activities , in the form of oral and written tests. Information from one of the teachers at SMP N 1 Kotabumi is that teachers often carry out process assessments, such as providing assessments of student activity in class. If a student is sleepy, the teacher immediately reprimands him. If students appear to be getting bored and fed up during learning activities, the teacher immediately changes the method used, for example by varying the lecture method with stories and so on. Based on the results of these observations and interviews, it can be understood that teachers at SMP N 1 Kotabumi have carried out activities to assess learning processes and outcomes. Thus, it can be concluded that the assessment activities of learning processes and outcomes at SMP N 1 Kotabumi are carried out quite effectively.

g. *Teachers Follow Up Learning Results*

The effectiveness of learning can also be seen from the teacher always following up on learning results. Based on the results of observations, teachers at SMP N 1 Kotabumi follow up on learning outcomes, especially for students whose learning achievement has decreased. Students whose learning achievement is low are invited to communicate to find out the cause of their low learning achievement.

Based on the description of the results of data collection through observation, interviews and documentation It can be concluded that the implementation of teacher professional development management in increasing the effectiveness of learning at SMP N 1 Kotabumi quite well, namely at stage planning development professionality Teacher, coaching And teacher professional development, teacher professional assessment and supervision and compensation or rewards. Planning for teacher professional development at SMP N 1 Kotabumi is quite good, such as: Planning a teacher professional development program begins with collecting data past observation And inspect document Teacher, planning program development professionality Teacher customized with problem Which faced Teacher. Sunan Ampel Punggur Middle School, Central Lampung always give coaching And development power education with Enough Good, with do: 1) program empowerment MGMP (Subject Teacher Conference), 2) In service training program by holding training and seminars, 3) On service training program by holding discussions between subject teachers once every three months, 4) provide motivation to continue to a higher level of education high, 5) provide awards for outstanding teachers and sanctions for teachers who lack discipline And its performance which is lacking OK, 6) include Teacher in every development madrasa, 7) accept And develop idea And potency Which owned Teacher.

Evaluation And supervision professional Teacher in Sunan Ampel Punggur Middle School, Central Lampung, is sufficient Good held with showed from head madrasa Which always stage supervision directly on the learning activities carried out by the teachers, the results of performance assessments The teacher is also immediately followed up by the head of the madrasah, so that the teacher can immediately accept it feedback and can fix and improve its performance so that more Good Again. Implementation management development professionality Teacher in SMP N 1 Kotabumi in providing compensation is quite well implemented, because the salary for

honorary teachers (GTT) is in The high school is never slowed down/postponed, and every teacher's work performance is awarded award by head madrasa.

CONCLUSION

Based on the presentation and analysis of data it can be conclusions drawn as following: 1) Implementation management development professionality Teacher in SMP N 1 Kotabumi Dalam increase effectiveness learning has held in accordance with the stages, namely: The planning stage for teacher professional development begins with collect data through observing and checking teacher documents And planning program development professionality Teacher customized with problem Which faced Teacher. The coaching and development stage involves: 1) program empowerment MGMP (Discussion Teacher Eye Lesson), 2) program In service training by holding training And seminars, 3) On service training program by holding discussions between teachers eye lesson three month very, 4) give motivation For continue to that level of education higher, 5) give award for teachers achievement and sanctions for teachers Which not enough discipline And its performance Which not enough Good, 6) include Teacher in every development madrasah, 7) accept And develop idea And potency Which owned Teacher.

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