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DEVELOPMENT OF TEACHER COMPETENCE AND THE ROLE OF SCHOOL CHAIRMAN LEADERSHIP TOWARDS ISLAMIC EDUCATION TEACHERS AT ATHIRAH ISLAMIC HIGH SCHOOL IN SOUTH SULAWESI

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Abstract

This study about teacher competency of development activities and the leadership role of school principals towards Islamic Religious Education teachers. The research objective was to determine teacher competency development activities and the role of school principals towards Islamic Religious Education teachers at Athirah Islamic High School in South Sulawesi. This type of phenomenological descriptive research with a qualitative approach. This study describes the activities of developing teacher competence and the role of principal leadership towards Islamic religious education teachers at Athirah Islamic High School in South Sulawesi.

The results showed that the development of the competence of Islamic Religious Education teachers through internal school coaching, education and training, seminars, workshsop, MGMP PAI, strengthening of two foreign languages (English and Arabic), education to a higher level, comparative study abroad, training ICT-based learning, being a resource in scientific forums, research on Islamic religious education, publishing research results and innovative ideas, creating effective and efficient learning teaching aids, developing learning models and tools, preparing PAI exam questions, and creating ice breaking. Furthermore, efforts to develop the competence of school principals by participating in leadership management training, education and training, seminars, workshsop, education to a higher level, comparative studies abroad, and ICT-based learning training. In addition, the principal is a resource person in scientific forums, conducts research on management of Islamic religious education, publishes research results and innovative ideas on management of Islamic religious education, allocates budgets to Islamic Education teachers, provides recommendations to teachers to participate in various teacher competency development activities.

Keywords: Teacher Competence, Principal Leadership

Background

The problem of leadership is an urgent matter in an organization, including in educational institutions, because leadership is an aspirational force, enthusiasm and moral strength that is able to influence members to change attitudes, behavior of groups or organizations to be in line with the wishes and aspirations of leaders by interpersonal leaders towards his subordinates (Kartini Kartono 1998; 9). Leadership is also said to be the process of directing and influencing activities related to the work of group members. Three important implications are contained in this, namely: Leadership involves other people, both subordinates and followers; Leadership involves distributing power between the leader and group members equally, because group members are not powerless, there is the ability to use different forms of power to influence the behavior of their followers in various ways. (Veitzal Rivai, Dedy Mulyadi 2009; 2). Education is a process of forming and developing potential into a competency, so that it can be said that

education is a creative journey that takes students towards the introduction and formation of identity. The meaning of education is an effort made deliberately and systematically to motivate, nurture, assist, and guide someone to develop all their potential so that they seek better self-quality Islamic education (Hikmat 2006; 16). Various efforts in realizing the success of an education have been carried out continuously in the framework of building a nation. The success of an educational institution is also related to the leadership of the educational institution. Leadership is the art and skill of a person in utilizing his power to move his subordinates to carry out activities directed at predetermined goals. (Wisdom 2006; 247). Leadership can also be defined as the process of influencing organized group activities towards the determination and achievement of Islamic religious goals.

Leaders use their abilities and intelligence by utilizing the environment and potential that exists in the organization. In other words the leader tries to involve members of the organization to achieve



Islamic religious education goals. The ability to mobilize, direct, and influence organizational members as an effort to achieve Islamic religious education as a form of leadership. The ability to influence other people's behavior towards certain goals as an indicator of the success of a leader. The ability to influence other people's behavior towards certain goals as an indicator of the success of a leader. Defines leadership as involvement that is done intentionally to influence the behavior of others. Leadership plays an important role in developing educational institutions. Mastery of the theory of knowledge about leadership is a major contribution to the principal so that it can improve the quality of the principal's leadership which is felt to be important for the success of the school he leads. The success of the school is the success of the principal. Principals who succeed when they understand the existence of the school as an organization and are able to carry out the role of the principal as someone who is given the responsibility to lead the school. The principal is described as a person who has high expectations for staff and students, the principal must know his duties, and the principal determines his school. How important is the role of the principal in moving school life. The principal plays a role as a central force driving school life and the principal must understand their duties and functions for the success of the school, and have concern for staff and students.

The principal as an educational leader who has an important role in developing educational institutions, namely as the controlling holder in educational institutions. In addition, the principal is also directly responsible for the implementation of all types of activities and forms of regulations that must be implemented by both teachers and students. The principal must also be able to carry out work as an educator, manager, administrator, and supervisor (E. Mulyasa 2007; 97). The principal as a formal leader in the world of education must be able to carry out his leadership duties, namely having to know, understand, and understand all matters relating to school administration management, developing school facilities and infrastructure, coaching teachers, administrative staff, and personnel of educational institutions others, and make plans related to teaching, student affairs, teacher guidance, curriculum development, and the development of intra and extracurricular student activities. One of the principal duties of a school is to provide guidance to teachers. The principal's job is to foster and guide the sustainable growth of teachers so that they are able to

carry out their duties as well as possible in accordance with the development of the situation. The teacher is a very influential person in the teaching-learning process. The teacher is a dynamist that is able to lead students' potential towards creativity and can act as a guide to a better future for students. Not only as information by providing Islamic religious teaching materials in the classroom. One of the coaching of teacher competence is coaching carried out by the principal for teachers. From a national policy perspective, the government has formulated four types of teacher competencies, as stated in the explanation of government regulation no. 19 of 2005 to challenge national education standards, namely pedagogical competence, personality competence, social competence, and professional competence (Jejen Usfah 2001; 30). Teachers are expected to be able to carry out their duties professionally by possessing and mastering these four competencies. The competence that must be mastered by the teacher is pedagogical competence.

In line with the challenges of global life, the roles and responsibilities of teachers in the future will be increasingly complex, thus leading teachers to always carry out various coaching and adjustments to their competencies. Teachers must be more dynamic and creative in managing and developing the learning process of students so that they can produce effective learning, creative, intelligent and innovative students. In improving student achievement, competent teachers are needed, especially pedagogical and professional competences who are able to manage learning well so that they can produce smart and quality alumni. The level of student learning achievement is influenced by teacher competence which is one element that is not neglected in the learning management process (Saiful Bahri Djamar 1994; 15). Efforts to improve the quality of human resources in educational institutions, especially teachers of Islamic religious education. Therefore, if you look at the field, there has been a paradigm shift in measuring a nation's progress where initially the indicator was the wealth of natural resources, then it shifted to an indicator of the quality of reliable human resources. Therefore the progress of a nation requires superior education and the existence of superior human beings requires superior education and superior education requires that there are various components or aspects of superior education as well, it is for superior education that is the hope of building a superior nation that can be materialized.



Therefore, printing human resources who are competitive and have quality will have an impact on educational institutions, especially the performance of Islamic religious education teachers. So to prepare quality human resources there needs to be a development of the quality of teacher performance, because this is an urgent matter in educational institutions, this is in line with the mandate in Law number 20 of 2003 concerning the National education system, namely; National education has the function of developing abilities and shaping the character and civilization of a nation with dignity in the framework of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear one God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Islamic religious education teachers are the spearhead of efforts to change society or as agents of change. Therefore education can affect life in society. A religion teacher is a person who has a central role in this. Because religious teachers should be able to mentally train students to be praiseworthy and noble. A teacher of Islamic religious education is expected to be able to instill and foster strong and true faith in students. Because with Islamic faith someone will be good so that they become ihsan human beings.

In order to realize these changes, a teacher should have adequate abilities or competencies. The government has given direction in this matter, namely in the National Education System Law No. 14 article 10 and translated into Permendiknas No. 16 of 2007, namely teachers must have competencies: pedagogical, personal, social, and professional. The role of the teacher is very important in education, especially in the teaching system because the teacher is in the position of an intermediary for a science to be educated on the Islamic religion to students. In developed countries, the quality of teachers is very concerned for the progress of the nation. teachers as roots in developing education, then penetrating into the economic field, and into the social field. If from the root it is categorized as good, then education is guaranteed, the economy is advanced, and there is no social gap. If we observe that the government has made every effort, by paying attention to the rights of teachers, therefore teachers have the responsibility for their duties. Government efforts to improve teachers' welfare through teacher professional development programs. It is undeniable that the role and function of the teacher in the learning process still dominates and has a very

strategic role, therefore to achieve Islamic education a vision of education is very dependent on the contribution of teacher performance, because teachers interact so much in the learning process, so this is an issue. which is reasonable if the quality or quality of education is low, the teacher will be in the spotlight to be criticized.

The problem of Islamic religious education teachers in using methods in the learning process in class as happened in several high school schools in South Sulawesi when the learning process was taking place, there were still some students who were less interested and motivated to take Islamic religious education lessons in the classroom, because the teachers did not use the method. which varies and activate the students, then the research findings are that teachers still use the lecture method in teaching, but in principle the teacher is the duty of a facilitator. Professional competence in using the Islamic religious education teacher method is still minimal and needs to be further improved so that students enjoy taking Islamic religious education lessons in their class and even these lessons are of great interest because one of the indicators of teachers having pedagogical competence is when the teacher is able to carry out learning that is interesting. Their students can improve their achievements in the religious field because of the findings of high school level educational institutions including the Islamic education institutions that are brought under the guidance of the education ministry, namely Athirah Islamic High School in South Sulawesi.

Religious achievement is very minimal even though the institution is an Islamic-based educational institution, and of course the public has high hopes for Islamic education institutions to be able to improve achievements in the religious field, for example the tahfids competition, hadith memorization competitions, call to prayer competitions, sirah nabawiah competitions, prayer competitions, lecture competitions, Arabic speech contest, calligraphy competition, prophet salawat reading competition. Teacher pedagogical competence in terms of developing the potential of students to actualize the various potentials possessed by students in the field of Islamic religious education. The results of interviews and observations that were carried out with the information section of Athirah Islamic High School which stated that at Athirah Islamic High School, her religious achievements were still less than those in general subjects. This initial observation is



very interesting to conduct research on teacher competence and the leadership role of school principals in making programs and controlling and coaching teachers that are not quite right, namely the leadership style approach that needs to be even better. In fact, if you look at the very adequate facilities and infrastructure, even the Athirah Bukit Baruga and Bone High Schools are using the Boarding School system, where the students are boarded out so that the coaching and control is rather young, while the Athirah Islamic High School Makassar uses the full day concept. In contrast to several other integrated Islamic education institutions, they have not implemented a Boarding School. Ideally, Islamic education institutions at the high school level should be boarded out because the portion of religious activities is large after they are finished in the learning process in class and need to get guidance and control from the teacher, for example memorizing hadiths, memorizing the qur'an, learning calligraphy, learning lectures, learning speech languages Arab.

Based on this background, it is interesting to write about the development of teacher competence and the role of principal leadership towards Islamic religious education teachers at Athirah High School in South Sulawesi Province.

Teacher Professionalism Development.

The Directorate General of Primary and Secondary Education, Ministry of National Education (2005) mentions several alternatives for teacher professional development programs, as follows:

1. Teacher Education Qualification Improvement Program
2. In accordance with the prevailing regulations that the qualification of teacher education is at least S1 from the teacher program, there are still teachers who have not fulfilled this need. Therefore this program is intended for teachers who do not have a minimum educational qualification of S1 to attend S1 or S2 teacher education. This program is a continuing study program in the form of learning assignments.
3. Teachers' equivalence and certification programs for certain subjects. It often happens that their educational qualifications are higher than the required qualifications but are not suitable, for example with an undergraduate certificate but not education.
4. Take part in an equivalence or certification program.

Competency Based Integrated Training Program

Teachers who meet educational qualifications are not enough, training is needed to improve their professionalism. The proposed training program is training in accordance with the needs of teachers, which refers to the competency demands. So far, the implementation of training is partial and the development of materials overlaps, consumes a lot of time and costs and is less efficient. It is not uncommon for a teacher to attend three types of training so that it interferes with PMB activities, on the other hand not a few teachers have attended training even in one year. Therefore, the proposed training is Competency Based Integrated Training (PTBK), namely training that refers to the competencies that will be achieved and needed by students, so that the content / training material to be trained is a combination / integration of fields of knowledge as a source of training materials that are completely needed to achieve competence (Depdiknas, 2002: 4)

The competencies expected by the teacher include:

- a) Have a basic understanding and insight into education, especially those related to the field of work.
- b) Mastering the subject matter, at least in accordance with the material coverage listed in the competency profile.
- c) Mastering the management of learning according to the characteristics of the subject matter.
- d) Mastering the evaluation of learning and learning outcomes in accordance with subject characteristics.
- e) Having professional insight and personality as a teacher.

The following are types of teacher professional competency development according to their forms:

The Teacher's Business Independently

Through self-exploration and development, according to Ali Mudlofir (2012: 133-134), efforts to increase professionalism should be centered on the unique potential of each personality from physical, emotional and intellectual aspects. Professional development can be obtained through a systematic planning to organize and develop personal potentials. Reading and writing journals or scientific papers, according to Udin Syaefudin Saud (2011: 108) teachers Read and write journals or scientific papers, according to Udin Syaefudin Saud (2011: 108) teachers can increase knowledge as experience increases, teachers can build new concepts, special skills and learning tools / media that can contribute to carrying out tasks.



Following the actual news from the news media. According to Udin Syaefudin Saud (2011: 110), the selective use of news media related to the field occupied by teachers can help the process of improving teacher professionalism.

1. Participate and be active in professional organizations. according to Udin Syaefudin Saud (2011: 110) building a close relationship with the community (private, industrial, and so on). Teachers must be reliable in choosing a form of professional organization that can provide full benefits for themselves through the investment of time and energy, whereas according to Law Number 14 of 2005 concerning Teachers and Lecturers, professional organizations function to advance the profession, increase competence, career, educational insight, protection profession, welfare, and community service.
2. Collaborating with colleagues, according to Udin Syaefudin Saud (2011: 110), it can be used to discuss various educational issues or problems including cooperation in various activities.

From the Institution.

According to Ali Mudlofir (2012: 135-137) and also stated by Sudarwan Danim (2010: 30-33), increasing teacher professionalism can be achieved through the following activities:

1. In-house training (IHT), which is training that is carried out internally in the teacher's working group, school or other place designated to conduct training. According to Suryosubroto (2004: 1) education and training is a process of teaching and learning activities that become good in a certain room or in the field. The relationship between training and the teaching and learning process is clear, because in education and training it is a transfer of knowledge, skills, from one person to another.
2. Internship program. An apprenticeship program is training that is carried out in the world of work or a relevant industry.
3. School partnerships, implemented between good and bad schools, between public schools and private schools, and so on.
4. Distance learning, can be carried out without presenting instructors and trainees in one particular place, but with a training system via the internet.
5. Tiered training and special training, carried out in authorized training institutions, where programs are

structured in stages starting from the basic level, medium, advanced, and high.

6. Short courses at colleges or other educational institutions. Intended to train to improve the ability of teachers in several abilities such as the ability to conduct classroom action research, scientific work, plan, implement, and evaluate learning.
7. Internal coaching by schools, carried out by the principal and teachers who have the authority to guide, through official meetings, rotation of teaching assignments, giving additional internal assignments, discussions with peers and the like.
8. Further education is an alternative for improving teacher qualifications and competencies. Teacher participation in further education can be carried out by giving study assignments, both at home and abroad. According to Ondi Saondi and Aris Suherman (2010: 78) this educational qualification improvement program can be in the form of a continuing study program in the form of learning assignments. The steps taken by the teacher are: a) The local education office provides scholarships to return to school; b) The teacher concerned goes to school again, which is funded by the government and the teacher himself; c) The teacher in question goes to school again using self-financing or at his own expense.
9. Seminar. The participation of teachers in seminars and coaching scientific publications can be a sustainable model for developing teacher professionalism.
10. Workshop. Done to produce products that are useful for learning, increasing competence and developing career. Research. Performed by the teacher in the form of classroom action research, experimental research in order to improve the quality of learning.
11. Equalization and certification program. According to Ondi Saondi and Aris Suherman (2010: 78). This program is intended for teachers who teach not according to their educational background or are not from a teacher education program. The steps are taken by: a) The teacher is transferred to another subject that is in one family, for example Social Studies with PPKN teachers; b) The teacher is transferred to a non-related subject, for example Social Studies becomes a local content teacher.
12. Educational supervision program. According to Ondi Saondi and Aris Suherman (2010: 80), the process of providing assistance services to



teachers to improve the teaching and learning process carried out by teachers and improve the quality of learning is usually carried out by the principal.

13. The MGMP empowerment program (Subject Teacher Musyarawah), according to Ondi Saondi and Aris Suherman (2010: 80) as a forum or means of communication, consultation and sharing of experiences.
14. Teacher Symposium, According to Ondi Saondi and Aris Suherman (2010: 81) this activity is expected to disseminate creative efforts in problem solving as well as become an arena for interguru competition by presenting outstanding teachers.

The description of the above, it can be concluded that the type of teacher professional competency development can be done through the teacher independently and through institutions carried out individually and in groups. Reading and writing journals or scientific papers, according to Udin Syaefudin Saud (2011: 108) teachers can increase knowledge along with increasing experience, teachers can build new concepts, special skills and learning tools / media that can contribute in carrying out tasks. Follow the actual news from the news media. According to Udin Syaefudin Saud (2011: 110), selective use of news media related to the field occupied by teachers can help the process of improving teacher professionalism. Participate and be active in professional organizations. according to Udin Syaefudin Saud (2011: 110) building a close relationship with the community (private, industrial, and so on). Teachers must be reliable in choosing a form of professional organization that can provide full benefits for themselves through the investment of time and energy, while according to Law Number 14 of 2005 concerning Teachers and Lecturers, professional organizations function to advance the profession, increase competence, career, educational insight, protection. profession, welfare, and community service. Collaborating with colleagues, according to Udin Syaefudin Saud (2011: 110), can be used to discuss various educational issues or problems, including cooperation in various activities.

Teacher Competence

Competence is basically a description of what someone should be able to do in a job, in the form of activities, behaviors and results that should be displayed or demonstrated. In order to be able to do

something in their work, a person must have the ability in the form of knowledge, attitude and skills in accordance with the field of work (Suteja 2012; 117)

The term teacher competence has many meanings, as quoted E. Mulyasa (1995; 25) suggests that teacher competence as ... descriptive of qualitative nature of teacher behavior appears to be entirely meaningful. Teacher competence is a qualitative description of the nature of meaningful teacher behavior. Meanwhile, Charles (1994) argues that: competency as rational performance which satisfactorily meets the objective for a desired condition (competence is a rational behavior to achieve the required objectives of Islamic religious education in accordance with the expected conditions). Whereas in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that: "Competence is a set of knowledge, skills, and behaviors that must be possessed, lived in, and controlled by teachers or lecturers in carrying out professional duties". Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities which kaffah form the standard competencies of the teaching profession, which includes mastery of material, understanding of students, educational learning, personal development and professionalism.

Based on Law no. 14 of 2005 Article 8; Regarding teachers and lecturers, that the mandatory requirements of a teacher are to have academic qualifications, competence, educational certification, be physically and mentally healthy, and have the ability to realize the goals of national education. (Http: //www.sjdih.depkeu.go.id / fullText / 2005/14 year 2005UU. htm, p. 3.) 10-12-2019. Talking about competence, of course it is very important in the world of education because people who carry out a profession must be carried out by someone who is an expert, therefore the Messenger of Allah has given a message that matters should be left to the experts; From Abu Hurairah radiallahu anhu, Rasulullah sallallahu alaihi wasallam said: When the prophet Sallallahu "laihi wasallam sat lecturing to several people a Badwi Arab came and he asked:" When is the end? ". However, the Prophet sallallaahu alaihi wasallam continued his lecture. So some people say: Actually the Prophet heard the Badwi people earlier, but the Prophet did not like what he said. Some people say: "It seems the Prophet did not hear it." Until when the Prophet finished his lecture, the Prophet asked: which person is asking about the end of the world? The



man replied: "I, O Messenger of Allah". The Prophet said: "When the message is wasted, then wait for the end." He asked again: "What does it mean that the mandate is wasted?" The Prophet replied: "If matters are left to someone who is not an expert, then wait for the end!" (H. R. Bukhari no. 59).

The above hadith gives a very clear picture of the importance of a job being left to people who have expertise in that job. This is natural, a job will run well and be successful if the work is done by experts. It would be messy if it was done by someone who is not smart. Then it was explained that the National Education System Law was translated into Permendiknas No. 16 of 2007 in article 10 concerning the kinds of competencies that teachers must have, namely pedagogical competence, personality competence, professional competence and social competence obtained through professional education. On that basis, it is clear that a teacher must have competence. One of the competencies that must be possessed by teachers is pedagogical competence. This pedagogic competence is the teacher's ability to manage student learning. In the National Education Standards, the explanation of Article 28 paragraph (3) point a states that pedagogical competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

The Role of Principal Leadership

In simple terms, leadership is the ability a person has to influence others (Makawimbang, 2012: 6). This means that leadership is a person's ability to influence others to follow the wishes of a leader. Leadership is the ability to influence the behavior of others in certain situations so that they are willing to work together to achieve the goals set. According to Overton (2002: 3), leadership is the ability to obtain work actions with full trust and cooperation. In carrying out his leadership, a leader has his own styles. Opinion Overton emphasizes the focus of leadership on one's ability to get action from others. Hersey and Blanchard (1996: 1000), argue that: "leadership is the process of influencing the activities of a person or group to achieve goals in certain situations". The opinion of Hersey and Blanchard emphasizes the meaning of leadership as a process of influencing others to achieve goals in a situation. Leadership can take place anywhere. According to Syafaruddin (2010:

47), leaders are trusted by those who are led because of their authority and ability to influence members to do something. People who carry out the leadership process are called leaders. While people who are led are called members or followers (followers). In their various actions, a leader influences members, therefore, the role of leaders is very significant in determining the direction and quality of human life, both in the family, society, nation and state.

Leadership is sometimes understood as the power to move and influence people. Leadership as a tool, means or process to persuade people to be willing to do something voluntarily / joyfully. There are several factors that can move people, namely because of threats, rewards, authority, and persuasion (Rivai, 2003: 3). In modern developments, the success or failure of an organization is largely determined by the quality of leadership possessed by people who are appointed or assigned responsibility as leaders in society or in an organization. Leaders must have good skills and characteristics as requirements for a leader in a particular organization (Syafaruddin, 2010: 49). Based on the above opinions it can be concluded that leadership is the process of influencing an individual or group of people to do something voluntarily so that the desired goals are achieved. In other words, in the leadership process, it is found that there is a function of the leader who gives influence, there are followers (members) who receive influence and there is activity and there is a situation where the leadership takes place.

In terms of Islamic teachings, the meaning of leadership is an activity of guiding, guiding, awakening, guiding and showing the path that is blessed by Allah SWT, this activity is intended to foster and develop the ability to work on the environment of the people being led. (Ahmad Saebeni 2014: 67). Leadership in Islam is a forum or a place to encourage the realization of activities of mutual assistance among fellow believers who adhere to the Al-Qur'an and hadith as guidelines for Muslims, because Muslims are one brother to another. Even though they are of different ethnicities, nations, or descendants, the activities of helping help are intended to do good in the form of charity so that the true Islamic religion can be realized. In Islam it is recommended that a leader must have faith and righteous deeds, and the torso of every healthy and leadership leader gets the pleasure of Allah SWT. Muslims as leaders, as rulers of the world. Leadership



will not be separated from responsibility for the trust that has been entrusted.

So it can be simplified that leadership as a whole is an act of creating enlightenment in others, where a leader has ideas, has a vision, and can move and motivate others to achieve goals. the basis of a leader is an individual who has the ability and knowledge of a science, and leadership is also referred to as the processes of giving an easy path from the work of an organized person to achieve predetermined goals. The role of the principal in teacher and student learning is to create a conducive atmosphere that will allow for a positive impact on teaching and learning among students. (Hallinger and Heck 1996; 337) Muhammad Burhan Jurnal the role of principal leadership School of Malaysia <http://www.ijern.com/journal/2016/September-2016/29.pdf>; Volume 4 No. 9 September 2016. Accessed on 22 March 2020. Being a Professional School Principal, there are seven main roles of school principals, namely, as Educator (educator); Manager; Administrator. Supervisor; Leader (leader); work climate creator; and Entrepreneurs. (E. Mulyasa 2007; 98)

Islamic Education

Before defining Islamic religious education, first define education in general. According to Easyarjo (2001: 153) "Education is a process of investment in the form of human labor who will be able to improve himself, society and the country". Referring to Law no. 20/2003 concerning the National Education System Chapter 1 verse 1 quoted by Syuaeb Kurdi and A. Aziz (2006: 2-3), that education is: "A conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential for have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and the State ". Another definition, education is leadership that is given deliberately by adults, in their growth (physically and spiritually) to be useful for themselves and for society (Ngalim Purwanto, 2004: 10).

Education in terminology, Larreveld dikutip Syuaeb Kurdi and Aziz (2006: 3), state that education is a guidance given by adults to children who are not yet mature to reach maturity. Meanwhile, according to John Dewey, Syuaeb Kurdi and A. Aziz (2006: 3) still follow that education is a process of forming intellectual and emotional fundamental skills towards nature and human beings. In the context of Kihajar

Dewantoro (2006: 3), that education is demanding all natural strengths that exist in children so that they as human beings and as members of society can attain the highest safety and happiness in Islam. Then Arifin who is followed by Syuaeb Kurdi and A. Aziz (2006: 3), education is an adult's conscious effort to guide and develop the personality and basic abilities of students both in formal and informal education.

From the above definitions of education, it can be concluded that education is a conscious effort made by someone deliberately to prepare students for maturity, high skills, personality / noble character and intelligence through guidance and training. The definition of religion in particular is usually indicated by the term *din*. This word comes from the root word *dyn*, which has various different but interrelated meanings to create a unity of the whole meaning, namely Islam. Zakiyuddin Baidhaway quoted Syuaeb Kurdi and A. Aziz (2006: 4), In English, religion is called religion which in Latin is *relegere*, namely collection or reading. This understanding is in line with the situation as a collection of ways to serve God that are collected in the holy book that is used as reading. In addition, there are also those who say that the word religion comes from the word *religare* which means binding, this is in line with the nature of religion which binds its followers to obey and submit to the religion that was revealed by God. The meaning of religion in terms is the recognition of the existence of a human relationship with supernatural powers that must be obeyed that controls humans, and binds oneself to a form of life that contains recognition at a source that is outside of the human being that affects human actions. Then the definition of religion from Reville and Muhammad Abdullah Draz, which is followed by Syuaeb Kurdi and A. Aziz (2006: 5), is the determination of human life in accordance with the bonds between the human soul and the unseen soul which is dominated by himself and the world known by humans and to In fact he felt very attached.

When the two terms education and religion are combined, it will provide an understanding, namely education which provides material for guidance and direction in the form of religious teachings aimed at making people believe wholeheartedly in the existence of God, obey and submit to carry out His commands in the form of worship and have noble character. Therefore, religious education is education that is directed to develop a sense of religious intuition in a person and then carry out his teachings with complete submission.



With regard to the learning process of students in schools, it is concluded that religious education is a learning activity that aims to educate students to become whole individuals both periodically and spiritually so that they are able to have good and noble attitudes in society in accordance with the values of religious teachings. In the context of Indonesianness, religious education is an effort to strengthen faith and devotion to God Almighty according to the religion of the students by paying attention to the demands to respect other religions in the relationship of harmony between religious communities and society to create national unity.

Research Methods

Data collection techniques are the most important step in research, because the main purpose of research is to get data, without knowing the data collection method, the researcher will not get data that meets the data standards set (Sugiyono, 2009: 300). Data collection conducted in this study the authors used several methods. In-depth interviews are the process of obtaining information for research purposes by means of face-to-face question and answer between the interviewer and the informant or the person being interviewed (Bungin, 2007: 108). This interview aims to obtain data on the development of teacher competence and the role of principal leadership towards Islamic religious education teachers at Athirah Islamic High School in South Sulawesi. This interview method is conducted with school principals, Islamic religious education teachers and students by means of direct dialogue to obtain the required information.

Observation or observation is a data collection method used to collect research data through observation and sensing (Bungin, 2007: 115). This observation method is carried out to observe existing sources in schools to obtain data on teacher competency development and the leadership role of school principals. Observation activities carried out at Athirah Islamic High School obtained data regarding the atmosphere of the school environment, classroom atmosphere, and work climate in the teacher's room. This documentation method is used by the author to obtain data in the form of documents and images as research support that can enrich the results of research. In the documentation activities carried out at Athirah Islamic High School, data is obtained about the history of the school, geographic location, school activity programs, availability of facilities, educators and education, curriculum, infrastructure, and

organizational structure owned by Athirah Islamic High School in South Sulawesi. Data collection instruments to obtain data on the development of teacher competence and the role of principal leadership towards Islamic religious education teachers at Athirah Islamic High School.

According to Sugiyono (2014: 430), to obtain validity and reliability in qualitative research, data validity tests can be used. The validity of the data in this study was carried out using triangulation of sources and methods. The triangulation of sources was carried out by asking about the development of the competence and leadership roles of the Principal towards Islamic religious education teachers at Athirah Islamic High School, then a cross check was carried out with several teachers and students regarding the same matter. Triangulation of the method in this research is when digging up information about the development of the competence of the pie teacher and the role of the principal not only through interviews but also through cross-checking through observation and document scrutiny.

The data analysis technique used in this study adopted from Miles & Huberman (1994: 10), namely the data analysis technique was carried out interactively and continuously until the Islamic religious education was complete, so that the data was saturated. Data analysis activities in this study were started from data collection, data reduction, data display, and conclusions or verification. Interview, observation, and documentation techniques. Data collection was obtained from several sources, both interviews using recording or written media, while observation and documentation with the help of photo cameras or documents in the form of notes or papers to facilitate analysis. The results of the interviews will be analyzed and combined with the results of observations and documentation. Data reduction is the process of selecting and simplifying the "rough" data found in written records in the field. The process is carried out, namely summarizing the results of interviews, observations, and documentation results obtained in the field, then grouped to select things that are important and discard things that are not needed. Meanwhile, the presentation of data is limiting a "presentation" as a set of structured information that gives the possibility of drawing conclusions and taking action. The presentation of the data can be presented in a narrative Islamic religion in the form of text, besides that it can also be in the form of tables or pictures. Drawing Conclusions / Verification of all data



collected after the data is presented, given meaning, interpretation, argument, and comparing the data into a correlation between one component and another, then conclusions are drawn as an answer to any existing problems (Miles & Huberman, 1994 : 10-12).

The Role of Kepala School Leadership in Scientific Publication Activities for PAI Teacher Competency Development

a. Become a resource person in scientific forums

To appear in various scientific forums that discuss Islamic education management is a very urgent matter where the forum is a means of sharing information related to the development of education management, so that being a resource person will have a good influence because it is for the speakers themselves and the participants. because he has received constructive information, as the results of an interview with the principal of the Athirah Islamic High School, he stated that; I was a speaker in an internal forum at Athirah, which invited participants from outside schools to frequent Athirah's birthday and I was the resource person, who talked about boarding schools and about character education or akhlakul karimah

b. Conduct research on Islamic religious education

One of the traditions that need to be preserved by school principals and educators, especially Islamic religious education teachers, is to conduct research where they serve, because doing research will certainly make it easier for teachers to carry out their main duties as professional educators because these teachers have identified There are problems in the field so that when they want to carry out their duties, of course the teachers have prepared various kinds of scenarios and strategies to make it easier to carry out their mission as a professional teacher. However, after they do research, the most important thing is that the teachers always publish their findings or research so that they can become information for other teachers who want to know various things related to the development of Islamic religious education, so that in the end various kinds of new theories will be born, especially how to do it. conducted a challenging and fun learning process. As a result of a discussion or interview with the head of the Athirah Islamic High School in South Sulawesi, Mr. Tawakkal Kahar, he stated that we directed all teachers to make KEIZEN. The term Keizen is usually used by Japanese people, but we adapted it to find the problems faced then analyzed it to find effective sustainable solutions so as to minimize problems in each teacher's subject matter. If

in Indonesia it is more or less the same as classroom action research. Then the results of his research in presentation before the leader of course the goal is to publish the results of his research internally.

Then continued Mr. H.ridwan Karim, the principal of the Athirah Islamic High School, he stated that at the Athirah school it was very thick with religious content, some of our customers chose Athirah because of religious education considerations, so I as the principal made a policy that all teachers were preachers, then I have told some religious teachers to make a YouTube channel that contains religious studies in the form of cult, al-Quran tadabbur and Halaqah lessons and then share it on social media as a publication. Then he continued that religious research activities, for example, the method of hand movement to accelerate the memorization of the Qur'an, the mapping of the ability to read the Qur'an in Athirah Islamic school teachers, the last thing that is usually studied is the effect of gadgets on students' worship activities, he concluded.

c. Publication of innovative ideas about education

As managers of Islamic education institutions, they must always try their best to find an innovative idea or idea so that the educational institution they manage can be more advanced and developing, therefore a manager tries to join various associations of people who have a vision of how to create an idea. continuous innovation, as the results of discussions with the principal of SMA Islam Athirah, Mr. Samsul Bahri, he stated that; 2018 wrote a paper together with the director then we published it through activities in Bandung about karak education, namely the test without supervisors that prioritizes honesty, then content learning, Islamic religious education development programs

The Leadership Role of The Principal in Innovative Work Activities

a. Allocating a budget for PAI teachers to participate in competency development activities

One of the factors that sometimes become an inhibiting factor in developing teacher competence is the problem of budget, therefore the management of educational institutions certainly needs to consider this because in carrying out an activity sometimes requires a budget, and this is of course very important to pay attention to because when teachers have good competence, it will have an impact on the quality of existing schools because they have great human resources. And this is the main concern of the



headmaster of SMA Islam Athirah, Yaikni, allocating the school budget for the development of the competence of Islamic religious education teachers as the results of discussions or interviews with the principal, Mr. Tawakkal Tahir stated that in the work plan our budget allocation has been allocated for the development of pie teachers, especially when There are activities carried out by government agencies, and usually they get certificates as evidence of having participated in these activities. As is well known, an activity will certainly run smoothly if it is supported by various parties, either in the form of moral or material support, but what often happens is that an activity is hampered and often experiences failure due to lack of funding. Therefore, according to the results of an interview with the principal of SMA Islam Athirah, Mr. H. Ridwan Karim, he stated that as the principal of the school in the development of teacher competence, we always allocate funds from the school and we put it in the school work plan and the boss's budget, our funding problem is not There is a problem.

One of the roles of the principal in helping the development of the competence of Islamic education teachers is by making a policy that is in favor of religious teachers, namely by allocating various budgets so that teachers can participate in competency development activities, as the results of an interview with the principal of SMA Islam Athirah Bone, Mr. Samsul Bahri. state that; In school, I allocate a budget for all subjects without exception, there is a budget allocation, both from the Boss fund, funds from Athirah and funds from company Zakat. The budget for each subject is in the draft school budget.

b. Provide recommendations to teachers to participate in various activities to develop the competence of Islamic education teachers

Including Pie Teachers in Activities at Internal and External Mgmp One of the efforts of teachers to develop their competence is to participate in various activities in Islamic religious teacher organizations or associations, with the hope that after participating in these activities there will be new information obtained from these activities, therefore religious teachers Of course, we need to be active in looking for information, especially with regard to new theories relating to the management of Islamic religious education learning. Therefore, the principal always motivates and provides recommendations so that teachers want to be active in the organization of Islamic education subject teachers' work meetings both internally and externally, as conveyed by the principal

of SMA Athiah, Mr. Tawakkal Kahar. That is, we made a forum, namely mgmp from kindergarten to high school especially for Islamic religious education teachers and this is done every month, of course the goal is how then the pie teacher can get new information and develop their competence as a teacher. Religious education teachers are social beings by him as social beings whose nature is to like to do various kinds of associations where they can often share various kinds of the latest information, then subject teacher deliberation is the best choice for Islamic religious teachers to develop competences as a result. interview with the principal of SMA Islam Athirah, Mr. H. Ridwan Karim he stated that; Each individual teacher has the task of self-development of a gamma teacher in relation to their profession, of course, a forum for self-development, both at the district and provincial levels, and I oblige teachers to participate.

In carrying out various kinds of daily activities in the field of education, a person gets motivation both from within and from outside himself to be even more enthusiastic in carrying out a mandate on his shoulders, therefore in the journey of life or in activity sometimes experiences something called boredom because it is a person. need to get encouragement and motivation from outside, so that the principal tries to bring in speakers both from the central and local sources as conveyed by the principal, Mr. Tawakkal Kahar, he stated that to add insight into religious science, I as the principal made a religious activity program, namely us enlightening teachers, namely by trying to improve religious understanding by trying to bring in competent sources both from the central and local sources. One of the institutions that serves as a forum for consultation for teachers of Islamic education is the ministry of Islam, because in the institution of the ministry of Islam there are experts or experts in the field of religion, so that when there are very basic things, the religious teachers will then ask for various kinds of advice. - advice that is constructive in nature or builds existing religious activities in Islamic education institutions as the results of discussions or interviews with the principal of the Athirah Islamic High School, he stated that I as the principal of the school always gives recommendations to religious teacher friends to attend invitations from the Ministry of Religion when there are activities for development of competence and religious scholarship.

c. Developing the Islamic Education learning model

In an educational institution it is very urgent related to the development of learning models, because



with this development, students will be more excited and enthusiastic in participating in the learning process because talking about the development of learning models will relate to scenarios carried out by school principals in an educational institution, so that the principal needs to make a breakthrough or program on how to develop a model for teaching Islamic religious education as the results of an interview with the principal of the Athirah Islamic High School, Mr. Samsul Bahri, he stated that; We use Google Foom to monitor the student's reliability index and character index, and those who fill in are parents who monitor their children about the implementation of their prayers in their homes. This is the result of the creativity of Islamic religious education teachers.

d. Creating ice break Islamic religious education

In the learning process in the classroom, sometimes students experience a boredom so that they are less focused in teaching, therefore an activity or tactic is needed so that students can be more enthusiastic about the teaching and learning process, as the results of an interview with Mr. Samsul Bahri, the principal of the school, he stated that about We encourage this icebreak in every class there must be yells and there must be their encouragement, we continue to share with the teacher about icebreak tricks and they share about icebreaks and this is usually found in the trainings that we replicate and modify and then practice in the teaching and learning process, then another way, because we study full day from dawn until before sunset, the need for an icebreak is important.

Conclusion

1. The development of the competence of teachers in Islamic religious education has been running optimally. This is evidenced by the policies that have been made by the principal and put into the form of programs which have been followed by the teachers, including participating in internal school training, participating in Islamic religious education training activities, participating in Islamic education seminars, attending workshsop, participating in PAI MGMP activities, participating in bilingual strengthening education, taking education to a higher level, conducting comparative studies abroad which have quality education, teachers have attended ICT-based learning training, have been a resource person in scientific forums, conducted research on Islamic religious education, published the results of research that has been done, published innovative ideas about

Islamic religious education, created effective and efficient learning teaching aids, developed PAI learning model, participating in the making of PAI learning tools, participating in the preparation of PAI exam questions, creating ice breaks for Islamic education

2. As a school principal, he has made various efforts in developing his competence as a school principal and then developing the competence of Islamic religious education teachers as outlined in the form of a real work program whose goal is that religious teachers can develop and improve their competence. Therefore, after reading and analyzing the results of the study, it can be concluded that the principal has played a role or effort to develop his own competence as school principal and has developed the competence of his teachers, while the efforts made are as follows; Participating in leadership management training, participating in Islamic religious education management training activities, participating in Islamic religious education management seminars, participating in Islamic religious education management workshops, participating in bilingual strengthening education, taking education to a higher level, conducting comparative studies to educational institutions at overseas who have good management and quality of education, follow ICT-based learning training. Become a resource person in scientific forums, conduct research on management of Islamic religious education, publish the results of research that has been carried out, publish innovative ideas about management of Islamic religious education, allocate budgets to Islamic Education teachers to participate in competency development activities, provide recommendations to teachers to participate in various development activities PAI teacher competencies, developing Islamic Education learning models, creating ice breaks to educate Islam.

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