

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran kepala madrasah dalam pengembangan kompetensi pedagogik guru di MTsS Dayah Terpadu Ulumuddin Lhokseumawe, mengidentifikasi faktor pendukung dan penghambatnya, serta mendeskripsikan dampaknya terhadap peningkatan mutu pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Sumber data diperoleh melalui kepala madrasah, wakil kepala madrasah, guru, dan pihak terkait. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Hasil penelitian menunjukkan bahwa kepala madrasah berperan dalam pengembangan kompetensi pedagogik guru melalui peran sebagai educator, manager, administrator, supervisor, leader, inovator, dan motivator. Peran tersebut diwujudkan melalui pembinaan, pengarahan, supervisi akademik, evaluasi pembelajaran, pemberian motivasi, serta dorongan kepada guru untuk meningkatkan kualitas perencanaan dan pelaksanaan pembelajaran. Faktor pendukung pengembangan kompetensi pedagogik guru meliputi komitmen kepala madrasah, kerja sama warga madrasah, budaya religius dayah, dan komunikasi yang baik. Adapun faktor penghambatnya meliputi keterbatasan sarana pembelajaran, perbedaan kemampuan guru, serta belum optimalnya pemanfaatan metode dan media pembelajaran. Dampak peran kepala madrasah terlihat pada meningkatnya kesiapan guru dalam mengajar, kedisiplinan, tanggung jawab, pengelolaan kelas, serta mutu pembelajaran di madrasah.

Kata Kunci: Kepala Madrasah, Kompetensi Pedagogik, Guru, Mutu Pembelajaran, MTsS Dayah Terpadu Ulumuddin.

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ABSTRACT

This study aims to analyze the role of the madrasah principal in developing teachers' pedagogical competence at MTsS Dayah Terpadu Ulumuddin Lhokseumawe, identify the supporting and inhibiting factors, and describe its impact on improving the quality of learning. This research employed a qualitative approach with a case study design. The data sources were obtained from the madrasah principal, vice principal, teachers, and other relevant parties. Data collection techniques included observation, interviews, and documentation. The data analysis techniques consisted of data reduction, data display, and conclusion drawing, while data validity was tested through source triangulation, technique triangulation, and time triangulation. The results of the study indicate that the madrasah principal plays a role in developing teachers' pedagogical competence through the roles of educator, manager, administrator, supervisor, leader, innovator, and motivator. These roles are implemented through guidance, direction, academic supervision, learning evaluation, motivation, and encouragement for teachers to improve the quality of lesson planning and learning implementation. The supporting factors in developing teachers' pedagogical competence include the commitment of the madrasah principal, cooperation among madrasah members, the religious culture of the dayah, and effective communication. Meanwhile, the inhibiting factors include limited learning facilities, differences in teachers' abilities, and the less optimal use of learning methods and media. The impact of the madrasah principal's role can be seen in the improvement of teachers' readiness in teaching, discipline, responsibility, classroom management, and the quality of learning in the madrasah.

Keywords: Madrasah Principal, Pedagogical Competence, Teachers, Learning Quality, MTsS Dayah Terpadu Ulumud

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