

IMPLEMENTATION OF HEAD OF MADRASAH LEADERSHIP IN AN ATTEMPT IMPROVING PROFESSIONALISM TEACHER AT MADRASAH TSANAWIYAH NEGERI TEBING TINGGI CITY

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Abstract. The background of this study is the decline in public interest in the Tebing Tinggi City Public Madrasah Tsanawiyah where the number of student enrollments is only 174 students compared to other public schools which reach more than 200 students in the 2022-2023 school year, so the purpose of this study is to analyze the leadership of madrasa managers. in improving teacher professionalism in terms of decision making, interpersonal communication, exemplary and Funishment and rewards. The research method used is a qualitative approach. The results show that 1) The decision-making process is carried out through discussion and has a positive effect on making improvements to the professional abilities of teachers. 2) The communication between the principal and teachers is formally formed, only in motivating, guiding and reprimanding. This makes a difference in the distance between the teacher and the madrasa head. 3) The Madrasah head provides an example of good behavior such as attendance, punctuality and obedience by following the Madrasah rules and regulations set by the Ministry of Religion. 4) The reward and punishment of the Madrasah Principal is only in the form of praise and reprimand. Awards and punishments were given as words of praise and thanks from the principal and had no effect on motivating MTsN teachers.

Keywords: Leadership, Principals, Teachers and Professionals

I. INTRODUCTION

With the SKB Three Ministers (Minister of Religion, Minister of Education and Culture, and Minister of Home Affairs) Making madrasahs as institutions under the auspices of national education is the same as other schools. In addition, the SKB Three Ministers is also a positive thing for the quality of madrasahs both in terms of position, assessment and curriculum (Kosim, 2014) . In the SKB considerations dictum it is explained the importance of taking stages in advancing the quality of madrasah education so that madrasah output can compete and have achievements at the same level as others. With the SKB 3 Ministers, madrasahs are required to improve the quality of education in general so that it is on par with the standards in force in public schools, and still maintains its characteristics as Islamic Religious Education (Nurhayati, 2013) .

In the city of Tebing Tinggi, which is the author's research area, many madrasahs have been established at the Ibtidaiyah, Tsanawiyah and Aliyah levels, but according to the reality there are only four madrasahs with state status. This is in stark contrast to public schools, which on average have state status. Areas that are predominantly Muslim are not so inclined to send their children to Islamic Education Institutions. This is due to the low level of public understanding of religious education. The understanding of the community considers madrasahs to be secondary institutions both in terms of the quality of *output* and *outcome* , as well as their own existence. This has an impact on the gap in public interest in the madrasahs in the City of Tebing Tinggi.

Based on this, the researcher focused on research and analyzed one of the madrasahs with state status in Tebing Tinggi City as a research location, namely the Tebing Tinggi State Madrasah which is the only state Madrasah under the auspices of the Ministry of Religion. In such a tight competition for education in the City of Tebing Tinggi, both among madrasahs and public schools, the Madrasah Tsanawiyah Negeri Tebing Tinggi City is still able to survive even though there are always shortcomings and obstacles. In this case, the researchers saw the leadership of the Head of Madrasah Tsanawiyah Negeri Tebing Tinggi continuing to develop the quality of madrasahs through the professionalism of teachers to be able to meet the needs of the community.

Leader education in matter This is Head Madrasah as responsible person answer to implementation education and teaching in the Institute Islamic education , must own readiness and ability For awakening the quality of madrasahs which are increasingly being abandoned by devotees . and a madrasa head should also capable create climate and atmosphere that is conducive, safe, comfortable, peaceful, fun, and full enthusiasm in the madrasa environment . So that implementation education

and teaching can walk orderly and smooth in reach expected goals. This is in line with what was conveyed by Ngalim Purwanto (Purwanto, 2014) that the role of the madrasa head as a leader is to help teachers to develop all their potential and create a healthy atmosphere of madrasa life, so teachers, education staff and guardians of students must unite their will, thoughts and actions in effective collaboration so that the goals of the madrasa are achieved. Therefore, the main task of the administration of madrasa managers is to advance teaching, because if the teaching and learning process can run effectively and efficiently, then the quality of education will automatically increase (Riduansyah, 2019) .

Madrasah leaders as heads of institutions or institutionalization of Islamic education certainly have a very important role because they are designers, organizers, implementers, leaders of teaching staff, teachers, evaluators of education and study programs. the institution he leads . (Hasyim, 2022) . Functionally, a madrasa manager has competency standards in strategic planning, staffing management, student management, infrastructure management, management information systems management, management of educational rules or regulations, education quality management, educational institution management, teamwork management, and decision making (New, 2017) .

Agus Sujarwo's research in his dissertation (Sujarwo, 2017) stated that; 1) In general: the role of the madrasa head as seen from 7 (seven) indicators namely: (a) Educator, (b) Manager, (c) Administrator, (d) Supervisor, (e) Leader, (f) Innovator and (g) Motivator, based on this, the Madrasah Head is responsible for organizing educational activities, Madrasah administration, coaching other educational staff. Seeing this, the main factor in improving the quality of the Madrasah is none other than the ability of the Madrasah head to carry out his function as a leader. Furthermore, based on research from Ipong Decawati, namely the success of schools/madrasas in producing good output starts from effective leadership, in which case effective leadership begins with good leadership behavior. Good leadership behavior can encourage an overall improvement in the quality of madrasas (Dekawati, 2018) .

The implementation of leadership does not only discuss how to influence subordinates but is more specific on how subordinates interact with their leaders as stated by Jahroni (Jahroni et al., 2021). Leadership behavior has implications not only for the nature or characteristics of leaders but also the interaction of leaders with people around them and in a group of people / subordinates. Leadership behavior can direct the behavior of others in accordance with the goals of the leadership itself. This is because people who are led unconsciously imitate their leaders and even those who are imitated are considered to have better attitudes than themselves , moreover those who are imitated are seen as having better attitudes than themselves. The behavioral perspective focuses on leader behaviors such as behaving and managing styles, decision making, motivating and communication interactions. In line with the lora ansi research (ANSI, nd) states that the behavior of school/madrasah leaders on teacher performance is the ability to move teachers to quality, establish effective communication, and provide decisions and encouragement.

Based on research pre-survey data referring to <https://ppdb-online.mtsntebingtinggi.com/>, public interest in the High Cliff City State MTs is quite low, where 174 people have registered in 2022, of course this is compared to other public junior high schools the number of students who receive more than 200 students. Of course, many factors influence public interest. In this case the researcher sees the leadership aspect as one of the main factors for improving the quality of madrasas as has been described by other researchers. In addition, based on the observations of researchers at the *Madrasah Science* Competition (KSM) in 2022 the province of north sumatra was also not satisfactory, no MTs N students were able to win the competition. Seeing that the MTsN is the only public madrasa in the city of Tebing Tinggi as well as the head of the madrasa which is the head of the sub-rayon madrasas in the city of Tebing Tinggi, of course the expectations of the people of the city of Tebing Tinggi are for MTsN, therefore the MTsN madrasah head must be able to build a good image. positive in the midst of society through the achievements produced by the madrasa. The teacher, who is the spearhead, is the priority for the head of the madrasa to improve his quality and professionalism, which of course will be directly proportional to student achievement. the researcher is interested in conducting research related to " Implementation of the Leadership of the Head of Madrasah Tsanawiyah Negeri Tebing Tinggi in an Effort to Increase Teacher Professionalism " . The perspective of prospective researchers is used in looking at the problem of teacher professionalism in terms of the leadership behavior of the Head of the Tebing Tinggi City Madrasah Tsanawiyah in terms of decision-making processes, interpersonal communication, exemplary and giving rewards or punishments.

II. METHODS

Judging from the type of data, namely describing the implementation of the leadership of the madrasah head in improving teacher professionalism which includes decision-making processes, interpersonal communication, exemplary and giving rewards and punishments, the research approach used in this study is a qualitative approach. Qualitative research is a study that can explain the phenomena experienced by those who are researched thoroughly, through verbal and linguistic descriptions, in specific contexts and using various scientific methods (Sugiyono, 2013) . The location of the Tebing Tinggi City State Madrasah Tsanawiyah is located on Jalan Kutilang Gang Nuri, Bulian Village, Bahtipe District, Tebing Tinggi City. The selected background in observing the context of implementing the leadership of the madrasah head in an effort to increase teacher professionalism at the Madrasah Tsanawiyah Negeri Tebing Tinggi City is the Head of Madrasah Office Room,

Administration Room, Meeting Room/Meeting Hall, Teacher Room, Computer Room, Laboratory Room, Central Room Learning Resources.

In this case study research, this research was carried out in 6 months and used a purposive sampling technique with the main research object being the Madrasah Principal. While the teacher is a supporting informant. The sampling technique allowed the researcher to select a sample according to the research objective, which was to look at the implementation of the leadership of the madrasah head in improving teachers at the Tebing Tinggi State Madrasah Tsanawiyah. Research informants included Madrasa Heads, Education Personnel Staff, Teachers (Subject Teachers, Counseling Guidance Teachers and Picket Teachers), School Committees, Osis, and All Students. To obtain accurate data, there are two types of data collection that are collected by researchers to suit the problem formulation and research objectives, namely Primary Data and Secondary Data. Primary *data* consists of interviews, observations and secondary data consists of reference books to support research (Sugiarto, 2017)

III. RESULTS AND DISCUSSION

Based on the focus of the problem that the researcher has described in the previous chapter, the discussion is the process of decision making, interpersonal communication, exemplary and giving rewards or punishments .

Based on the findings of the researchers, the Madrasah Principal's decision-making process regarding MTsN teachers was carried out through discussion at monthly formal meetings at the beginning of the semester and the end of the semester. At that time , the teachers poured out all the problems, obstacles, and ideas . Official meetings to increase teacher professionalism which are held every month, at the beginning of the semester and at the end of the semester which are carried out by deliberation have a positive impact on teacher professionalism, such as being able to provide suggestions for improving performance or explaining some of the obstacles encountered to provide the right solution

In the context of educational leadership there are several influencing tactics that can be used in the leadership process in achieving goals, namely:

1. Rational Persuasion, Leaders use logical reasons and concrete evidence to persuade staff, teachers and employees who expect the desired results through task accomplishment.
2. Bringing up inspiration, a leader contains hope that the emergence of joy by bringing up values, ideals and aspirations by increasing confidence in doing something.
3. Consultative Leaders use participation in strategic planning activities, or changes that receive support and assistance desired or desire identify proposals address with concern and advice (S. Syafaruddin et al., 2016) .

Observing this explanation, leaders should be able to understand their duties and functions as leaders. To achieve the success of the desired goals, a leader must be able to direct, guide and influence his subordinates to achieve goals as effectively and efficiently as possible.

The Head of the Madrasah, Mr. Syamsuddin S.Pd.I understands his role as a leader in the State Madrasah Tsanawiyah, to realize the vision and mission of the Madrasah, he seeks to direct, guide and influence teachers to further improve the professionalism of teachers in MTsN. Based on this, the head of the madrasa makes programs to increase teacher professionalism as the spearhead in achieving the goals of the madrasa.

In determining the program for increasing teacher professionalism at MTsN, the head of the madrasah asks all teaching and educational staff to participate in deliberations in the decision-making process to become madrasah policies and programs (S. Syafaruddin et al., 2015) .

The leadership of the madrasa head includes all parties in determining policies, this is in accordance with what was explained by T. Hani Handoko, who said that the leadership style orientation is divided into two, namely:

1. Style With Task Orientation

Oriented towards explaining and controlling subordinates in a closed manner to ensure that tasks are carried out according to their wishes.

2. Style With Employee Orientation

The orientation is more motivating than controlling , moving all members to implement obligations by granting discretion to participate in the decision process, establish harmony, bonds of trust and mutual respect (Handoko, 2016) .

The explanation above states leadership style MTsN Tebing Tinggi City is employee oriented . This style moves members, in this case teachers at MTsN, to carry out tasks by giving subordinates the opportunity to participate in decision-making which will later become a program to increase the professionalism of teachers at MTsN.

With the flexibility of the teachers at MTsN working together in the decision-making process, the Head of the Madrasah, namely Mr. Syamsuddin S.Pd.I, believes that every challenge that the teacher will go through in carrying out his

duties and functions can be explained properly during the meeting. With this, the madrasa head can find out the problems faced and will be able to make strategies and tactics that are right on target in increasing teacher professionalism at MTsN.

Observing the style or type of Madrasah Principals who together with teachers formulate policies for increasing teacher professionalism, researchers see that Madrasah Principals provide opportunities for teachers to be responsible for and participate in every activity, implementation planning, supervision and assessment in the context of increasing teacher professionalism at MTsN, is a manifestation of the vision and mission of the madrasa. The leadership type of the Head of MTsN is in line with that of GR Terry as quoted by Maman Ukas, namely the Democratic Leadership Type.

The type of Democratic Leadership according to GR Terry quoted by Maman Ukas is that a democratic leader is always a leader with subordinates, which is a unit in the group that must be responsible for achieving goals. For this reason, it is required that each member must cooperate in all implementation, planning, implementation, supervision, and evaluation. Each member is considered a valuable potential in achieving goals (Ukas, nd).

Observing the type of leadership of the Madrasah Principal is in line with the function of the leadership of the Madrasah head described by T. Hani Handoko, namely:

1. Functions related to job and problem, solving, This function involves providing suggestions for completion, information and opinions.
2. Function group or social maintenance, this function includes everything that can help the group run more smoothly, agreement with other groups, mediating differences of opinion (Handoko, 2016).

Based on this, the Madrasah Head in his function has been very good at formulating programs to increase teacher professionalism in MTsN. The duties of the madrasah head related to solving the tasks and problems faced by MTsN teachers are to provide advice, information and opinions.

The Madrasah Principal at MTsN in the decision-making process is carried out with a monthly formal meeting at the beginning of the semester and at the end of the semester with discussions. On this occasion, the teachers poured out all the problems, obstacles, and ideas. The decision-making process based on deliberation carried out by the head of the madrasa and the teachers at MTsN is in line with the Qur'an Surah Al-Imran A verse 159:

فَمَا رَحْمَةً مِنَ اللَّهِ إِنَّتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

“So it is because of mercy from Allah that you are gentle with them. If you had been hard and hard-hearted, they would have distanced themselves from around you. Therefore forgive them, ask forgiveness for them, and consult with them in this matter. Then when you have made up your mind, put your trust in Allah. Indeed, Allah loves those who put their trust in Him” (Shihab, 2013)

The verse of the Koran clearly states that one should be gentle and in all matters concerning the public interest one should use deliberation. Based on the decision-making process carried out by the head of the madrasa by way of deliberation, this is in line with the Qur'an Surah Al-Imran Verse 159. The head of the Madrasa believes that by deliberating, every problem and obstacle can be resolved properly. Strategies and tactics for increasing teacher professionalism at MTsN can be discussed together and can easily be agreed upon and implemented properly by teachers at MTsN.

Interpersonal Communication of Madrasah Heads in an Effort to Improve Teacher Professionalism at MTsN Kota Tebing Tinggi.

Based on the findings of the researcher, Mr. Syamsuddin, S.Pd.I, Head of Madrasah tries to communicate interactively, according to him interactive communication can provide direction, motivation to teachers so that tasks and activities are completed properly. The current communication is only to encourage, invite, mobilize and advise MTsN teachers to further improve their professionalism. And social communication outside the assignment, namely informal communication is only limited to greetings. This could indicate a communication gap between the Madrasah head and the teachers. This can also be seen from the findings of the researchers, namely that only a few teachers faced the obstacle of communicating directly to the head of the Madrasah.

Looking at the results of this study, that the existence of communication can manifest the relationship between leaders and subordinates in giving orders, assignments, conveying visions, thoughts and feelings (S. Syafaruddin et al., 2015). So communication is an absolute skill that must be mastered by leaders in order to explain directions, orders, assignments and visions and missions so that goals are achieved.

Communication is what can tie an organization together. Communication helps organizational members achieve individual goals, and organizations also respond to and implement organizational changes. And if the communication within the organization is not as effective as possible, then the organization will not work either.

The MTsN head understands his role as a leader, so the madrasa head forms interactive and effective communication in fostering, inviting, assigning teachers to align the vision and mission in line with their obligations.

Based on this, Para expert communication explain that communication Which effective is each other understanding between sender And recipient message (Romli, 2017). In line with Syafaruddin namely Communication Which ideal is when recipient message understand with Correct Meaning from sender message (S. Syafaruddin et al., 2015)

Referring to the Koran, namely the Leader Which influential And persuasive need communication Which effective so that get support from member organization, so that leader in Islam must capable communicate Which can influence every soul member. Surah Annisa Verse 63 namely:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ

“ Those are people whom Allah knows what is in their hearts. therefore turn you away from them, and give them advice, and say to them (*Qaulan Baligha*) words that leave an impression on their souls) (Shihab, 2013) ”.

Based on the paragraph, Communication must use words Which can impressive every member. Communication Which characteristic Qulan Balighan can means communication Which directed, communicative, concise And easy understood. Communication Which communicative And concise make it easy manager For move And influence his subordinates so that can reach vision And poor yes.

Based on this explanation, the communication between the head of the madrasa and teachers at MTsN Kota Tebing Tinggi is running effectively. Matter This seen from his expertise when There is a number of Teacher Which No fulfill his job with Good, like violation discipline or constraint Which appear in field give instruction And advice in a manner direct. Communication between head madrasa with Teacher limited only to interest organization school that is interest enhancement professionalism Teacher in MTsN. matter This in line with What Which said Wiryanto quoted Khomsahrial Romli that communication organization is delivery And reception various message organization in framework formal. And group informal in organization. (Romli, 2017) . Based on statement the, communication between leader Madrasah with Teacher only limited communication group formal And only oriented on interest organization. Communication informal is communication in form social in organization, No effective between Head Madrasah with Teacher MTsN. Based on results the, head madrasa looked be careful in behave procedural And use say raw moment intertwine connection with teacher .

Communication behavior of the Madrasa Head with teachers does not show good Interpersonal Communication . As explained by Syafaruddin, that effective communication is a skill communication leader which can be interesting attention subordinate on vision And values organization. Leader can use Lots method communication, story, metaphor, activity informal, openness And dialog. Besides That, communication interpersonal leaders with subordinates can help understand what is wanted by its members (S. Syafaruddin et al., 2016) .

Based on statement the, when lead subordinate explained vision And mission synergistic with objective, And leader must use various way , Wrong only one is activity informal. No limited dialog For increase ability professional Teacher, However need created connection Which harmonious For intertwine communication Which open so that Teacher MTsN No feel exists gap in communicate. .

Furthermore, according to Locke quoted by Syafaruddin Skills interpersonal other Which Also important in effort leader For communicate vision, persuade person other For join in network, And get support from member organization. Skill This includes: Listening, communication verbal, build network, manage conflict And evaluate self Alone And person other (S. Syafaruddin et al., 2015) . Based on matter This, communicate vision need ability For listen, build network, manage conflict, And evaluate self Alone.

Exemplary Madrasah Principals in Efforts to Improve Teacher Professionalism in MTsN

The findings of the researchers stated that the madrasa head in carrying out his leadership at MTsN was in accordance with what was disclosed by Syafaruddin. Madrasah heads in improving teacher professionalism at MTsN show good examples. Researchers saw that in time discipline, the principal of the madrasa came at the earliest, ranging from 06.30 - 06.45 WIB, the findings were based on interviews. Observation, and documentation study. Compliance with rules and procedures, the head of the madrasa shows good example, can be seen from the rules imposed by the Ministry of Religion and Order of the Madrasa, the head of the madrasa obeys these rules such as dress codes and making lesson plans, syllabus, Protas and timely procedures. The madrasa principal's sense of responsibility towards teachers can be seen from his responsiveness when there were several teachers who did not carry out their duties properly, the madrasa head immediately followed up on this such as giving directions and reprimands.

According to Syafaruddin, exemplary is behavior that is commendable and liked because it is in accordance with the values of goodness and truth (S. Syafaruddin et al., 2015) . Based on this, the researcher sees that the Head of Madrasah has tried to show good behavior, this can be seen from him complying with the regulations set by the Ministry of Religion and Madrasah Regulations such as attendance, dress codes and timely preparation of lesson plans, syllabus, Protas and Prosem.

Referring to Syafaruddin (MP Syafaruddin et al., 2015) , Leader Exemplary Behavior is to show subordinates what they should do, provide examples and engage in symbolic behavior that tells members what is expected of them, and informs appropriate behavior to do. This exemplary can be shown in time discipline, adherence to rules, procedures, assignments of full responsibility (S. Syafaruddin et al., 2015) .

Furthermore, according to Frigon and Jackson quoted by Syafaruddin, exemplary is a behavior that brings leadership credibility (S. Syafaruddin et al., 2016) Credible leadership can be seen from the trust a leader receives. Trust arises because leaders always provide exemplary good behavior to subordinates and other parties . This can be seen from the elements of

character . Referring to what Syafaruddin expressed, that credible leaders are leaders who do what they say, they carry out what they preach/say and their actions are in accordance with their words (S. Syafaruddin & Asrul, 2014) .

Observing this explanation, an effective leader is a credible leader, his actions and words are in line and provide an example of good behavior. in the context of increasing teacher professionalism at MTsN, the head of the madrasa provides direction, a motivational admonition to be able to carry out the duties and responsibilities of every teacher at MTsN and the head of the madrasa himself in complying with the rules set by the Ministry of Religion and the Madrasah Rules of Conduct have been implemented earlier than the teacher. This can be seen from time discipline, adherence to rules, procedures, full responsibility assignments.

In terms of exemplary, the Head of Tebing Tinggi City Public Madrasah Tsanawiyah, Mr. Syamsuddin, S.Pd.I, has tried to set good examples in carrying out his duties and responsibilities, to mobilize, influence teachers so that they can further improve their professionalism and be able to strive together to realize the vision, mission and goals of the madrasa.

Providing Rewards and Punishments by the Head of Madrasah In an effort to increase the professionalism of teachers at MTsN

The Head of Tebing Tinggi City Public Madrasah Tsanawiyah, Mr. Syamsuddin, S.Pd.I, in giving rewards and punishments only took the form of words of praise, thanks and reprimands as an effort to increase the professionalism of teachers at MTsN . Rewards by the head of the madrasa, Mr. Syamsuddin S .Pd.I in the form of words of praise and thanks, were not very significant in motivating teachers at MTsN, although so the teachers continue to carry out their main duties and functions properly

In connection with the concept of giving rewards and punishments, in Islam it is permissible to give rewards and punishments. This is as stated in Surrah Azzalzalah Verses 7-8, namely:

3. *فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ (*) وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ*

"Whoever does an atom's weight of good, surely he will see (reply) it. And whoever does an atom's weight of evil, surely he will see (reply) too (Shihab, 2013) "

By listening to the verse above, it can be concluded that the first reply is what is known as a reward , while the second reply is a punishment , where this verse also explains that rewards and punishments are guidelines from Allah SWT, and Islam recognizes this as one of the laws that apply to human life or society.

According to Manz and Sims quoted by Syafaruddin, explaining that self-reward is possible for some people . , especially they Which fight For reach objective Which has they set For self they Alone. shape can form confession And praise self, satisfaction self For reach objective, And Spirit For finish tasks Which planned Alone. (S. Syafaruddin et al., 2016) .

Based on the explanation above, Award can form praise self For motivating subordinate so that Work hard For reach objective Which has set. Matter here it is Which done head madrasah, when a number of Teacher in city Madrasah Tsanawiyah Country cliff Tall succeed fulfill his job with Good And deliver his students going to success, head madrasa only praise without reward form bonuses and rewards just a warning.

Researcher see that rewards And punishment only used in form words praise, No own role in motivating Teacher. , this can be seen that there are still teachers at MTsN violating time discipline and not complying with the dress code set by the Ministry of Religion and there are still some teachers who are late in preparing lesson plans, syllabus, prota and prosem.

Referring to Locke quoted by Syafaruddin (M. P. Syafaruddin et al., 2015) , that gift award And punishment is factor important in motivating follower For reach vision leader. Based on opinion This, follower motivated For fulfil his duties And more effective when accept present. Matter This Also can qualify follower Which experienced when No accept present from leader, trend will ignore his job. This is confirmed by Matesson and Ivancevic, quoted by Syafaruddin, that scientific management emphasizes the potential use of payments as a driver in average numbers, bonuses, profit sharing and other incentive payment plans (S. Syafaruddin et al., 2015) .

With exists explanation the so rewards form bonus, for results or rewards and punishment in a manner oral And written can more motivating subordinate For more competitive in increase performance. Matter This must done by leader Madrasah MTsN For push with the best so that para Teacher can operate his job with Good so that vision Which has set in Madrasah Tsanawiyah Country City cliff Tall can realized, the results of this study are in line with J. Ikhtiar's research which stated that there was a significant increase in teacher performance through the provision of rewards and punishments. (Effort, 2019)

IV. CONCLUSIONS

The results of the study show that 1) The decision-making process in improving teacher professionalism at MTsN is carried out in a deliberative manner attended by the Madrasah Head, Assistant Head of Madrasah for Curriculum, Assistant Head of Madrasah for Student Affairs and All Teachers at MTsN. This has a positive impact on making programs to increase teacher professionalism 2) The Interpersonal Communication Process of Madrasah Principals and teachers is formally established, only in motivating, directing and reprimanding, this is what causes a gap between teachers and madrasah heads. 3) Exemplary Madrasa Heads show good behavior such as attendance, neatness and obedience in following the Madrasa Rules and rules set by the Ministry of Religion. 4) Rewards and punishments by the Madrasah Principal are only in the form of words of praise, thanks and reprimands as an effort to increase the professionalism of teachers at MTsN . Rewards and Punishments by the Head of Madrasah in the form of words of praise and thanks, are not very significant in motivating teachers at MTsN.

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