

ACHIEVEMENT OF STUDENT'S LEARNING OBJECTIVES THROUGH COOPERATION OF SCHOOL PRINCIPLES AND TEACHERS IN MTS PROJECT KANDEPAG MEDAN

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Abstract

This study aims to find out (1) how the learning objectives of students in the MTS project of the Ministry of Religion Medan, (2) how the efforts to achieve student learning objectives in the MTS project of the Ministry of Religion of Medan, (3) how the cooperation of principals and teachers in efforts to achieve student learning goals at MTS the field office of the ministry of religion project, (4) what are the obstacles faced in achieving the learning objectives in the MTS project of the field office of the ministry of religion. This study uses qualitative. I chose this qualitative approach to gain insight into the achievement of student learning goals through the collaboration of principals in the MTS project, Ministry of Religion, Medan. Data collection techniques in this study, using a list of interviews, documentation, and observation. The subjects in this study were the principal, vice-principal, and teaching staff. The results of the study indicate that learning in the MTS project of the Medan Ministry of Religion has not been well established because there is still a lack of communication between principals and teachers, which is a very necessary role for students. The main factor for good communication is the lack of input from the principal for teachers about the effectiveness of teaching and learning in the classroom. So from this problem, the researcher can conclude that the scope of the teacher who is less involved is very influential on the students in motivating to learn.

Keywords: *Learning Objectives, Principal Cooperation*

I. INTRODUCTION

Le but de l'apprentissage dans le projet Mts Kandepag n'a pas fonctionné comme il devrait être caractérisé par: 1) il n'y a pas eu de changement significatif dans les connaissances des apprenants, 2) n'a pas augmenté les compétences des élèves (persimotorik) et il n'y a pas eu d'amélioration significative de la valeur et de l'attitude (efficace) des étudiants. Cette condition doit certainement être une préoccupation particulière sérieuse pour le chef de la madrasa afin d'améliorer la qualité de l'éducation dans cette madrasa. Le but de l'apprentissage est un point de départ très important dans l'apprentissage, de sorte que le sens et le type doivent être compris correctement par chaque enseignant et futur enseignant. Les objectifs d'apprentissage sont les principales composantes qui doivent être formulées par les enseignants dans l'apprentissage, car ils sont la cible du processus d'apprentissage. Vouloir être emmené là où l'élève, ce qui doit être possédé par l'étudiant, tout dépend de l'objectif à atteindre. Par conséquent, l'objectif est le premier et le principal composant..Wina, (2015:59)

According to experts, Sardiman A.M., the purpose of the learner is to change, in this case, what is meant by learning is an attempt to change behavior. So learning will bring a change to the individuals who learn. Suhelayanti, (2015:21)

From opinions about learning according to experts, it can be concluded that learning is an active interaction between teachers who provide learning materials and students as objects. The learning process is an activity in which there is a learning design system to create an interaction between the presenter (teacher) and the recipient of the material (student/student).

This happened at Al Amin Middle School, Mumbulsari District, Jember in the 2014/2015 academic year of Junaidi's research. Researchers found problems, namely when the learning process and teaching students were accustomed to unfavorable conditions in the room, then student discipline had not been effectively implemented in the Madrasah, and the teacher's strategy in delivering lessons was not yet creative and could not make the class comfortable as it should be. Because of the teacher's delivery in explaining the speaking or lecture system, so most of the students feel sleepy and bored.

To overcome these problems in Madrasas, one of the things that can improve student learning objectives is to establish good cooperation between the principal and teachers. The role of a good principle is to have a bright vision and bring the development of the madrasa to the future. This vision must be communicated to existing teachers to create useful learning programs, provide more time for students, and improve student learning quality in the madrasa.

The success of an organization is strongly influenced by two factors, namely the leader and the person being led. For the leader's leadership to be effective and efficient, one of the tasks that must be carried out is to provide satisfaction to the people being led. In an organization, principles need to be applied, including the division of tasks. The thing that needs to be considered in the principle of division of tasks is the ability of the assigned individuals. Thus, in an organization, there needs to be effective management that can direct and foster organizational and administrative behavior. Burhanuddin, (2012:426)

The main task of the principal as a leader is to manage the situation, control the activities of the group, organization, or institution, and be the spokesperson for the group. In carrying out their duties and functions, especially to empower the community and the surrounding environment, school principals are required to play dual roles, both as catalysts, solution givers, process helpers, and resource linkers. Burhanuddin, (2012:431)

The first and foremost task of the teacher is to teach in the sense of managing the environment so that learning activities occur in students. The teacher's task in learning is not limited to delivering information to students. By the progress and demands of the times, teachers must have the ability to understand students with various uniqueness to be able to help them in dealing with learning difficulties. To become a professional, a teacher is required to have at least five things as follows:

- a. Commit to students and the learning process.

- b. Mastering in depth the materials/subjects he teaches and how to teach them to students
 - c. Responsible for monitoring student learning outcomes through various evaluation methods.
 - d. Able to think systematically about what he does and learn from his experiences.
 - e. Should be part of the learning community in their professional environment.
- Syarifuddin, (2012:36)

Therefore, teachers are required to understand various effective learning models to guide students optimally. The teacher's efforts in creating conditions that are expected to be effective if the environment or learning climate is conducive, a conducive learning climate must be supported by various pleasant learning facilities, such as facilities, laboratories, environmental settings, appearance, and teacher attitudes, harmonious relationships between participants learn with the teacher and among the students themselves. A pleasant learning climate will raise enthusiasm and foster student activity and creativity. Effective classroom management is an absolute prerequisite for an effective educational interaction process. Abdul Majid, (2011:165)

Therefore, school management needs to create a happy or pleasant atmosphere in the school environment through classroom management, because, by establishing intimacy between teachers and students, teachers can direct students more easily to encourage and motivate students' enthusiasm for learning. In addition, the effectiveness of learning can be increased through various efforts. Fun learning is one of the ways that can be done to achieve learning effectiveness. Explaining that fun learning is learning where the interaction between teacher and students, the physical environment, and the atmosphere provide opportunities to create conditions that are conducive to learning.

This research was conducted to determine the efforts to achieve student learning goals through the cooperation of the principal at Mts Project Kandepag Medan. The leadership effort is seen from the suitability of the work program implemented and designed by the principal with the competence of teacher performance that has been determined by the government. Collecting data for the results of this study involved principals and teachers as teaching staff at the Mts Project Kandepag Medan. With the number of teachers as teaching staff as many as 19 educators.

This research was conducted at the Ministry of Religion Project Mts Medan which is located Jln.K.L.Yos Sudarso Km. 13.5 Ex. Besar Kec. Medan Labuhan was founded in 1983 by the Mts Project Foundation of the Ministry of Religion of Medan. In terms of its location, the location of this Mts is quite strategic as a place to study because it is close to public roads and can be reached by people from various directions. In terms of the building, this school was built

with a permanent form and is equipped with a gate so that the activities of entering and leaving students can be well controlled.

As for the external environmental and internal problems in the classroom, it was found that the cooperation between school principals and teachers was not well established, in terms of interaction in the environment. Meanwhile, students also learn that they are not in a conducive and effective condition in the classroom. So that the researcher takes the problem from these activities which are the core of learning planning.

In this case, the term learning has the essence of planning or design (design) as an effort to teach students. That is why in learning, students do not interact with the teacher as a source of learning but interact with all learning resources that may be used to achieve learning objectives. Therefore, learning pays attention to "how to teach students", and not to "what students learn". Thus, it is necessary to pay attention to how to organize learning, how to convey learning content, and how to organize interactions between existing learning resources so that they can function optimally.

The essence of effective learning is changing that brings certain effects, meanings, and benefits. Effective learning is characterized by its emphasis on active student empowerment. Learning emphasizes the mastery of knowledge about what is done, but emphasizes more on internalization, about what is done so that it is embedded and functions as a conscience and biological charge and is practiced in life by students. Mulyasa, (2003:149)

The author also sees that most students' interest in learning is very lacking in achieving learning objectives, there should be cooperation between the principal and teachers so that students are enthusiastic about learning in learning at school. Because the learning process is the main thing in education which will then be used as one of the determinants in improving the quality of schools, good performance from teachers is needed. High loyalty, work ethic, and tenacity are required to be present. This research was conducted at the Project Mts of the Ministry of Religion, Medan, which is located Jln.K.L.Yos Sudarso Km. !3.5 Ex. Besar Kec. Medan Labuhan was founded in 1983 by the Mts Project Foundation of the Ministry of Religion of Medan. In terms of its location, the location of this Mts is quite strategic as a place to study because it is close to public roads and can be reached by people from various directions. In terms of the building, this school was built with a permanent form and is equipped with a gate so that the activities of entering and leaving students can be well controlled.

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II. RESEARCH METHODOLOGY

In this study, the authors use qualitative data where this research is not in the form of numbers, namely to find out or describe the facts and events that are examined so that it makes it easier for the authors to obtain objective data to know and understand.

III. RESULT AND DISCUSSION

After conducting the research, the researchers got the following research results:

1. Student Learning Objectives Through Collaboration between Principals and Teachers at Mts. Medan Ministry of Religion Project
2. In this realm, the learning objectives talk about intellectual activities that lead to the level of knowledge up to the top level, namely evaluation. In the cognitive domain, the following is the order of cognitive levels that need to be known: (1) Provide enthusiasm, motivation and information services and group guidance related to increasing learning motivation (2) many teachers still have not created a conducive learning method so that the way of teaching is still by lecturing until making students bored (3) Teachers should be a high learning motivation for their students (4) many students are still not familiar with Islamic religious subjects. In the opinion of Oemar Hamalik, learning is "a combination composed of human elements, material facilities, equipment and procedures that influence the achievement of learning objectives". From the theories put forward by

many experts about learning, Oemar Hamalik suggests 3 (three) formulations that are considered more advanced, namely:

1. Learning is an effort to organize the environment to create learning conditions for students.
2. Learning is an effort to prepare students to become good citizens of society.
3. Learning is a process of helping students face everyday life.

Efforts to achieve student learning goals at MTS Kandepa Medan

Efforts for learning objectives include: (1) Requiring all students to be able to read the Koran and understand Islamic religious lessons (2) carry out demonstration, unique learning methods, advice so that students can feel comfortable while studying (3) obey every rule that has been made by the school (4) collaborate between teachers and parents at home so they can monitor their children's learning (5) provide extracurricular learning Arabic, the Koran and Islam (6) give appreciation to smart students, and provide high learning motivation towards students.

The construction carried out has several stages, namely;

1. Occasionally use a different and appropriate learning model or method to be applied.

Varied models or learning will keep students concentrated and motivated. But keep in mind, if the learning model is too difficult to apply and feels the students will be burdened, the teacher can simplify the learning model while still making the learning objectives achieved.

2. Give praise to the results of student assignments

The teacher expresses praise for the work that has been done by the students and their enthusiasm. That way students feel more appreciated and enthusiastic in doing their assignments. Then, the teacher also thanked parents for taking the time to assist students in completing their assignments. Thus, parents also feel motivated to be enthusiastic in accompanying their children to study at home.

3. Giving assignments according to students' current conditions

In the home learning system in the form of giving assignments, teachers are required to find a lot of ideas for assignments that are by the conditions of parents and students at home. In addition, it must also be by all the limitations of existing conditions. Teachers also have to think about varied tasks so that students don't feel bored because they do the same type of tasks repeatedly.

4. Do a learning evaluation

Learning evaluation is carried out to see whether the model or learning method that has been applied has been effective or not. If it is not felt, the teacher must modify learning that can increase student learning motivation.

Principal and teacher collaboration in the effort to achieve student learning goals at MTS. Ministry of Religion

From the description of the research results above, the researcher can conclude several research findings related to the collaboration of madrasah principals and teachers at MTS Kandepag Medan as follows:

- a. The role of the principal as an internal supervisor in the academic field is to carry out regular and continuous teaching supervision.
- b. The head of the madrasa as an evaluator, namely by carrying out supervision or monitoring and evaluation of the performance of teachers and employees on a scheduled and continuous basis.
- c. The head of the madrasa as an educator, namely by providing direction, guidance, and guidance for teachers to always work together, increasing commitment to work, as well as matters relating to the tasks that must be carried out by teachers and must be adjusted to the existing technical guidelines and the head of the madrasa as a role model who always sets an example for teachers and employees in carrying out their academic duties and obligations at school.

Generating the spirit of performance of teachers by fostering a sense of belonging to the institution so that a high sense of responsibility grows and reminds of the values of the struggle for a teacher. Cooperation with other institutions in participating in workshops, training to improve competence which ultimately increases performance.

Motivate teachers to be more active in their work by reminding them that the teacher's job is not only to transfer knowledge but also to transfer values. Perform persuasive communication with teachers. Give awards to teachers who excel and provide welfare beyond the basic salary that is adjusted to the ability of the institution.

Principal Duties and Responsibilities

Based on the formulation of the results of the study above, it shows how important the role of school principals is in moving school life to achieve goals. Two things need to be considered in this formulation, namely as follows:

- a. The principal acts as a central force which becomes the central force that is the driving force of school life.

According to Mrs. Nurhasanah, she explained that: both the head of the Madrasah and his deputy have an important role in improving teacher performance. This is inseparable from the responsibility of the head of the madrasa as a leader of educational institutions. The success of the madrasa is the success of the head of the madrasa. The main key of madrasah principals as effective leaders is to be able to influence and move teachers to participate in every madrasa activity to realize the vision and mission of the madrasa.

- b. Principals must understand their duties and functions for the success of the school and have concern for staff and students. By the characteristics of the school as an organization that is complex and unique, the duties and functions of the principal should be viewed from various perspectives.

This is in line with ibi wina who said that every day I have the opportunity to continue to monitor the performance of teachers and employees. I do this monitoring activity to find out whether the programs planned by the teachers and employees have been implemented well or not. Monitoring is what I do every day checking the attendance lists of teachers and employees after that I go around to find out the condition of the class. I do monitoring every week for waka. While the monitoring that I do once a month for all teachers and employees. When I do monitoring I always emphasize to be careful in carrying out obligations not to be careless and teachers and employees to continue to improve performance. When monitoring, if some teachers or employees have not been able to achieve the targets that have been programmed, I as the head of the madrasa do not immediately reprimand, but I prioritize deliberation. Then as a family, we solve together.

To determine the direction of success to be achieved, the head of the madrasah conducts monitoring by collecting various information about work and work activities and evaluating the performance of teachers and their subordinates or organizational units in the school environment. From this description, it has been shown that the head of the madrasa always monitors the development of activities carried out, such as religious activities, discipline, teacher attendance, and asking the homeroom teacher about student progress.

Pengertian Guru

Guru disebut juga pendidik dan pengajar, tetapi kita tahu tidak semua pendidik adalah guru, sebab guru adalah suatu jabatan professional yang pada hakekatnya memerlukan persyaratan keterampilan teknis dan sikap kepribadian tertentu yang semuanya itu dapat diperoleh melalui proses belajar mengajar dan latihan. (Roistiyah, 2001:175) Guru adalah suatu profesi yang bertanggung jawab terhadap pendidikan siswa. Hal ini dapat dipahami dari beberapa pengertian dibawah ini: Uzer Usman, (2002:1210)

- a) Guru merupakan jabatan atau profesi yang memerlukan keahlian khusus sebagai guru.
- b) Guru adalah seorang yang mampu melaksanakan tindakan pendidikan dalam suatu situasi pendidikan untuk mencapai tujuan pendidikan atau seorang dewasa jujur, sehat jasmani dan rohani, susila, ahli, terampil, terbuka adil dan kasih sayang.

- c) Guru adalah salah satu komponen manusia dalam proses belajar mengajar, yang ikut berperan dalam usaha pembentukan sumber daya manusia yang potensial di bidang pembangunan.
- d) Pekerjaan guru dapat dipandang suatu profesi yang secara keseluruhan harus memiliki kepribadian yang baik dan mental yang tangguh, karena mereka dapat menjadi contoh bagi siswanya dan masyarakat sekitarnya. Dzakiyah drajat mengemukakan tentang kepribadian guru sebagai berikut “setiap guru hendaknya mempunyai kepribadian yang akan di contoh dan diteladani oleh anak didiknya, baik secara sengaja maupun tidak”.

Berdasarkan dari beberapa pendapat diatas, dapat dipahami bahwa pengertian guru adalah orang yang bertanggung jawab terhadap pendidikan anak didiknya, baik secara klasikal maupun individual.

Menurut Ibu Fauziah selaku guru di Mts Kandepag memaparkan bahwa: Berkaitan dengan memberi arahan dan pembinaan terhadap para guru di madrasah ini, pertama; diawal saya tekankan niat untuk berjuang ibadah sekaligus menekankan agar seluruh warga madrasah mengedepankan kerjasama, komitmen harus dihargai bersama-sama, sistem dibangun agar kita punya tanggungjawab dalam setiap aktivitas yang berkenaan dengan pengembangan madrasah. Kedua; saya berusaha semampunya untuk ibda’ binafsi di setiap aktivitas yang sesuai dengan tugas dan program bersama. Ketiga; selalu mengingatkan tugas dan kewajiban kita di madrasah ini, kalau sudah mengetahui tentang tugas dan kewajibanya nantinya akan di jalankan dengan baik.

Hal ini senada dengan Bapak Sgiman Memberi bimbingan dan pembinaan termasuk mengarahkan guru adalah salah satu peran penting kepala madrasah terutama terhadap guru– guru yang baru atau belum senior. Yang pertama kali yang ditekankan kepala madrasah adalah bagaimana semua guru dan staf harus bekerja tidak semata-mata karena uang, akan tetapi semuanya dikembalikan karena Allah dengan niat ikhlas, menekankan kerja sama agar semua program bisa berjalan secara sinergis dengan yang lain dan harus ada komitmen yang tinggi untuk melaksanakan tugas. Selanjutnya juga tidak terlupakan dalam pembinaan terhadap guru dan para staff disamping selalu mengingatkan tugas dan kewajiban masing-masing, kepala madrasah juga berupaya untuk selalu memberi contoh teladan yang baik (*uswah hasanah*) semuanya dimulai dari dirinya sendiri.

Peran Guru

Seorang guru memegang peran yang sangat penting dalam proses belajar mengajar. Dipundaknya terpikul tanggung jawab utama keefektifan seluruh usaha kependidikan dalam rangka membentuk manusia yang terampil dan berbudi luhur. Sekalipun banyak Negara maju media elektronik sebagai alat pengajaran sudah dipergunakan dan kemampuannya untuk membawa bahan pengajaran kepada para pelajar telah dibuktikan.

Namun keberadaannya tetap tidak dapat sepenuhnya menggantikan kedudukan guru, sebagai subjek yang paling berperan dalam proses pembentukan kepribadian seseorang. Masyarakat dari paling terbelakang sampai yang paling maju, mengakui bahwa guru merupakan satu diantara sekian banyak unsur pembentukan utama calon anggota masyarakat.

Tugas dan Tanggung Jawab Guru

Tugas dan tanggung jawab utama seorang guru /pengajar adalah mengelola pengajaran secara lebih efektif, dinamis, efisien, dan positif yang ditandai dengan adanya kesadaran dan keterlibatan aktif antara dua subyek pengajaran, guru sebagai penginisiatif awal dan pengarah serta pembimbing, sedang peserta didik sebagai yang mengalami dan terlibat aktif untuk memperoleh perubahan diri dalam pengajaran.

Berdasarkan pendapat diatas, jelaslah betapa pentingnya peranan guru dan beratnya tugas serta tanggung jawabnya terutama dalam pengembangan potensi manusia (anak didik). Pekerjaan guru adalah suatu jenis pekerjaan yang tidak bisa dilihat hasilnya, seorang guru akan merasa bangga, puas dan merasa berhasil dalam tugasnya mendidik dan mengajar apabila diantara muridnya dapat menjadi seorang pelopor atau berguna bagi bangsanya. Mengingat pendidikan selalu berkenaan dengan upaya pembinaan manusia, maka keberhasilan pendidikan sangat tergantung kepada unsur manusianya.

IV. CONCLUSION

Berdasarkan data pembahasan dan temuan maka hasil penelitian ini dapat disimpulkan sebagai berikut:

Upaya pembelajaran siswa masih sangat kurang baik. Hal ini terlihat dari: (1) siswa kebanyakn berasal dari SD yang tidak bernuansa islam, kemudian banyak yang tiak mengaji di MDTA (2) kesulitan didapat pastinya banyak siswa yang belum memahami pelajaran Agama islam terutama bahasa arab. (3) banyaknya siswa yang masih melanggar kedisiplinan belajar (4) guru juga masih banyak yang metode belajarnya kurang efektif sehingga siswa banyak yang bosan saat guru menjelaskan (5) kurangnya komunikasi guru dan kepala sekolah dalam membuat rancangan uoaya pembelajaran siswa di sekolah dengan baik.

1. Upaya pembelajaran siswa di Mts Kandepag masih belum terjalin efektif dalam sistem belajar dan mengajar, upaya yang dilakukan sebagai berikut: (1) pihak sekolah mewajibkan menambah ekstrakurikuler agar siswa harus bias membaca Al-quran terutama pada siswa kelasVII. (2) guru memilih penggunaan metode belajar yang tepat seperti metode demonstrasi, nasihat,motivasi tentang pentingnya belajar agama islam, serta menjadikan kelas yang kondusif dan nyaman.

- (3) Peran kepala madrasah dalam meningkatkan pembelajaran atas kerja sama dengan guru di di MTs Kandepag harus terjalin erat sehingga bisa merubah metode belajar yang lebih baik lagi.
2. Peran kepala madrasah sebagai supervisor internal di bidang akademik yakni dengan melaksanakan supervisi pengajaran secara teratur dan kontinyu antara lain sebagai berikut (1) Peran Kepala madrasah sebagai evaluator yakni dengan melakukan pengawasan atau monitoring dan evaluasi terhadap kinerja para guru dan karyawan secara terjadwal dan kontinyu. (2) Kepala madrasah sebagai educator yakni dengan memberikan arahan, petunjuk dan pembinaan terhadap para guru untuk selalu bekerja sama, meningkatkan komitmen dalam bekerja, juga hal-hal yang berkaitan dengan tugas-tugas yang harus dilakukan oleh guru dan harus disesuaikan dengan juknis yang ada dan kepala madrasah sebagai suri tauladan yang selalu memberi contoh pada para guru dan karyawan dalam menjalankan tugas dan kewajiban akademik di madrasah.
 3. Kendala yang sering di hadai guru adalah sebagai berikut: (1) biasanya sikap anak yang kurang berakhlakul karimah baik sesama teman ataupun guru (2) juga kurangnya komunikasi yang baik antar orang tua siswa (3) para siswa juga kurang mendengarkan nasihat guru (4) kepala sekolah yang selalu menganggap semua pekerjaan pembelajaran bisa dihadapi para guru ataupun wali kelas, tanpa berperan juga didalmnya.

SARAN

Sejalan dengan rincian permasalahan serta manfaat penelitian ini bagi pengembangan ilmu, berikut dikemukakan saran-saran berdasarkan uraian dan sesuai dengan kesimpulan penelitian sebagai berikut:

1. Kepada Yayasan diharapkan menjadi contoh kependidikan disuatu lembaga pendidikan sangat dipengaruhi oleh kepiawaian para pengelola terutama kepala madrasah sebagai *top leader*.
2. Kepada kepala sekolah agar meningkatkan mutu kerja dan mengevaluais guru serta melihat perkembangan siswa agar mendapatkan apresiasi yang baik
3. Kepada Guru agar lebih kreatif dalam memberikan penhajaran terhadap siswanya
4. Kepaga para siswa, agar jangan pernah merasa bosan untuk belajar, karena kesuksesan ada di tangan masing-masing.
5. Kepada orang tua agar ikut berperandan bekerja sama dengan pihak sekolah dalam proses pemebelajaran anak disekolah agar berjalan dengan lancar.
6. Kepada peneliti lainnya, dapat melakukan penelitiandengan waktu yang lama dan sumber yang lebih kreatif lagi dalam upaya pembelajaran dan penggunaan media pembelajaran agar dapat dijadikan perbandingan bagi guru dalam tujuan pembelajaran di Madrasah.

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