IMPLEMENTATION OF DECISION MAKING BY HEADMASTER IN IMPROVING TEACHERS 'PEDAGOGIC AND PROFESSIONAL COMPETENCIES IN SENIOR HIGH SCHOOL AL-WASHLIYAH JOHOR MEDAN BUILDING

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ABSTRACT

The purpose of this study was to determine the programs of the head of the madrasah, the condition of the existing teachers in school, and the strategies used by the head of the madrasah to improve the competence of teachers at Madrasah Aliyah Al Washliyah, Johor Medan Building. This research uses descriptive qualitative research with a phenomenological approach that uses observation, interview, and documentation study techniques to obtain data from research informants, namely: the principle of the Aliyah Al-Washliyah madrasah, administration, and 5 teachers at the madrasah aliyah Al-Washliyah, Johor Medan Building. This study uses data analysis techniques with the interactive analysis technique of the Miles and Huberman model, with the main components of the analysis, namely data reduction, data display and conclusion/verification, and checking the validity of the data in this study including Credibility Test, Transferability Test, Dependency Test, and Test. Certainty. The findings in the research obtained are as follows: (1) Decision-making strategies improve teacher pedagogical and professional competence through a decision based on the results of selecting several alternative problems that have been determined for the achievement of madrasah goals. Making these decisions includes identifying problems, formulating problems, and selecting alternative decisions based on calculations and various aspects that may arise. At the implementation or operational stage, the head of the madrasah as a leader must make many routine decisions to control activities following the plans and conditions in force. Whereas in the supervision stage, namely monitoring, checking, and evaluating the results of implementation is carried out to evaluate the implementation and decision making that have been made (2) programs of madrasah principals in improving teacher pedagogical and professional competence, including: Providing libraries, involving Workshop Teachers, supervision, giving awards, Personal Communication between Principals and Teachers, training, School Level MGMP Activities and Ministry of Religion coaching. (3) conditions of pedagogic and professional competence of teachers in madrasah al washliyah, building Johor Medan, including madrasah head and teacher teachers who are in good condition including teachers who have professional competence seen from all teachers who already have certification, appropriate qualifications and some already have S2 and continue to the next level have certification, appropriate academic qualifications and some already have S2 and continue to the next level.bThe results of the data analysis concluded: the implementation of Madrasah principals in improving pedagogical and professional competence in Madrasah Aliyah Al Washliyah, johor medan buildings were classified as successful because of the running of the program designed by the head of the madrasah, as well as the decision making of the head of the madrasah in implementing policies was successful by taking steps with attention ethics and discipline of school culture. conditions of academy qualifications, certification, training, are already in place. Even so, some shortcomings exist in the madrasah, such as the infrastructure is not very complete, but all of these are not an obstacle in carrying out the wheels of education in the school.

Keywords: *decision making, morals, intelligence development*

INTRODUCTION

One of the important problems in the world of education is the low quality of education. The quality of education means that education graduates have the appropriate abilities to provide a high contribution to the development of the country. As is done in Law No. 20 of 2003 concerning SISDIKNAS Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. So it can be understood that education is a place for the learning process that develops and disseminates knowledge. The basic concept and its implementation also determine the course of education in human life. However, at the level of implementation education is starting to face social changes. Because in planning the implementation of education a good organizational structure is needed, including the leadership of the Madrasah Principal with the application of his decision making to be one of the most important factors for planning the implementation of education. Leadership is very important in school-based management. Mulyasa (2002: 107) Leadership is related to the problem of the Madrasah Principal in increasing the opportunity to hold meetings effectively with teachers in a conducive situation. The behavior of the Madrasah Principal must be able to encourage the competence of teachers by showing a friendly, close, and full consideration towards teachers, both as individuals and as a group. A leader has a heavy responsibility. Given his very large role, tenacity, and authority in making new steps in response to the needs of society. Mulyasa (2002: 117) The higher the leadership occupied by a person in the organization, the value and strategic weight of the decisions he makes, the greater the implementation of his responsibilities. Conversely, the lower a person's position in an organization, the decisions he makes are more directed towards more operational matters. Hendayat (1982: 70) Educational leadership is an ability and process of influencing, guiding, coordinating, and mobilizing other people who are related to the development of education and teaching so that activities can be carried out more effectively and efficiently in achieving educational and teaching goals. The results of a cursory observation by researchers in the field show that the Head of Madrasah MA Al-washliyah, Johor Building is an authoritative, disciplined, friendly, caring leader. It can be seen when his arrival at school is right at 07.00 WIB, which means that the Principal of the MA Al-Washliyah Madrasah is disciplined with his discipline influencing his teachers to arrive on time and earlier than school entry hours. Based on all the explanations that have been conveyed, being a leader must be able to guide, coordinate and motivate other people who are related (subordinates). And able to make decisions correctly, fairly, and are considered not the following lust. Because it will make others turn away from the truth.

Leadership as part of the management function is very important to achieve organizational goals. Echols (1997: 351) is a translation of the word leadership (English), which means leadership, etymologically, in the English-Indonesian dictionary. Meanwhile, Sagala (2009: 214), the word leadership comes from the root word leader, which means someone who is known by and tries to influence his followers to realize what his vision is. Nawawi (1993: 19) states that leadership is the process of directing, guiding, influencing, or supervising the thoughts, feelings or actions, and behavior of others. Meanwhile, Purwanto (1995: 86) states that leadership is a collection of a series of abilities and personality traits, including authority, to be used as a means of convincing those they lead so that they are willing and able to carry out the tasks assigned to them willingly and full of enthusiasm, there is inner joy and feeling compelled. Therefore, leadership is the ability to move, organize, motivate and guide people to be willing to take actions directed at achieving goals through the courage to make decisions regarding the system of activities that must be carried out. Leadership is also a process of interaction between the two parties, namely a leader and those they lead.

The decision is the result of solving a problem that must be faced firmly. In the Big Dictionary of Science, decision making is defined as the selection of a decision or policy based on certain criteria. This process includes two or more alternatives because if there was only one alternative there would not be one decision that would be taken. Dagun (2006,185). Every decision-making process always produces one final choice. Harold and Cyril O 'Donnell in Syamsi (2000: 5) say that decision making is the choice among alternatives regarding a way of acting, namely the essence of planning, a plan cannot be said to be non-existent if there is no decision, a reliable source, guidance or reputation that has been made and P. Siagian defines decision making is a systematic approach to a problem, collection of facts and data, thorough research on alternatives and actions. According to Suharnan, decision making is the process of selecting or determining various possibilities among uncertain situations. Decision-making occurs in situations that require a person to make future predictions, choose one of two or more options, make estimates (forecasts) about the predicted frequency that will occur Suharman (2005: 194).

There are several bases for decision making, including intuition, experience, facts, authority, and rationality. Decisions made based on intuition or feelings are more subjective, namely being susceptible to suggestions, external influences, and other psychological factors. Decisions based on experience are of great benefit to practical knowledge. Experience and the ability to predict what is the background of the problem and how to solve it are very helpful in facilitating problem-solving. A decision based on several facts, data, or sufficient information is indeed a good and solid decision, but it is very difficult to obtain sufficient information. Decisions based on authority alone will

create routine characteristics and associate them with dictatorial practices. Decisions based on authority sometimes by decision-makers often pass through problems that should be resolved instead of being blurred or unclear. Syamsi (2000: 16) Decisions that are rational related to efficiency. The problems faced are problems that require rational solutions. Decisions made based on rational considerations are more objective. In society, rational decisions can be measured if the optimal satisfaction of society can be realized within the recognized values of society at that time.

Decision-making is an action system because they were there are some components in it, according to Atmosudirjo in Syafaruddin (2005: 49) framework existing work on decision-making that is position person in charge of decision-making, problem (deviation from what was intended and planned or goals), the decision-making situation is different, the condition of the decision-maker (strength and ability to face problems and goals (what is wanted or achieved by making decisions). Decision making is the process of choosing many alternatives. The attitude of choosing the number of alternatives for the leader is not always easy. When leaders are faced with wrong and right choices with linear consequences (wrong choices lead to harm, while right choices bring benefits) it is very easy for them to choose the right. But in reality, leaders are often faced with a dilemma, that the choice that is anywhere in the alt alternatives, their actions are still wrong. In these conditions, the leader is awry. Decision making is important for educational administrators because the decision-making process has an important role in motivation, leadership, communication, coordination, and organizational change. Mujamil (2007: 288) The organization will only function if the leaders can make decisions and order their implementation to members of the organization by their duties and responsibilities.

Exist some decisions that can be implemented by the headmaster, an outline in the context of cooperation between teachers and Principals, decision making can do with decision making Individual, Suhandi (2010; 110) Cooperation decision-making in the form of the individual occurs when the head of the Madrasah makes his own decisions on certain issues following the powers he has. In making individual decisions, the head of the Madrasah makes the preferred course of action. These decisions are made independently, based on the information held by the Madrasah Principal, and without the participation of others. If this method is used, the head of the Madrasah will only decide based on his formal authority and personal expertise. Individual decisions start from the assumption that the decision-maker has sufficient information and understanding to make good decisions. In participatory decision making, according to Suhandi (2010: 114) participatory decision making is a way of making decisions that involve the participation of teachers, students, parents of students, employees, schools, and the community in the participatory decision-making process, it is hoped that school

members and the community will participate. participate in school development. An authoritative decision making, according to Suhandi (2010: 113) Authoritative decision making is a decision that is enforced by the Madrasah Principal on teachers and school/madrasah staff. This decision is usually a policy by the authoritarian Madrasah Principal. School management that makes decisions in an authoritarian manner does not know nosy subordinates. The subordinate is not allowed to make excuses whether he accepts or rejects the decisions he has made. In organizational decision making, according to Sudarwan (2006: 114) Organizational decision making is a formal decision taken by the organization. The decision on this model is the responsibility of individuals and groups in the school/madrasah organization. Therefore, from the perspective of SBM/M these decisions should be taken collectively, involving teachers, school or madrasah staff, and school committees.

Usman (2005: 14) Competence comes from the word competency, which means "ability or proficiency". Kunandar (2008: 52) Another opinion states that competence is "a set of knowledge, skills, expertise, and behavior that must be possessed, lived and mastered. by educators or lecturers in carrying out professional duties as teaching staff. Meanwhile, according to Syaiful (2009: 157) Competence is knowledge of skills and basic values that are reflected in the habit of thinking and acting consistently and continuously.

Decision making is the main function of a leader in managing schools/madrasahs. Nur Zazin (2010: 13) The activity of making this decision is often anxiety for the head of the madrasah, especially the incompatibility in the opinions of some teachers. It is not easy for the Principal of Madrasah to make decisions because it will involve all activities and bind all components in the school/madrasah, especially for educators or teachers to carry out responsibilities and implement the results of decisions related to teaching and learning activities. The decision making by the head of a madrasah also affects the implementation of education and teaching, especially for teachers in carrying out their duties. Also, the head of Madrasah greatly influences the formation of competencies possessed by teachers. Teachers do play a very strategic role, especially to shape the character of the nation through the development of the desired personality and values, therefore teachers as educators emphasize the task of planning and implementing teaching. Udin (2009: 32) There are at least six duties and responsibilities of teachers in developing their profession, namely: teachers as mentors, teachers as teachers, teachers as class administrators, teachers as curriculum development, teachers are in charge of developing curriculum, teachers are tasked with fostering relationships with Public. The six duties and responsibilities above are the main duties of the teaching profession, the teacher as a teacher emphasizes the task of planning and implementing teaching.

Likewise with the results of the survey at Madrasah Aliyah Al Washliyah school, Johor Medan Building in terms of decision making to increase teacher competence, the

Madrasah Principal conducts monthly deliberations in terms of decision making. It can be seen that when the Head of Madrasah has the intention to oblige teachers to increase their knowledge of new knowledge related to education, the Madrasah Principal invites meetings and discussions with teachers to determine solutions so that the intention of the Madrasah Principal is achieved so that the results of the deliberations are created. The solution is to connect a wifi/internet network to make it easier for teachers to update knowledge or interesting materials that are following the syllabus and lesson plans. Based on the results of interviews conducted by researchers with Mr. Guru Fiqh Madrasah Aliyah Al-Washliyah, Johor Building, regarding decisions made by the Madrasah Principal regarding increasing teacher competence at Madrasah Aliyah Al-Washliyah Johor Building, Mr. Guru Fiqh stated: when the Madrasah Head had an idea to improve the pedagogical and professional competence of teachers related to the ability of class management and mastery of the material presented including learning media, strategies and the process of assessing learning outcomes, in this case, the Head of Madrasah to produce solutions so that his ideas are implemented, the Head of Madrasah holds a deliberation meeting to carry out training activities that will be carried out so that when the activity is carried out all the teachers take part and are responsible for the implementation of the training. Based on the results of the interview, it can be seen that the Principal of Madrasah MA Al-Washliyah Gedung Johor cares about improving the competence of his teachers so that to realize the policy on increasing teacher competence, the Head of Madrasah conducts deliberation and is discussed with his teachers so that the results get accounted for.

Based on the professionalization efforts above and from the various problems faced, there is a need for awareness that the Madrasah Principal and teachers must partner with each other and help each other in improving their professionalism. Each party must be open in developing opinions and not dominated by either party. Although the Madrasah Principal holds leadership milestones, the Madrasah Principal must be able to provide advice and guidance to teachers to improve the process and maximum teaching results.

The results of research by (Yusutria, 2017: 9) in the journal of teacher professionalism in improving the quality of human resources conclude that improving the quality of education is determined by 3 components, namely input, process, and output. The input consists of educators, educational staff, students (input patterns of teacher recruitment and teaching staff), teacher experience in teaching and competency development, and students. The process can be seen how educators carry out the learning process and educational personnel supports the learning process and students who can understand the learning process that is conveyed, then it can be known about the quality of output from the educational institution. Recommendations that can be given to teacher professionalism in developing the quality of human resources should be carried out

seriously. As long as the government does not embody the professionalism of teachers in developing the quality of human resources, it is certain that the quality of education is stagnant and even declined in the development of the quality of human resources. This means that improving the professionalism of the Madrasah Principal teacher plays an important role, it means that the leadership and the decisions that are made determine the quality of the work of professional teachers or whether the teacher is not professional at work.

Based on all the descriptions above, it can be understood that the Principal of Madrasah / Madrasah in the application of decision making, both in personal decision making and in group decision making must be fair and consider all components of the school/madrasah because the decision making applied by the Madrasah Principal greatly affects all activities and binding all components in schools/madrasahs, especially for educators or teachers, because in addition to being competent educators/teachers, teachers are also burdened with responsibilities and carry out all decisions that have been taken by the Madrasah Principal. With all the explanations above, the researcher is interested in raising the research title " Implementation of Madrasah Principal Decision Making in Improving Pedagogical Competence and Professional Competence of teachers at Madrasah Aliyah Al Washliyah, Johor Medan Building ".

RESEARCH METHODOLOGY

This research is qualitative research, which is research that produces descriptive data in the form of written or spoken words from people and observable behavior. Bogdan and Taylor in Moleong (2014: 4) define a qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior and this study uses a phenomenological approach. in a participatory manner and research itself acts as a key instrument that must prepare itself to participate fully. For this reason, research is required to be able to follow the patterns and behavior of the object of the researcher's life, both in conducting interviews and observations. Researchers must follow the flow of informants and not follow informants to follow and adjust views with researchers. Phenomenology is defined as subjective experience or phenomenological experience, a study of consciousness from the main perspective of a person (Sukmadinata, 2006: 60). This phenomenological approach starts from the word silence which means observing certain events and studying environmental attitudes around them by emphasizing human behavior.

RESULT AND DISCUSSION
Condition of pedagogic and professional competence of teachers at Madrasah Aliyah Al-Washliyah, Johor Medan Building

Competence is the main component of professional standards in addition to a code of ethics as a regulation of professional behavior that is stipulated in certain procedures and supervision systems. Teacher competence is a set of knowledge, skills, and behaviors that teachers must possess, live and master in carrying out their professional duties. Teacher competence as a learning agent in any condition. In-Law Article 27 paragraph (3) of 1989, it is stated that teachers are teaching staff who are specially appointed with the main task of teaching at the secondary primary education level. Also, in Law number 20 article 1 paragraph (6) of 2003, it is stated that educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations under their specialties and participate in organize education. Hasan Sagala (2008: 23). The teacher is part of a set of goals to be achieved, if both components are there it will be easy to achieve effectively and efficiently. Among them, there must be in every teacher the competencies that have been mentioned in the RI law, especially pedagogical and professional competencies, but every teacher must have these competencies according to time, the teacher must hone the competencies that exist in him with various activities or training and education. Therefore, every school certainly expects that the competence of each teacher must exist and be able to help the goals of education, especially at the MA Al Washliyah school, Johor Medan Building. Permendiknas No. 18/2007 on teacher certification in positions implies that these four professional teacher competencies can be measured through 10 components, namely: (1) academic quality: (2) education and training: (3) teaching experience: (4) dam planning the implementation of learning: (5) assessment of superiors and supervisors: (6) academic achievement: (7) professional development work: (8) participation in scientific forums: (9) organizational experience in education and social: (10) awards relevant to the field of education. These ten components are a reflection of the four teacher competencies. Each component of the portfolio can provide an overview of one or more competencies of teachers participating in certification, and accumulatively, part or all of the components of the portfolio reflect the four competencies of the teacher concerned (Badrun kartowagiran, 2). Thus, the professional and pedagogical competence of teachers is very meaningful in the practice of learning, this is recognized if the teacher has entered the qualifications mentioned in the 2007 Minister of National Education, as researchers have done at MA Al Washliyah school, Johor Medan Building, the conditions that exist in In terms of teacher pedagogical and professional competence, the school is included in the category of professional teachers by looking at references from the Minister of National Education Regulation and Article 8 of the Teacher and Lecturer Law.

Madrasah Principal Program to Improve Teacher Pedagogical and Professional Competence at Madrasah Aliyah Al-Washliyah, Johor Medan Building.

In the process of implementing decision-making to be a good leader, a leader must know what his duties and responsibilities are and can be an example for the people he leads, and have a calm character when facing problems. The principal must also have the competence as a professional school principal. Various ways are done by the principal so that all subordinates have good competence to facilitate and understand students in the ongoing implementation, while the effect for students is easy and can understand everything that is seen, heard, and observed. Competence is a person's ability to manage a product, competence must be explored, enhanced, and developed in various ways, be it education or training. Competence is very important to be improved and developed by every educator to improve the quality of education, there are several competencies in the world of special education for teachers, including pedagogic, professional, social, and personality competencies, and this must be exposed to every educator. After the data is known as the researcher presents the facts of the research findings above, then as a follow-up to this study, the researcher will analyze the collected data using words in detail against the efforts of the principal of MA Al Washliyah Gedung Johor Medan. in improving the pedagogic and professional competence of teachers. A good school leader or principal is the figure who most determines the progress and decline of a school. School leaders, as well as managers of a school, have a very important role in the success of a school. As the principal of the school, he functions to direct and encourage subordinates so that the tasks and activities at school can run well, effectively, and efficiently. As a manager, the principal makes plans, manages implementation, controls, and supervises the implementation of duties, and compiles reports on the implementation of activities from the school.

From the research facts, several things are strived by the principal in improving teacher professional competence and pedagogical competence which includes providing a library. The library is in the teacher's room so that at any time it can be accessed freely. Even though the books are incomplete, they can improve professional competence. The books provided are subject, dictionaries, bulletin, and journals. With the existence of a library, it can improve the ability of teachers to master teaching materials, because in learning the teacher does not only convey material in textbooks but must describe and organize teaching materials in a systematic, relevant, to be in line with developments in science and technology. And with the teacher library can increase the ability of teachers in mastering educational foundations.

The second effort is to include teachers in workshops organized by the department. With the effort to include teachers in workshops, it can improve teachers' abilities in managing teaching and learning programs because by including workshop teachers can master in-depth and structured teaching materials and be able to design the use of teaching facilities. And with workshops, can improve the ability of teachers to

understand the principles of educational research and be able to interpret the results of educational research for teaching purposes, as expressed by Piet A. Sah Understanding (2000: 121). Education workshops are group learning activities consisting of officers education officers who solve problems faced through conversation and work in groups and individually. The third effort is to supervise with the supervision carried out by the principal to increase the ability of teachers to use media and learning resources because using media and learning resources is very important in improving the quality of teaching for a teacher. As well as the existence of supervision can increase the ability of teachers to manage teaching and learning interactions because teaching and learning interactions show there are learning activities that take place in the classroom. So the existence of supervisory activities can increase the ability of teachers to use media and learning resources and increase the ability of teachers to manage teaching and learning interactions. In this case, the principal performs his duties as a supervisor, as expressed by

The third effort is to supervise with the supervision carried out by the principal to increase the ability of teachers to use media and learning resources because using media and learning resources is very important in improving the quality of teaching for a teacher. As well as the existence of supervision can increase the ability of teachers to manage teaching and learning interactions because teaching and learning interactions show there are learning activities that take place in the classroom. So the existence of supervisory activities can improve the ability of teachers to use media and learning resources and increase the ability of teachers to manage teaching and learning interactions. In this case, the principal performs his duties as a supervisor, as expressed by Shulhan (2013: 52) The main activity of education in schools to realize its goals is learning activities, so that all school organizations achieve efficient and effective learning. Therefore, one of the duties of the principal is as a supervisor, which is to supervise the work performed by educational personnel.

The fourth effort is to give rewards to professional teachers because a good organizational structure is one that can proportionally give rewards and punishments. The fifth effort, personal communication with the principal to improve the ability of teachers to assess student achievement for teaching purposes. In evaluating student development directly the teacher assesses learning during the learning process and after the evaluation learning. And with the existence of personal communication with the principal, to improve the teacher's ability to organize school administration, so that teachers get information or input on how to teach students appropriately. And teachers can find out the weaknesses and strengths of delivering learning material. And the teacher can always try to improve the quality of learning. Here the principle applies his efforts. This award will be meaningful if it is associated with the achievements of

educational staff openly so that every educational staff has the opportunity to achieve it. The use of this award needs to be done appropriately, effectively, and efficiently so as not to cause negative impacts.

In the fifth effort, Personal Communication between the Principal of the School and the Teacher, the principal must be active in his duties to protect his subordinates, in various ways carried out by the leadership to improve teacher competence, including communication between superiors and subordinates and this can improve the quality of these subordinates, with communication, there are no misunderstandings and leaders can provide motivation, correction, and innovation in carrying out their duties.

The sixth effort is that education and training are activities and training for teachers to develop teacher knowledge and skills so that in turn it is hoped that teachers can gain a competitive advantage and can provide the best sustainable service. Mujizyatullah (2019: 2) Educational and Training Institutions (Diklat) are asked to carry out planned, structured, measurable and sustainable education and training for teachers, including teachers who serve in madrasas. As emphasized in the Strategic Plan (restart) of the Ministry of Religion's Research and Development and Training Agency for 2014-2019, namely improving the quality of education and training for technical education and religious personnel, through 1) increasing human resources in organizing education and training. 2) increasing academic qualifications and expertise among widyaiswara. 3) improving the quality of the education and training system. 4) diversifying the implementation of education and training through training in the workplace (DDTK) and long-distance training (DJJ). 5) utilizing research results for the benefit of education and training. 6) improving the quality of education and training quality assurance. And the most recent effort is that there is a school level MGMP activity by the demands and also the times, it is necessary to improve professional competence. Professional competence is one of the elements that must be possessed by teachers, namely by mastering the learning material extensively and deeply, MGMP activities are held, said Mulyasa (2007: 78) Increasing teacher professionalism through subject teacher deliberation (MGMP). directed to seek various experiences regarding learning methodologies and teaching materials that can be applied in the classroom. From the seven efforts, it is hoped that the quality and quality of MA Al Washliyah in Johor Medan Building will continue to increase and in the end, the quality of education will always increase. These activities do not directly and drastically increase the pedagogical and professional competence of teachers but go through good processes and stages. Meanwhile, increasing pedagogical competence is not much different from professional competence. Pedagogic competence is part of the competence that must be mastered by a teacher because the teacher will have a role to educate and guide students. In line with what is contained in the Indonesian National education standards in the explanation of article 28 paragraph 3

point, namely "pedagogical competence is the ability to manage student learning which includes the understanding of students, design of learning, evaluation of learning outcomes and development of students to actualize various potentials. it has. From the description above, it can be understood that the efforts made by madrasah principals are to improve teacher pedagogical competence.

Head of MA Al Washliyah Gedung Johor Medan also said that the program of our madrasah includes several things, but sometimes we also collaborate with the local government but we do something personally, in our madrasah. Maybe some of what we have done, such as the K13 Curriculum Workshop, that's us. cooperation with the Ministry of Religion in the development of tools such as RPP and determination of KKM. I also received an invitation from the Ministry of Religion, then supervised the lesson plans and teaching materials, especially for those who were already certified. And we also collaborate with surrounding campuses. And later we will conduct deliberations about the obstacles faced by students between teachers. For this guidance, this madrasa conducts an equalization program for those who are not yet undergraduate. So there were 2-3 days before S1 and finally supported to go to college, and thank God everyone has graduated now. Then just a few weeks ago we attended the K13 workshop for the preparation of lesson plans and other tools held by the Ministry of Religion, besides that the school principal had cooperation with the surrounding campuses.

Decision Making Strategy for Madrasah Principals in improving Pedagogic and Professional competence of teachers at Madrasah Aliyah Al-Washliyah, Johor Medan Building.

Decision-making is the most important part of an organization, including the world of education in the world of education, it will run well if there are decision-makers in a predetermined design is an effort that is aimed at jointly achieving well. Decision making is the process of choosing an alternative way of acting with an efficient method according to the situation. The process is for finding and solving organizational problems. According to Mulyadi (2016: 137), Decision Making is a process of choosing alternatives and input from others concluded from an existing problem so that it becomes a decision. In making decisions that are not good, it reflects the activity of the organization/company or its management will not be good either so that it will have an impact on the implementation of all activities and the results will not be able to achieve the goals desired by the organization/company This statement confirms that making decisions requires a series action, requires several steps. It could be that these steps are in the mind of someone who simultaneously invites him to think systematically. In the world of management or organizational life, both private and government, the process or series of actions is more visible in various discussions.

1. Identify problems or opportunities

This step is intended to study or identify the problems faced or what opportunities must be captured in increasing teacher competence in their future roles. Therefore, this first action is fundamental in making decisions in determining the policies to be taken, this action is seen and observed in management with a rather long time limit for existing teachers. And this is the first thing to plan something For the common good, I then convey to the teachers the existing plans for matters relating to teacher pedagogical and professional competence, so that teachers can respond to this.

2. Create alternatives

Making alternatives that are expected to be the answer in solving problems is very important. Because as an alternative that is made, the most profitable alternative can be chosen in solving the problem at hand. Therefore, making alternatives is not as easy as turning the palm, when faced like this the teachers respond well and provide input and suggestions for the common good in increasing teacher pedagogical and professional competence. However, it does not immediately mean that every teacher should give advice and input, but several things must be done by the teacher, namely:
   a) each teacher is encouraged to identify these commands
   b) Reading literature related to this
   c) A few days later a meeting is held and all teachers must provide input as recommended above.

3. Evaluating alternatives

In this case, evaluating alternatives to assess the advantages and disadvantages or the strengths and weaknesses of each alternative in solving problems and responding to existing opportunities is a step that will determine choices. This was done after the teachers and other staff provided input and suggestions and I as the leader took the best alternative.

4. Owning and Implementing Alternatives

After evaluating the alternatives, I, as the head of the madrasah, had the decision to implement the existing policies so that the objectives to be achieved could be achieved.

5. Evaluating Alternative Decisions

After the alternative implementation has been taken, it must be evaluated whether it has achieved the desired goal or not. Because the decision is believed to be a way of solving problems or filling opportunities to answer the needs of educators.

6. Thorough Evaluation

Alternatives and all sections will be evaluated objectively all madrasah instruments which include alternatives that are decided as predetermined policies

CONCLUSION

Based on the previous description, this research can be concluded as follows:

1. Competence is the most important part of every individual, and each individual will hone his competence in various ways that apply to him. Every teacher is required to have pedagogic and professional competence to improve the quality of education to achieve effective and efficient educational goals. Pedagogic and professional competence is a barometer of educational success and one measure of the teacher is called a professional teacher. The condition of teachers at MA Al Washliyah Gedung Johor Medan already has pedagogical and professional competencies seen from good academic qualifications, educational certification, is physically and mentally healthy and can realize the goals of national education.

2. Routine and continuous efforts are made by the principal in improving the professional and pedagogical competence of teachers at MA Al Washliyah Gedung Johor Medan. that is:
   a. Provide a library
   b. Includes Workshop Teachers
   c. Supervise
   d. Give an Award (reward)
   e. Personal Communication between Principal and Gur
   f. Including training
   g. School Level MGMP Activities

3. Decisions are part of management and everyone can make decisions and has a big influence on the goals to be achieved, decision-making is essentially completing half of a job and it will give big influence and change to the organizational structure, as well as education, he has a major role in the success of education, assisted by the principal. The principal is the highest leader to create a conducive, professional, active, and efficient school atmosphere with the power he holds and has a special weapon, namely decision making as a determined policy. The principal must form a strategy to increase the pedagogic and professional competence of teachers to achieve national education goals, namely: 1) Identifying problems or opportunities. 2) Making alternatives. 3) Evaluating alternatives. 4) Having and implementing alternatives. 5) Evaluating alternative decisions. 6) Overall evaluation

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