

## Implementation of Learning Leadership to realize the quality of Madrasah

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### ARTICLE INFO

### ABSTRACT

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### KEYWORD

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The purpose of this research is to analyze and describe the implementation of learning leadership to realize the quality of Man Biau, Buol Regency. The method used is a qualitative approach with a case study type. Data and information obtained from observations, interviews, and documentation. The results of research in Man Biau, Buol district, show that learning leadership has been implemented properly through maximum learning supported by extracurricular activities (compulsory and specialization) so that the quality of madrasas can be realized.

### 1. Introduction

Quality education is generally a central topic today, especially in the era of globalization which is full of challenges and intense competition. Quality, quality determines the existence of educational institutions as a place of service for the general public. Quality standardization in the world of education in Indonesia is set to be a guideline for all schools without exception so that educational services are truly beneficial to society as users of educational services. The education quality standards referred to are regulated in article 1 paragraph 1 of Government Regulation Number 32 of 2013 which states that education quality standards include 8 standards, including: Financing standards, infrastructure standards, teaching and educational staff standards, management standards, process standards, content standards, graduation competency standards, and educational assessment standards (Government Regulation No. 32, 2013). Talking about the quality of madrasas is closely related to leadership. (Rahmawati & Supriyanto, 2020) explains that achieving goals in an organization or institution depends on leaders who are able to move, encourage, and encourage their subordinates. The results of various studies including those conducted by Manullang (2015) and Hamel (2021) show that the most effective leadership style in realizing the quality of educational institutions is learning leadership. In fact, learning leadership has long been developed by experts with several application models. Hallinger & Murphey (1985) developed three models in the application of learning leadership in madrasas, including: Formulation of madrasa missions, conduciveness of the learning environment, and learning development. The next model is stated by Murphy (1990) that there are four dimensions of learning leadership including: Management of learning, development of the mission and goals of educational institutions, an adequate work environment, and a supportive madrasah climate. In relation to this, Weber (1996) has developed several dimensions of learning leadership, including: Developing madrasa missions, managing and observing the curriculum including learning, conducting assessments, and creating a comfortable learning climate. If the dimensions of learning leadership work, then the quality of a madrasa will be realized so that it can compete with other madrasas. Efforts to improve the quality of madrasas must have a strong footing. The basis for the importance of learning leadership in Indonesia is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 which emphasizes the main duties of the madrasa head. The duties of the head of the madrasa according to the regulations in question are managerial and supervisory duties

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including mentoring in learning activities directed at developing and improving the quality of madrasahs (Ministry of Education and Culture of the Republic of Indonesia, 2018). The community as customers in education services is starting to be sensitive to the quality of educational institutions which is often associated with the running leadership of a madrasah head. The concern and assessment of students' parents is very useful for the progress of madrasahs (Malindo et al, 2020). This assessment is no exception for people who send their children to Man Biau, Buol district. Of course this phenomenon must be answered along with efforts to meet the standards of quality components that have been set by the government. Educational institutions bear the quality category if they are recognized by the government which acts as controller and guarantor of education quality. The condition of Man Biau, Buol district, which is under the auspices of the Ministry of Religion, is located in the district capital, with limited facilities. This did not dampen the enthusiasm of the madrasah residents to continue to improve and carry out strategic programs by prioritizing religious values that grew and developed with the aim of improving quality and for the advancement of madrasahs. Strong will and enthusiasm can bring progress to a madrasa. The head of the madrasa together with the madrasah community continuously strives to improve the quality of the madrasa considering that the sustainability of the madrasa in the future is highly dependent on the existence or level of quality attainment. This is a form of madrasah responsibility as a whole for the educational process. More specifically, parents of students and society in general assess student learning achievement as a measure of the success of madrasahs. This is a challenge that must be faced by the madrasah. Various efforts were made by Man Biau, Buol district, to encourage students' learning achievement to increase. The existence of a madrasa head is the main factor in this effort supported by competent educators accompanied by adequate curriculum standards and learning that goes according to expectations. If the things that support these are fulfilled then the process and learning outcomes of students will increase from time to time.

#### Literature Review

##### 2.1 Implementation.

In the Big Indonesian Dictionary (KBBI), implementation means implementation or application. This relates to a plan, agreement, or implementation of obligations. According to experts, including Nurman usma, implementation is the existence of an activity, action, action or system mechanism that leads to it, not just an event, but an activity that is planned and an activity carried out to achieve a goal. The purpose of implementation is to check and document procedures in implementing a plan or policy. Achieve the goals to be achieved in the plans or policies designed. To determine the capacity of a community to implement a policy or plan. Implementation is also defined as the development of a working version of the system from a given design.

##### 2.2 Learning leadership

Learning leadership includes the behaviors of teaching staff in formulating and communicating educational institution goals, monitoring, assisting, and providing feedback in learning, building an academic climate and facilitating communication within educational institutions. On the other hand learning leadership (instructional leadership) is an action taken with the intention of developing a productive and satisfying work environment for teachers, as well as developing the conditions and learning outcomes desired by students. Teacher leadership is an ability and readiness possessed by a teacher to influence, guide and direct or manage his students so that they want to make something to achieve their learning goals. While leadership is the ability of a leader to control, lead, influence the thoughts, feelings or behavior of other people to achieve predetermined goals. Teacher leadership in classroom learning is very important because with high leadership skills the teacher is not only able to influence his students to learn teaching materials well but also influence their attitudes and behavior both in madrasah and outside of madrasah. And the name of a teacher must have learning leadership, because this will help the community set educational goals, expedite the teaching and learning process so that it is more effective, compile productive organizational units, create a climate of development and opportunities for leadership growth. In learning leadership the head of the madrasah is tasked with providing guidance, assistance, supervision and assessment on issues related to the technical implementation and development of teaching education in the form of improving teaching education programs and activities to be able to create teaching and learning situations. To be a good leader is to have a strong sense of responsibility to lead its members. Leaders will be responsible for the actions of their members which will affect the organization.

#### 3. Methodology

This research is a qualitative research, located in Man Biau Buol district, collecting data using interviews, observation and documentation. Data analysis techniques use data reduction, data presentation, and data verification.

#### 4. Results and Discussion

##### 4.1 implementation of learning leadership to achieve madrasah quality

The implementation of learning leadership in Man Biau, Buol district, is the main focus of this research. Furthermore, the head of the madrasa mobilizes all madrasa residents to maximize learning activities. A joint commitment to improve student learning achievement apart from maximizing learning, is also supported by the implementation of extracurricular activities. The efforts of the head of the madrasa as a learning leader are able to streamline learning and extracurricular activities as an effort to realize the quality of the madrasa. Indicators of successful implementation of learning leadership in Man Biau Buol district have been achieved. The head of the madrasa directs every activity carried out by the madrasa towards achieving the mission and objectives of the madrasa that have been mutually agreed upon. The headmaster of the madrasa always motivates the madrasah residents about the importance of increasing learning achievement. The direction and encouragement of the madrasah head as a form of implementing learning leadership and contributing to improving student learning achievement. Quality learning activities begin with the preparation and application of Learning Implementation Plans (RPP). A pleasant class atmosphere leads every student to actively ask and answer both the teacher and fellow students. Learning becomes more challenging and explores the interests and talents of students along with physical and mental development his psychology. Educators open opportunities for students to show their creativity and independence. psikologinya. Para tenaga pendidik membuka kesempatan kepada peserta didik untuk menunjukkan kreativitas dan kemandiriannya.

The head of Man Biau, Buol district, facilitates educators both in planning and implementing learning. Academic supervision is carried out to help subordinates by providing input and suggestions for improvement. In addition, so that the planning and implementation of learning runs optimally, the madrasah head supervises colleagues. Documents resulting from the supervision of the Head of Man Biau, Buol district, describe the RPP that has been developed as complete and systematic and pays attention to the needs of students which has been well implemented in the learning process. The results of the researcher's interview with the head of the madrasah strengthen the results of academic supervision which shows the alignment of planning with the implementation of learning Even though learning has been carried out optimally, in reality it has not been able to fully improve student learning achievement. Analysis and evaluation of the head of Man Biau, Buol district, shows that learning in terms of time and guidance is limited. This encourages madrasa heads and their subordinates to formulate strategic and most effective programs and support in these efforts, namely extracurricular activities. The head of the madrasa together with his subordinates compiles an extracurricular coaching program by taking into account the competence of each educator. Activities held from noon to evening are divided into two types, namely: mandatory extracurricular activities (tartil and tahfidz Al-Qur'an, English club, scouts, marchan band, UKS). Extracurricular activities that are held consistently in Man Biau, Buol district, bring about a notable increase in learning achievement in several subjects. Al-Qur'an tartil and tahfidz activities improve learning outcomes in Religious Education subjects, the English club improves learning outcomes in English subjects. and learning outcomes in Indonesian subjects increased with wall magazine activities and journalistic activities. In addition, the learning achievement of students in other subjects is also considered to have increased with the implementation of these various extracurricular activities. Learning and extracurricular activities that run optimally in Man Biau, Buol district, make this madrasa a learning community full of a learning atmosphere (learning school). The head of the madrasa as a learning leader has succeeded in growing the motivation of all madrasa residents to contribute in the pursuit of achievement. Continuous efforts made by the madrasa are solely for the sake of realizing the quality of madrasahs. The spirit of togetherness that was built in Man Biau, Buol district, became the main capital in achieving better quality madrasahs. The principal of the madrasa mobilizes all available resources. Through his authority the madrasah head ensures that the implementation of learning runs actively, innovatively, creatively, effectively and fun. The madrasa head also periodically monitors and evaluates the implementation of co-designed extracurricular activities. This commitment and sense of responsibility from all madrasah residents has resulted in proud results in the form of increasing student learning achievements. An increase in student learning achievement is a form of achieving madrasah quality. Satisfaction of students and the community as users of educational services is achieved from consistent planning, implementation and learning outcomes as well as the implementation of extracurricular activities (compulsory and specialization). The quality achievements of Man Biau, Buol district, have made this madrasa increasingly in demand by the community and able to compete with other madrasahs.

## 5. conclusions and suggestions

### 5.1 conclusion.

Learning leadership in Man Biau, Buol district, has been going well, marked by all activities directed at achieving the vision, mission and objectives of the madrasa. The principal of the madrasa has succeeded in creating a safe and comfortable learning environment for all madrasa residents. The atmosphere is created full of enthusiasm and fun in learning activities. Even though learning has been carried out optimally, it is still considered not as expected in an effort to improve student learning achievement as a whole. Departing from this, the head of the madrasah and his subordinates continue to strive to achieve these shared expectations. A strategic step to achieve this is for madrasahs to organize activities extracurricular activities (compulsory and specialization) and successfully support learning activities as an effort to increase student achievement.

The increase in achievement is meant as a manifestation of quality madrasahs and being able to compete with other madrasahs. The high level of satisfaction of students and parents as users of educational services has led Man Biau, Buol Regency to become one of the quality educational institutions and is in great demand by the community.

### 5.2 Suggestions

The results of the study at Man Biau, Buol district, found that well-implemented learning leadership can improve the quality of madrasahs. Leadership has a broad dimension when it is connected with efforts to realize the quality of madrasahs so that it needs to be explored further. Research findings in Man Biau, Buol district, are still limited to the point of view of learning leadership. Therefore, the researcher recommends that future researchers explore further studies from the point of view of leadership theory other than learning leadership. Research using a quantitative approach can also be carried out by proving the correlation between learning leadership and various variables.

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