

Madrasah Head Management In Maintaining Education Quality

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ARTICLE INFO

ABSTRACT

Volume: 2

Madrasa principals are required to have the ability to transform ideas and imagination into an activity into reality, besides that a leader must be able to make decisions wisely.

KEYWORDS

Management; The role of the Principal; Education Quality

In maintaining the quality of education the head of the madrasah has the function of being an educator, manager, administrator, supervisor, leader, innovator and motivator. Because basically the concept of the quality of an education is not solely focused on providing educational input but pays more attention to other factors in the process of an education

1. Introduction

Education is the key to the progress and excellence of the nation. Through education will produce capable human beings needed in the development process. According to Law no. 20 of 2003 concerning SPN, Chapter II, Article 3 as quoted in Andriani, madrasahs have the main function of organizing a structured and systematic educational process. The main objective and output is to produce human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. This illustrates the very basic goals of education in Indonesia. So it is very natural that in a madrasa there are often obstacles in the mechanism of implementing education seeing how complex the system must be run by an educational institution in the form of a madrasa with demands for goals to be achieved. One of the educational problems faced by the Indonesian nation is the low quality of education at every level and educational unit.

Various attempts have been made to improve the quality of national education, for example developing national and local curricula, improving the quality of madrasa management by improving the quality of madrasa principals. Leadership itself is translated into terms of traits, personal behavior, influence on others, patterns of interaction, cooperative relationships between roles, the position of an administrative answer and the perception of others about the legitimacy of influence. suggests that a leader is someone who, because of his personal skills, with or without an official appointment, can influence the group he leads to exert joint efforts towards achieving common goals or objectives. The school principal is one of the effective forces in school management who plays a responsible role in dealing with change so that teachers, staff and students are aware of the school goals set, with this awareness teachers, staff and students enthusiastically carry out their respective tasks in achieving school goals.

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There are two kinds of leaders, namely formal leaders and non-formal leaders. Formal leader means that he is formally appointed by the organization concerned or the organization that is his superior. So that organizationally has the task of fostering, guiding, providing assistance and encouragement to school staff to achieve the goals to be achieved. Whoever will be appointed as school principal must be determined through certain procedures and requirements. Leadership is translated into terms of traits, personal behavior, influence over others, patterns of interaction, cooperative relationships between roles, the position of an administrative position, and other perceptions about the legitimacy of influence. states that leadership is an activity in guiding a group in such a way that the goals of the group are achieved. Considering that leadership tasks are very complex, the notion of leadership cannot be defined with certainty, including the notion of effective leadership in schools. However, a number of references explain that effective leadership in schools can be related to effective leadership of school principals in schools. On the basis of this view, effective leadership in school can be understood as a form of leadership, which emphasizes the achievement of academic and non-academic achievements of the school.

2. Literature Reviews

School Quality Improvement Management is one form of education reform. The system is to offer schools or schools to provide better and adequate education for students. Management is a step/way for schools to improve the performance quality of teachers and units within the school in a planned, orderly and sustainable manner. Including offering community participation to take part in managing school quality improvement. The quality of education will be achieved if it is supported by all components in well-organized education. these components are input, process, output, teachers, facilities, infrastructure, costs, all of which need to get full support from those who have an important role in educational institutions, in this case the school principal.

The principal is an educational leader who is directly related to the implementation of educational programs in schools. As a policy maker in schools, school principals must function optimally and be able to lead schools wisely and with direction, and aim to achieve maximum goals as well, in order to improve the quality of education. The principal is an educational leader who is directly related to the implementation of educational programs in schools. As a policy maker in schools, school principals must function optimally and be able to lead schools wisely and with direction, and aim to achieve maximum goals as well, in order to improve the quality of education. The school principal has a role and responsibility for the success of the teaching and learning process in the classroom in the micro scope or in the school in the macro scope. This implies that the principal as an education manager is planning something or a good strategy, organizing and coordinating scattered educational resources so that they are integrated in carrying out education, and exercising control over the implementation and results of education.

This education management is a systematic and coordinated effort to continuously improve the quality of education services, which is focused on education customers, in this case students, parents of students, users of graduates, teachers, employees, government and society, so that education services good will lead to good education as well. Education is not just an effort to provide knowledge that is oriented towards the target of mastery of the material (students memorize more than understand the material) provided by educators. However, educators should also provide a life guide (learning message) to students that will benefit themselves and other humans. Education must also provide entertainment for students so that they can carry out learning activities in a fun way, not because of compulsion. To improve school quality and achieve competency standards, it must be supported by many supporters. Among them are school principals and professional teachers who are one of the school's inputs who have duties and functions that are very influential in the ongoing educational process. Therefore, professional school principals are needed, as a fulfillment of good human resources who have competencies that support their duties and functions in carrying out the educational process in educational units.

(S. Arikunto quoted in Kisbiyanto 2012) states that education management is an effort to manage the implementation of education so that education can be planned, implemented and achieved its goals. The main goal of education is to mature students, either by teaching, guiding, training and getting used to it so that students grow and develop into responsible adults. Furthermore, Kisbiyanto added that education management is a process of managing all educational resources. Educational management is a group collaboration and not individual. Education management is an effort to achieve

educational goals, namely educating students to be mature and intelligent. Education management is carried out effectively and efficiently. Effective means that management efforts must achieve goals, while efficient means that management efforts must mobilize all available resources, both educators, students, goals, curriculum, learning processes, facilities, environment, financing and educational evaluation. (Kisbiyanto, 2012)

The principal of the madrasa consists of the words head and madrasah. The word head can be interpreted as a chairman or leader in an organization or an institution. While the madrasa is an institution where it becomes a place to receive and give lessons. In simple terms, the madrasa head can be defined as the functional staff of a teacher or leader of a school where the teaching and learning process is held or a place where there is interaction between the teacher who gives the lesson and the students who receive the lesson. (Wahjosumidjo, 2010) Then Veitzal Rivai (2004) Head of madrasa comes from two words head and madrasa. The head can be interpreted as a chairman or leader. While the madrasa is defined as an institution in which there are teaching and learning activities. Madrasas are also an after-home environment, where children live for a few hours, where children generally live in a period of development, and educational institutions and places that serve to prepare children for life. (Veitzal Rivai, 2004).

The success of an educational institution is highly dependent on the leadership of the madrasa head. Thanks to the leadership in his institution, he must be able to guide his institution towards achieving the goals that have been set, he must be able to see changes and be able to see a better future in the life of globalization. The head of the madrasa must be responsible for the smoothness and success of all matters of regulation and management of the madrasa formally to his superiors or informally to the people who have entrusted their students (Marno, 2007).

The madrasa head as a policy maker in madrasas must also function optimally and be able to lead schools wisely and with direction and aim at achieving maximum goals in order to improve the quality and quality of education in their schools which of course will have an impact on the quality of graduates of students so that they are proud and prepare bright future. Therefore, the head of the madrasa must have insight, managerial expertise, have the charisma of leadership and also extensive knowledge about the duties and roles of the head of the madrasa. properly and effectively towards the ideals of the madrasa. (Abdullah Munir, 2008)

The Head of Madrasah as an educator is a very noble thing. There are at least four things that need to be instilled by a Madrasah Principal in his function as an educator, namely:

- a. Mental, namely matters related to the inner attitude and human character;
- b. Moral, namely matters relating to the teachings of good and bad, regarding actions, attitudes and obligations. Also moral is defined as morals, manners and decency;
- c. Physical, namely matters relating to physical or bodily conditions, health and human appearance outwardly;
- d. Artistic, namely matters related to human sensitivity to art and beauty. (Wahjosumidjo, 2010)

Based on the description above, the most important thing in the function of the Madrasa Head as an educator is exemplary. Exemplary should be displayed by the Principal through attitudes, actions and behavior, including work appearance and physical appearance. Madrasah heads as educators must have the right strategy to increase the professionalism of teaching staff in their madrasas, create a conducive madrasa climate, provide advice to madrasa residents, provide encouragement to all teaching staff and implement interesting learning models.

Madrasah heads must try to instill, promote and improve at least 4 kinds of values, namely mental, moral, physical and artistic development. Mental coaching is fostering educators about inner attitudes and character. Moral development is coaching about good and bad deeds, attitudes and obligations in accordance with their respective duties. Physical development is development of body, health and appearance, while artistic development is development of sensitivity to art and beauty. In order to improve performance as an educator, the Madrasah Head must plan and implement the Madrasah program properly, including:

1. Involving educators in upgrading to add insight, as well as providing opportunities for educators to increase their knowledge and skills by learning at a higher level.
2. Mobilizing the learning outcomes evaluation team to motivate students to be more active in learning and improve their achievements.
3. Using study time effectively in madrasas by emphasizing high discipline. (Sondang P. Siagian, 1982)

In addition to the above, according to M. Athiyah al-Abrasyi, an educator must have the following characteristics:

1. Has the nature of *zuhud*, that is, does not prioritize getting material in his duties but because he wants to practice the knowledge he gets from Allah and hopes for the pleasure of Allah SWT alone
2. Have a clean soul from bad character and character
3. Be sincere in carrying out their duties
4. Forgive the students
5. Must place himself as a father / mother before he became a teacher.
6. Know the talents, character and character of students
7. Mastering the field of study being taught. (M. Athiyah al-Abrasyi, 1975)

Based on the description above that teaching and learning activities are the core of the educational process and teachers are the main executors and developers of the curriculum in madrasas, Madrasah Heads who show high commitment and focus on curriculum development and teaching and learning activities in their madrasas will certainly pay close attention to the level of competence possessed by their teachers. , while also always trying to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning activities can run effectively and efficiently.

Carrying out his role as an *educator* , the head of the Madrasa must have the right strategy to increase the professionalism of the education staff in his madrasa. Creating a conducive madrasa climate, providing advice to madrasa residents, providing encouragement to all education staff, and carrying out interesting learning models, such as *team teaching*, *moving classes* , and holding accelerated programs for students who are smarter than normal. (Mulyasa 2004)

Mulyasa (2004) argues that understanding the meaning of educators is not enough to hold on to the connotations contained in the definition of educators, but must be studied in relation to the meaning of education, educational facilities, and how educational strategies are implemented. For this purpose, the Head of Madrasah must try to instill, promote and enhance at least four kinds of values, namely mental, moral, physical and artistic development.

1. Mental Development: namely fostering educational staff on matters relating to inner attitudes and character. In this case the Head of Madrasah must be able to create a conducive atmosphere so that every education staff can carry out their loyal duties.
2. Moral Development: That is fostering education staff on matters related to good and bad teachings regarding actions, attitudes and obligations in accordance with the duties of each educational staff.
3. Physical development: namely fostering educational staff on matters related to physical or bodily conditions, health, their outward appearance, professional Madrasa Heads must be able to provide encouragement so that educational staff are actively and creatively involved in various sports activities, whether programmed madrasas and those organized by the community around the madrasah.
4. Artistic Development: namely fostering educational staff on matters relating to human sensitivity to art and beauty. This is usually done through field trips which can be carried out at the end of each class.

As an *educator*, the Head of Madrasah must always strive to improve the quality of learning carried out by teachers. In this case the experience factor will greatly support the formation of an understanding of educational staff towards the implementation of their duties. Experience as a teacher, deputy head of Madrasah, or a member of a social organization greatly influences the ability of the principal to carry out his work as well as the training and upgrading he has attended. Efforts that can be made by the Head of Madrasah in improving his performance as an *educator* can be described as follows: (1) Involve teachers in upgrading or training to add insight to teachers. Madrasah heads must also provide opportunities for teachers to improve their knowledge and skills by studying at a higher level of education. For example, providing opportunities for teachers who have not yet reached the undergraduate level to attend lectures at the university closest to the madrasa, whose implementation does not interfere with learning activities. Madrasah heads must try to find scholarships for teachers who continue their education through collaboration with the community or with the business world and other

non-binding collaborations. (2) The Madrasah head must try to move the student learning outcomes evaluation team to work more actively, then the results are announced openly and shown on the bulletin board. This is useful to motivate students to be more active in learning and improve their achievements. (3) Using study time effectively in madrasahs by encouraging teachers to start and end learning according to a predetermined time, and use it effectively and efficiently for the benefit of learning. (Mulyasa 2004)

(Wiyono in JH Makawimbang 2011) quality is a fundamental factor of customers. Quality is the determination of the customer, not the determination of engineers, markets, or management decisions. move in a competitive market.

According to Nurdin (2013) the quality program actually comes from the business world. In the business world, both production and service in nature, the quality program is the main program because the sustainability and progress of a business is largely determined by quality in accordance with the demands and demands of users. Demands and demands for products and services are constantly changing and growing. In line with that, the quality of products and services provided must always be improved. Quality is not only a problem and concern in business, but also in other fields, such as social services, education, even in the field of religion and order.

The quality of education has the meaning of seeking changes in an education system, both in terms of the implementation of teaching or teaching and learning processes and the professionalism of teachers in all knowledge according to their fields, which is carried out in education. Quality is a description and overall characteristics of goods services that demonstrate their ability to satisfy implied needs. In the context of education, quality by experts is always associated with process, so that the quality of education will depend heavily on the effectiveness of education as an institution. Therefore the notion of quality in education includes the input, process and output of education. (Writing Team, 2001)

3. Methodology

This research is a field research using a qualitative approach. The approach is the underlying assumption in using the mindset used to discuss the object of research. In researching this scientific work, the researcher uses a qualitative description research approach method, which describes the aspects that are the research target of the researcher. The approach in question is a research that seeks to describe the current problem solving based on data, so that researchers can find certainty and authenticity of data to be described as accurate research results. Descriptive research is research used to describe (*to describe*), explain, and answer questions about the phenomenon and events that are currently happening. Descriptive research purposes, namely to explain systematically, factually, and accurately regarding the facts and characteristics of a particular population or area. (Zainal Arifin, 2012)

The research design uses qualitative methods with a phenomenological approach. The phenomenological approach is an approach that is where the researcher tries to understand the meaning of events and their relation to ordinary people in certain situations. (Yanuar Akbar, 2012) The source of research data is the subject from which the data is obtained. So, data source indicates the origin of the information. Data must be obtained from sources the right data, if the data source is not right then it will result in incorrect data collected is not relevant to the problem under study. (Suharsismi Arikunto, 2010) Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. (Sugioyo, 2012) Data collection techniques that will be used in this study are observation, interviews, and documentation. As for what researchers will do is go down to the field to make observations. This observation is called preliminary observation, so that there is a match between the title raised and the location chosen. This is intended so that researchers do not experience difficulties when conducting further research, because the object to be studied in the field is already available.

4. Results and Discussion

In maintaining the quality of education, it can be done through management functions, namely planning, organizing, directing, and supervising. 1) Planning is an activity process that systematically prepares activities to be carried out to achieve certain goals. 2) Organizing is a continuation of planning in a management system. Organizing is an activity of setting or dividing work allocated to a group of people or employees in whose implementation they are given responsibility and

authority. 3) Direction and guidance activities as the embodiment of the actuating function in management require the creation and development of effective and efficient communication.

Motivating in the learning process is carried out by educators with an educative atmosphere so that students can carry out learning tasks with enthusiasm, and optimize their learning abilities well. 4) Good supervision is one that can optimally utilize human professions and careers, namely involving them in setting goals, creating a climate that encourages self-development, and making them responsive with the spirit of the future. In carrying out management functions, the head of the madrasa as a leader has a role in carrying out his leadership function. The role of the head of the madrasa as a leader includes being an educator, manager, administrator, supervisor, leader, innovator and motivator.

5. Conclusion

1) The management function of the head of the madrasa is to maintain the quality of education by having careful planning, carrying out good organization, providing directions to teachers and education staff and carrying out supervision. 2) The madrasah head has carried out his role as educator, manager, administrator, supervisor, leader, innovator and motivator in improving the quality of education.

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