Madrasah Head Policy in Improving Education Quality

Zulfadli[1]*, Sagaf S. Pettalongi[2] & Nurdin Nurdin[3]

[1] Islamic Family Law Study Program State Islamic University Datokarama Palu, Indonesia
[2] State Islamic University Datokarama Palu, Indonesia
[3] State Islamic University Datokarama Palu, Indonesia

*CorrespondingAuthor: Zulfadli, E-mail: Zulfadli.npwp@gmail.com

ARTICLE INFO	ABSTRAK
Volume: 2 ISSN:	This article discusses the management of the Madrasah Head Policy in improving the quality of education. In this Aricle is a descriptive qualitative research that reveals, finds and explores information about the management of the Madrasah Head Policy in improving the quality of education. Research finds that policies made by leaders in educational institutions are the most important factors for achieving educational goals. The policy of the head of the Madrasah in improving the quality of education in the Madrasah. It will not be separated from the three elements of education, namely, input, process, and graduates. To achieve this, the head of the madrasah must have a strategy or steps in planning, organizing, mobilizing and supervising. And the Head of madrasah in improving the quality of education must have an attitude of loyalty, integrity, and commitment to achieve the quality of education
KEYWORD	
Policy, Head of Madrasah, Quality of Education	

1. Introduction

The head of the madrasah as an educational leader must be able to know and understandvarious positions, circumstances and whatisdesired by bothteachers and administrative employees and other helpers. So that good cooperation can produceharmoniousthoughts in efforts to improve madrasas. The head of the madrasahis the driving force behind the direction of madrasahpolicy, whichwilldetermine how the goals of the madrasah and education in general are realized. The head of the madrasahisrequired to alwaysimprove the effectiveness of performance sothatit can providesatisfactoryresults (Hidayat&;Machali, 2018; Manap, 2013). The quality of educationis not a stand-alone but is a unitythatisinterconnected and related as a process in a system, whendiscussing the problem of educationquality, itwill not beseparatedfromthreeelements of education, namely, inputs, processes, and graduates (Amin, Arsil, Fathurrochman, Bahri, &;Rahmaningsih, 2019; Pretorius &; Macaulay, 2019; Ristianti, Danim, Winarto, &; Dharmayana, 2019).

Article 31 of the 1945 Act: Every citizen has the right to education. The constitutional foundation of this educational commitment opens up the greatest opportunity for the Indonesian nation to do good for the national education system through various policies in the field of government and development, including regional autonomy policies. The head of the madrasah must be able to give birth to innovative ideas that are useful for producing alternative policies in building (Hidayat &; Machali, 2018). An education system that is efficient, quality and in accordance with the needs of the community in various fields of life

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Educational institutions are human resources that are the subject and object of development that need to be improved through educational channels in their functions, processes, and activities that lead to the achievement of national education goals

This article is expected to add literature and knowledge about the policy management of madrasah heads in improving the quality of education so that it can be used as a concept, step / strategy in the process of developing thepotential to develop as a quality educational institution and able to compete with other educational institutions.

2. Literature Review
2.1 Education Policy
The world of educationcannot live withoutpolicies, policies can beformulated by governmentagencies or madrassas themselves. Policy is a principlethatgoverns all behavior to guide a specific goal (Asmoni, 2018: 13). According to Rusdiana, (2015: 32) policyisdefined as a set of rulesformulated by the government to strive to form an education system thatis in accordance with the common goals and ideals of building the country. In addition, educationpolicy can beinterpreted as all processes and resultsthat have been formulated at the most important stages of educationwhich are describedthrough the vision and mission of education in order to achieve the goals of communityeducation in a certain period. Education policies cover all elements of the education system, rangingfrom the Ministry of Education, district/city governments and related institutions, as well as educationthatrequirestieredsupportingpolicies. This policycovers all areas of educationaloperations for decisionmakers at all levels. Whereeducationpolicyisinfluenced by state political trends, normative habits, values and concepts of the country's future (Ali, 2017: 147).

According to Gamage and Pang, policyconsists of a statement about the goals of one or more broad guidelines to achievethose goals sothatthey can beachievedthat are implementedtogether and provide a framework for program implementation

2.2 Madrasah Head Management
According to Evans in his book The Managament and Control Qualitydefines management as a social process to ensure the participation and involvement of a number of people in achieving certain goals. Furthermore, Maguard&Krone, revealedthat management is an activitycarried out by a madrasahhead.

Management according to Tery&; Rue, quotedis a process or frameworkthatinvolvesguiding or directing a group of people towardsorganizational goals or concrete goals. Management as an abilitythatlaterbecame the forerunner of a profession. Management is the application of functions: planning, organizing, directing, reporting, coordinating, financing, and supervising by using and utilizingavailablefacilities and resources.

The management of the head of a madrasahis a series of activitiesthat point to the efforts of the head of the madrasah and hissubordinates to achieve the goals of the madrasahthat have been set. The management of the head of a madrasahis the effort of the head of a madrasah as a leader to influence others (staff) to participate in achieving the goals that have been set beforethrough four fundamentals of leadership, namely planning, organizing, leading and monitoring

The objectives of madrasahhead management in generalare:
1.Enable the organization to obtain and retain a capable, trustworthy and highlymotivatedworkforce.
2.Increase and improve the capacitypossessed by employees.
3.Develop a high-performance work system thatincludes strict recruitment and selectionprocedures, compensation and incentivesystemstailored to performance, management development and training activitiestailored to organizational and individualneeds.
4.Develop management practices and high commitmentthatrecognizethateducators and education personnel are valuableinternal stakeholders and help develop a climate of cooperation and mutual trust.
5. Creating a harmoniousworkingclimate.

2.3 Duties of the Head of Madrasah in Improving the Quality of Education
The management of the head of the madrasahgreatlydetermines the success of the madrasah in maintainingquality. Leadership comesfrom the word lead whichmeans to carry out the duties of the head of the madrasa. QuotingVeithzal Rivai Zainal, et al (2013). quoting the opinion of a number of experts that the head of the madrasa obeys: 1) Darvis and Filley,

explainthat the task of the head of the madrasahis a person (or group of people) occupying a management position or doing the work of leading, 2) Robert Tanembaumexplainsthat the duties of the head of the madasah are thosewho use formalauthority to organize, direct and control the subordinateswho are responsible, sothat all parts of the work are coordinated to achieve the goals of the organization.

3. Methodology

The researchmethodusedis qualitative with a descriptive approach to analysis. This researchis a qualitative researchbothindividually and in groups whichaims as an analysis and descriptive of an event, event, social activity, behavior, beliefs, opinions, communitythoughts (Sukmadinata, 2017: 60). Descriptive analysisis a style of analysiswhosepurpose of thisstudyis to decrypt the objectunderstudythrough the process of exploringfacts and object data in the field as itis. To achievethis goal requires data extractedfrom a process of deep observation. For thisreason, thisresearchwasconductedusing a qualitative approach. The qualitative approach in question isthat first researchers look for literature or theoriesrelated to research, then the theoryiscomparedwith the conditions of the researchfield.

4. Results and Discussion
4.1 *Education Policy*

Policy *is*etymologicallyderivedfrom the Greek *word "polis"*whichmeans city. Education policyanalysis can beunderstoodthroughbothmethodological and conceptualapproaches. Methodologyisessentially the entire process systematicallyundertaken to institutionalizepolicieswithin an institutional system and mechanism. Conceptually, policyanalysisis a science of social engineering, whichmeansthatitis a science aimed at generatingbenefitsfrom concepts and theories in various social science disciplines to solve problemsfaced by a public policy.

Education policyis one of public policy. Public policyis a policythatconcerns the general public. Public policyis part of politicaldecisions, wherethesedecisionsconcern and affect the community and are understood as the best choicefromvarious alternative choicesregarding public affairsthat are the authority of the government (Kusumawati, 2019).

Based on the description above, it can beconcludedthat:educationpolicyis the entire process and results of the formulation of strategicsteps in educationwhich are describedfrom the vision, mission of education in order to realize the achievement of educational goals in a society for a certain period of time (Ramdhani&; Ramdhani, 2017). According to Nurharjatmo, withhis model formulating a number of factorsthat affect policy performance are; 1) certain standards and objectives that must beachieved by policyimplementers, 2) availability of resources, both in the form of funds, technology, facilities and other infrastructure, 3) good communication betweenorganizations, 4) characteristics of implementingbureaucracy, 5) social, economic, and political conditions (Amin et al., 2019).

There are several aspects covered in educationpolicy, including: 1. Education policyisbornfrom the unity of theory and practice 2. Education policy has validity in personaldevelopment and the society that has thateducation 3. Education policyisaimed at the needs of learners 4. Education policyisconcernedwith the elaboration of the vision, mission and objectives of education 5. Education policy has a clearpurpose to givebirth to the right education.

Education policyis a form of action taken on severalconsiderations, to direct the manager / head of the madrasah in determining the future of the madrasah in accordance with the vision, mission of education in order to achieve the desirededucational goals (Mardlotillah, 2013).

The factor thatdeterminesorganizational change, development, or reconstruction is the implementation of organizationalpoliciessothatit can befeltthat the policies are reallyfunctioningproperly. Thusit can beconcludedthatpolicies are made to be guidelines in action, directingactivities in the organization to achieve the goals that have been set.

4.2 *Quality of Education*
Qualityis the fulfillment of stakeholdeneeds, has a prevention system, has flawless standards and has a pricemeasure of dissatisfaction. Quality in the field of educationincludes the quality of inputs, outputs and outcomes. Educational input isdeclaredquality if itisready to process, the qualityeducation process if itis able to create an atmosphere of active, innovative, creative, effective and fun education. Educational output issaid to be of high quality if the academic and non-academiclearningoutcomes of students are high. Outcomes are declaredquality if graduates are absorbed in the world of work, fair salaries, all parties recognize the greatness of graduates and feelsatisfied (Beerkens, 2018).

Talking about the quality of educationmeansexamining all dimensions of educationthat are interrelatedwith one another. In addition, determiningcharacteristics or measures to show the quality of educationisverycomplicated, however, severalindicators can beused as signposts, including:studentlearningachievement, supportingfacilities and infrastructure, the

quality of teachers and school management. The quality of educationis a comprehensive description and characteristics of internal and external services thatdemonstrate the ability to satisfy the needsexpected or impliedincludingeducational inputs, processes, and outputs.

Total Quality Management in educationis a philosophy of continuousimprovementwhereeducational institutions provide a set of means or tools to meet or evenexceed the needs, desires and expectations of current and future steakholders (Jabbar&;Hussin, 2019). In the world of education, a qualitymadrasahis a madrasahthatdeterminessuccess in the process, out *put, and out come*. If the quality of educationis to beachieved, students, teachers, staff and communities must worktogether to achieve the goals. In improving the quality of education, we must pay attention to several components: a) Students and Teachers b) Curriculum c) Educationalfacilities and infrastructure d) Management of madrasah, including management of classes, teachers, students, facilities and infrastructure, improvement of discipline and leadership e) Management of the educational process, includingteacherappearance, mastery of material, and use of educationalstrategies f) Management of funds g) Evaluation h) Partnership, Includes the relationship of madrassas withother institutions.

Improving the quality of madrasahaccording to SudarwanDanim (2013) involves five factors: 1. Effective leadership of the head of the madrasah 2. Students, "children as the center" sothatstudents' competencies and abilities can beexplored 3. Maximum teacher engagement. 4. A fixed but dynamic curriculum, sothatquality objectives can beachieved 5. The network of cooperationis not onlylimited to the madrasahenvironment and community but withotherorganizations, such as companies/agencies 6. Leaders and employees must become a whole team (team-work) thatneedseachother and fillseachother'sshortcomingssothattargets (goals) willbecreatedproperly. To increasestudentactivity and creativity, increaselearning discipline, the principal must apply the followingsteps: 1) Increasingstudentactivity and creativity, the educational process isessentially to developstudentactivities and creativitythroughvariousstudent interactions; 2) Improvement of learning discipline, madrasah discipline can beinterpreted as a state of order in whichteachers, madrasah staff and studentsjoin the madrasah, subject to establishedregulationsgladly; 3) Increasedlearning motivation, Mulyasa (2011) states thatstudentswilllearnseriously if they have motivation. In relation to this, teachers are required to have the ability to generatestudent motivation sothatthey can achievelearning goals.

Qualityeducation process if all components of education are involved in the educational process itself. Qualityreferred to in an educational perspective isquality in a relative concept, especiallyrelated to customer satisfaction. There are twoeducationcustomers, namely:externalprimary (learners), externalsecondary (parents, government leaders, and companies) and externaltertiary (job market and society at large).

Fromthis description, it can beunderstoodthat the quality of educationis the ability of educational institutions to utilizeeducationalresources in an effort to change the behavior of students to improve the expectedabilities.

4.3 Education QualityImprovement Policy

In the education unit, occupyingtwo positions is important to be able to ensure the continuity of the educational process as outlined by laws and regulations. First, the principal in managingeducation in the school as a whole. Second, the Principal is the formal leader in hisschool (Lauen, D &;Gaddis, 2016; Widodo, 2016).

Leaders must be able to anticipatesudden changes, be able to correct weaknesses, and be able to bring the organization to goals within a predetermined time frame. So, it can besaidthat leadership is the key to the success of an organization. In addition, in every collective work, leaders are needed to streamlineeverystep of the activity (Hidayat&;Machali, 2018; Muazza, Mukminin, Habibi, Hidayat, &; Abidin, 2018).

The principal as a leader shouldalwaystry to pay attention to and practice the seven leadership functions in school life in daily practice (Irmayani et al., 2018). Mulyasa (2011) explainedthat in the new paradigm of education management, schoolprincipals must at least be able to function as educators, administrators, supervisors, leaders, innovators, and motivators: 1) principals as educators; 2) the principal as manager; 3) the principal as administrator; 4) the principal as supervisor; 5) the principal as a leader; 6) principals as innovators; 7) the principal as a motivator

As a manager, of course, must have a variety of certain skills, namely: 1) the mental ability to coordinate all interests and activities of the organization; 2) humanitarianskills, the ability to work by understanding and motivatingothersboth as individuals and groups; 3) administrative skills, namely by planning, organizing, staffing and supervising; and 4) engineering skills, namely the ability to use equipment, procedures, techniques from a particularfieldsuch as machinery, and so on"

The head of the madrasah as a manager in essence is to carry out management functions, Management is a clear process thatincludes planning, organizing, mobilizing and supervisingorganized to achievepredetermined goals withhumanpotential and otherresouces.

Beare and Boyd (in Syafaruddin, 2008: 117) proposed five types of educationpoliciesincluding (1) Setting goals and targets of a madrasah; (2) distributeeducation services and resources, (3) determine the objectives for the provision of education services, (4) determine the education services to beprovided, (5) to determine the capitalization value of educationquality to encourage economicdevelopment. In this case, there are 3 stages whichinclude formulation, process, and assessment, sothat the head of the madrasahisobliged to formulate, implement and evaluateeducationpolicies as professionalofficials.

Other efforts in improving the capabilities of the madrasah. The head of the madrasah in improving the quality of education must have an attitude of loyalty, integrity, and commitment. The efforts made by the head of the madrasah in improving the quality of education include:

1 Loyalty; Things that must be built by the head of the madrasah together with teachers and staff, to realize a goal that is in accordance with the vision and mission of the school, with the loyalty possessed so that the goals of the madrasah can be easily achieved.

2 Integrity; The thingthat must berealized in a leadership, isintegrity, withintegritywill show completeunitysothatit has the potential and ability to radiateauthority, honesty.

3 Commitment;   a situation in which a personmakes an agreement (attachment), both to himself and to others, iswhat must becarried out by a leader who must build a joint commitmentwithhissubordinates (teachers and staff) to achieve a goal in accordance with the objectives of the madrasa.

Thesethreethings must beapplied in a leadership in order to improve the quality of education, becausewithoutloyalty, integrity and commitment in carrying out a leadership, of course, the leadership will not be able to have qualityquality.

5. Conclusion

Education policyis the entire process and results of the formulation of strategicsteps in educationwhich are describedfrom the vision, mission of education in order to realize the achievement of educational goals in a society for a certain period of time. Qualityeducation process if all components of education are involved in the educational process itself. Qualityreferred to in an educational perspective isquality in a relative concept, especiallyrelated to customer satisfaction. There are twoeducationcustomers, namely:externalprimary (learners), externalsecondary (parents, government leaders, and companies) and externaltertiary (job market and society at large).

Efforts of the Head of Madrasah to improve the quality of education, namelyinstilling leadership attitudes that are loyalty, integrity and commitment in realizing the achievement of qualityeducation goals.

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