

The Policy of the Head of Madrasah in Improving the Quality of Education in Madrasah

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ABSTRACT

This article discusses the management of Madrasah Principal's Policy in improving the quality of education. In Arikel, this is a descriptive qualitative research that discloses, finds and explores information about the management of Madrasah Heads of Policies in improving the quality of education. Research finds that the policies made by a leader in educational institutions are the most important factor for the achievement of educational goals. The policy of the head of Madrasah in improving the quality of education in Madrasahs. 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 step in planning, organizing, mobilizing and supervising. And the head of the madrasah in improving the quality of education must have an attitude of loyalty, integrity, and commitment to achieve the quality of education.

1. Introduction

The head of the madrasah as an educational leader must be able to know and understand various positions, circumstances and what is desired by both teachers and administrative employees and other assistants. So that with good cooperation can produce a harmonious mind in efforts to improve the madrasah. The head of the madrasah is the driving force that determines the direction of madrasah policy, which will determine how the goals of the madrasah and education in general are realized. Madrasah heads are required to constantly improve performance effectiveness so that they can provide satisfactory results (Hidayat & Machali, 2018; Manap, 2013). The quality of education is not something that stands alone but is an interconnected and related unit as a process in a system, when talking about the problem of education quality, it will be inseparable from the three elements of education, namely, input, process, and graduates (Amin, Arsil, Fathurrochman, Bahri, & Rahmaningsih, 2019; Pretorius & Macaulay, 2019; Ristianti, Danim, Winarto, & Dharmayana, 2019).

In the 1945 Law article 31: Every citizen has the right to education. The constitutional foundation of this commitment to education opens up the greatest opportunity for the Indonesian people to do good for the national education system through various policies in the field of government and development, including regional autonomy policies. Madrasah heads must be able to give birth to innovative ideas that are useful to produce alternative policies in development (Hidayat & Machali, 2018). An efficient, quality education system that meets the needs of the community in various areas 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 education 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 the potential 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 education cannot live without policies, policies can be formulated by government agencies or madrasahs themselves. Policy is a principle that governs all behaviors to guide a specific goal (Asmoni, 2018: 13). According to Rusdiana, (2015: 32) policy is defined as a set of rules formulated by the government to try to form an education system that is in accordance with the common goals and ideals of building the country. In addition, education policy can be interpreted as all processes and results that have been formulated at the most important stages of education described through the vision and mission of education in order to achieve the goals of community education in a certain period. Education policies cover all elements of the education system, starting from the Ministry of Education, district/city governments and related institutions, as well as education that requires tiered support policies. This policy covers all areas of educational operations for decision-makers at all levels. Where education policy is influenced by the country's political trends, normative habits, values and concepts of the country's future (Ali, 2017: 147).

According to Gamage and Pang, policy consists of a statement of goals from one or more broad guidelines to achieve these goals so that they can be achieved that are implemented together and provide a framework for the implementation of the program.

2.2 Management of Madrasah Heads

According to Evans in his book *The Management and Control Quality*, management is defined as a social process to ensure the participation and involvement of a number of people in achieving certain goals. Furthermore, Maguard & Krone, revealed that management is an activity carried out by a madrasah head.

Management, according to Tery & Rue, is a process or framework that involves guiding or directing a group of people towards organizational goals or tangible intentions. Management as an ability that subsequently becomes the forerunner of a profession. Management is the application of functions: planning, organizing, directing, reporting, coordinating, financing, and supervision by using and utilizing available facilities and resources.

The management of the head of the madrasah is a series of activities that point to the efforts of the head of the madrasah and his subordinates to achieve the goals of the madrasah that have been set. The management of the head of the madrasah is the effort of the head of the madrasah as a leader to influence other people (staff) to participate in achieving the goals that have been set previously through the four principles of leadership, namely planning, organizing, leading and monitoring. The objectives of the madrasah head management in general are: a) Enable the organization to acquire and retain a capable, trustworthy and highly motivated workforce. b) Improving and improving the capacity owned by employees. c) Develop a high-performance work system that includes strict recruitment and selection procedures, compensation and incentive systems that are tailored to performance, management development and training activities that are related to the needs of organizations and individuals. d) Develop management practices and high commitment that recognize that educators and education personnel are valuable internal stakeholders and help develop a climate of cooperation and mutual trust. e) Creating a harmonious working climate.

2.3. Duties of Madrasah Heads in Improving the Quality of Education

The management of the head of the madrasah greatly determines the success of the madrasah in maintaining quality. Leadership comes from the word *pimpin* which means carrying out the duties of the head of the madrasah. Quoting Veithzal Rivai Zainal, et al. (2013). Citing the opinion of a number of experts, the head of the madrasah is: 1) Darvis and Filley, explaining that the task of the head of the madrasah is that a person (or a group of people) occupies a management position or does a leading job, 2) Robert Tanenbaum explains that the duties of the head of the madrasah are those who use their formal authority to organize, direct and control the subordinates who are responsible, so that all parts of the work are coordinated to achieve the goals of the organization.

3. Methodology

The research method used is qualitative with a descriptive approach of analysis. This research is a qualitative research both individually and in groups that aims to analyze and descriptive an event, occurrence, social activity, behavior, beliefs, opinions, and thoughts of the community (Sukmadinata, 2017: 60). Descriptive analysis is an analytical style whose purpose of this research is to decrypt the object being researched through the process of exploring facts and object data in the field as it is. To achieve this goal, data extracted from an in-depth observation process is needed. For this reason, this research was carried out using a qualitative approach. The qualitative approach in question is that the researcher first looks for literature or theories related to the research, then the theory is compared with the conditions of the research field.

4. Results and Discussion

4.1 Education Policy

Policy is etymologically derived from the Greek word "*polis*" which means city. Education policy analysis can be understood both through methodological and conceptual approaches. Methodology is essentially the entire process that is systematically carried out to institutionalize policies in an institutional system and mechanism. Conceptually, policy analysis is a science of social engineering, which means that it is a science aimed at producing benefits from concepts and theories in various social science disciplines to solve problems faced by a public policy.

Education policy is one of the public policies. Public policy is a policy that concerns the general public. Public policy is part of political decisions, where these decisions concern and affect the community and are understood as the best choice from various alternative options regarding public affairs that are the authority of the government (Kusumawati, 2019).

Based on the description above, it can be concluded that: education policy is the entire process and result of the formulation of educational strategic steps described from the vision and 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, the model formulates a number of factors that affect policy performance, namely; 1) certain standards and goals that must be achieved by policy implementers, 2) availability of resources, both in the form of funds, technology, facilities and other infrastructure, 3) good communication between organizations, 4) characteristics of the implementing bureaucracy, 5) social, economic, and political conditions (Amin et al., 2019).

There are several aspects covered in education policy, including: 1. Education policy is born from the unity of theory and practice 2. Education policy has the validity of personal development and the society that has education 3. Education policy is aimed at the needs of students 4. Educational policy is related to the elaboration of the vision, mission and objectives of education 5. Education policy has a clear goal to produce the right education.

Education policy is a form of action taken based on several considerations, to direct the manager/head of the madrasah in determining the future of the madrasah in accordance with the vision and mission of education in order to achieve the desired educational goals (Mardlotillah, 2013).

The factor that determines the change, development, or reconstruction of the organization is the implementation of the organization's policy so that it can be felt that the policy really functions properly. Thus, it can be concluded that policies are made to be a guideline in acting, directing activities in the organization to achieve the goals that have been set.

4.2 Quality of Education

Quality is the fulfillment of stakeholder needs, has a prevention system, has standards without defects and has a price measure of dissatisfaction. Quality in the field of education includes the quality of inputs, outputs and outcomes. Educational inputs are declared to be of high quality if they are ready to process, the quality education process is good if it is able to create an atmosphere where education is active, innovative, creative, effective and fun. Educational output is said to be of high quality if the academic and non-academic learning outcomes of students are high. The outcome is declared to be of high quality if the graduates are absorbed in the world of work, the salary is reasonable, all parties recognize the greatness of the graduates and feel satisfied (Beerrens, 2018).

Talking about the quality of education means examining the overall dimensions of education that are related to each other. In addition, determining characteristics or measures to show the quality of education is very complicated, but nevertheless several indicators can be used as signs, including: student learning achievements, supporting facilities and infrastructure, quality of teachers and school management. The quality of education is an overall description and characteristics of service services internally and externally that show the ability to satisfy the expected needs or which is implied to include inputs, processes, and outputs of education.

Total Quality Management in education is a philosophy of continuous improvement where educational institutions provide a set of means or tools to meet and even exceed the needs, desires and expectations of current and future stakeholders (Jabbar & Hussin, 2019). In the world of quality madrasah education, a madrasah is a madrasah that determines success in the *process, out put, and out come*. If the quality of education is to be achieved, students, teachers, staff and the community must work together to realize the goal. In improving the quality of education, we must pay attention to several components: a) Students and Teachers b) Curriculum c) Educational facilities and infrastructure d) Madrasah management, including the management of classrooms, teachers, students, facilities and infrastructure, improvement of discipline and leadership e) Management of the educational process, including teacher appearance, mastery of materials, and the use of educational strategies f) Fund management g) Evaluation h) Partnerships, It includes the relationship between madrasahs and other institutions.

Improving the quality of madrasahs according to Sudarwan Danim (2013) involves five factors: 1. Effective leadership of madrasah heads 2. Students, "children as the center" so that students' competencies and abilities can be explored 3. Maximum teacher involvement. 4. A fixed but dynamic curriculum, so that quality goals can be achieved 5. The network of cooperation is not only limited to the madrasah environment and the community but with other organizations, such as companies/agencies 6. Leaders and employees must become a complete team (team-work) that needs each other and fills each other's shortcomings so that targets (goals) will be created well. To increase student activities and creativity, improve learning discipline, school principals must implement the following steps: 1) Increase student activities and creativity, the educational process is essentially to develop student activities and creativity through various student interactions; 2) Improvement of learning discipline, madrasah discipline can be interpreted as an orderly state where teachers, madrasah staff and students join the madrasah, subject to regulations that have been set willingly; 3) Increasing learning motivation, Mulyasa (2011) stated that students will learn seriously if they are motivated. In this regard, teachers are required to have the ability to generate students' motivation to learn so that they can achieve their learning goals.

A quality educational process if all components of education are involved in the educational process itself. The quality referred to in the educational perspective is quality in a relative concept, especially related to customer satisfaction. There are two types of education customers, namely: primary external (students), secondary external (parents, government leaders, and companies) and tertiary external (job market and wider society).

From this description, it can be understood that the quality of education is the ability of educational institutions to utilize educational resources in an effort to change the behavior of students to improve the expected abilities.

4.3 Education Quality Improvement Policy

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

Leaders must be able to anticipate sudden changes, be able to correct weaknesses, and be able to bring the organization to the target within a predetermined period of time. So, it can be said that leadership is the key to the success of an organization. In addition, in every collective work, leaders are needed to streamline every step of the activity (Hidayat & Machali, 2018; Muazza, Mukminin, Habibi, Hidayat, & Abidin, 2018).

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

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

The head of the madrasah as a manager is essentially carrying out the management function, Management is a clear process that includes planning, organizing, mobilizing and supervising which is organized to achieve the goals that have been set with human potential and other resources.

Beare and Boyd (in Syafaruddin, 2008: 117) propose five types of education policies including (1) Setting the goals and targets of a madrasah; (2) distributing education services and resources, (3) determining the purpose for the provision of education services, (4) determining the education services to be provided, (5) determining the capitalization value of education quality to encourage economic development. In this case, there are 3 stages which include formulation, process, and assessment, so that the head of the madrasah is obliged to formulate, implement and evaluate education policies as professional officials.

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; The thing that must be built by the head of the madrasah together with the teachers and staff, to realize a goal that is in accordance with the school's vision and mission, with the loyalty that is owned so that the goals of the madrasah can be easily achieved.
2. Integrity; The thing that must be realized in a leadership is integrity, with integrity it will show a complete unity so that it has potential and ability that radiates authority and honesty.
3. Commitment; A situation where a person makes an agreement (attachment), either to himself or to others, that is what a leader must carry out must carry out in order to build a commitment together with his subordinates (teachers and staff) to achieve a goal in accordance with the goals of the madrasah.

These three things must be applied in a leadership in order to improve the quality of education, because without loyalty, integrity and commitment in carrying out a leadership, of course the leadership will not be able to have quality quality.

5. Conclusion

Education policy is the entire process and result of the formulation of educational strategic steps described from the vision and mission of education in order to realize the achievement of educational goals in a society for a certain period of time. A quality educational process if all components of education are involved in the educational process itself. The quality referred to in the educational perspective is quality in a relative concept, especially related to customer satisfaction. There are two types of education customers, namely: primary external (students), secondary external (parents, government leaders, and companies) and tertiary external (job market and wider society).

The efforts of the Head of Madrasah to improve the quality of education, namely instilling a leadership attitude of loyalty, integrity and commitment in realizing the achievement of quality education goals.

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