



THE ROLE OF THE MADRASAH HEAD IN MANAGING THE QUALITY OF EDUCATION IN THE PRIVATE MADRASAH ALIYAH AL-WASHLIYAH GADING, TANJUNGBALAI CITY

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ABSTRACT

Keywords

Role, Leadership,
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The aim of this research is to analyze programs, policies, implementation, monitoring and evaluation, influencing factors as well as obstacles and solutions and madrasa heads in managing the quality of educators in the Madrasah Aliyah Al-Washliyah Gading, Tanjungbalai City. The method used is qualitative with a phenomenological approach. The data sources were obtained from five people as informants, using interview techniques, observation and documentation studies. The results of research at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City, show that the madrasa head's program for the quality of educators is RPP training, the yellow book learning method based on student activity, and teacher comparative studies. The implementation of the teacher quality development program has been carried out well through the implementation of management functions, as well as the supervision and evaluation of madrasah heads has gone well through class supervision and teacher work evaluation at the end of the semester. Supporting factors for madrasah heads to manage the quality of educators are time management, funds, facilities, teacher motivation and community demands. Meanwhile, the obstacles for madrasa heads in managing the quality of educators are limited funds and lack of discipline among educators. The madrasa head's solution for managing the quality of educators is cooperation and communicating well regarding the quality of educators, namely motivating educators and expanding relationships.

Introduction

An organization is a group of individuals who are united by a common goal, interact with each other and cooperate in developing organizational resources effectively and efficiently so that these goals can be achieved optimally. A good organization is an organization that is able to manage the internal and external of the organization, respond quickly to changes and the demands of stakeholders and society.

To be able to manage these organizational resources and factors, leaders and leadership activities are needed. Leadership is one of the most important factors as the key to success in moving and developing an organization. Leadership is the most important thing explained by Covey who stated that 90 percent of failures that occur in an organization are due to failure of

leadership factors and are a failure of the character of the organization's leader. Based on this explanation, it is clear that the future and collapse of the organization is in the hands of the organization's leaders. Therefore, organizational leaders must be serious in developing their organizations that are capable of producing quality products and meeting the needs of society and stakeholders.

Educational institutions, especially madrasas, are also organizations that require leadership factors in managing and developing quality madrasas. According to Gilbert Austin, the difference between high and low achieving educational institutions lies in the influence of their leaders. So educational leaders, especially madrasa heads, are people who are able to have a big influence in determining the future of the madrasah they lead.

Education in this era of globalization is experiencing rapid changes with the development of advances in technology and information. These changes affect all aspects of life, including education. The changes that occur cause the needs and demands of society to increase. Not only that, the changes that occur also give rise to competition between nations by relying on the superior quality of human resources in each country.

Based on a report from the UNDP (United Nations Development Program) in the 2015 Human Development Report, Indonesia's HDI (Human Development Index) position is ranked 110th in the Medium Human Development category. This research explains in fact, it turns out that human resources are still weak in Indonesia, even though changes in the times continue to increase. Indonesia is less competitive with Thailand which is in 93rd position, Malaysia is ranked 62nd, and Brunei Darussalam is ranked 31st. This shows that there are still many problems in various fields in Indonesia, including education. To be able to catch up by improving quality human resources, the quality of national education development must be carried out seriously and continuously.

National education is an investment in human resources which is expected to produce superior, skilled people, with commendable morals, intelligent and wise. For this reason, educational institutions, including madrasas, must continue to make efforts to improve the quality of education in order to produce human resources that are able to compete at national, regional and international levels. This problem is the responsibility and duty of the head of the madrasah to be able to bring about change and develop the potential of a quality and competitive madrasah, so that it is able to provide satisfaction to the expectations and needs of the community.

It should be noted that madrasas have contributed a lot to the development of national education. A total of 44,979 madrasas in 2011/2012 which were established as part of the national education system participated to continue to improve the quality of education. However, it should be noted that madrasah institutions are still prioritized by society because it is considered that madrasah education has not been able to meet society's expectations and needs. Not to mention another case, that the status of madrasas is that 88.63 percent of them are private madrasas, with conditions that still have many limitations, both in terms of content standards, educators, costs, infrastructure and others that are not in accordance with the national education standards that have been established. Apart from that, the knowledge taught cannot yet be integrated with religious knowledge, even though a quality, accountable and contextual learning process is the reality of current society's demands.

The phenomenon that occurs is both a challenge and an opportunity for educational institutions, especially madrasas in Indonesia. Because education is one way to produce human resources that are competitive. This is in accordance with the national education objectives stated in the National Education System Law no. 20 of 2003 Article 3, namely:

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the

potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Thus, madrasa heads must be able to respond to these problems and challenges and face community demands for the quality of education in madrasas in accordance with the national education goals that have been mandated by law. The madrasa head must be able to carry out his leadership activities with various programs, efforts and various policies, so that the management of the quality of education in the madrasa can be achieved and in accordance with specified standards. If the components of a madrasa have reached standards, then the madrasa can be said to be of high quality. Thus, the leadership of the madrasa head plays a very important role in making changes and innovations to control the quality of madrasa education.

Controlling the quality of madrasa education can be carried out with three main programs, one of which is by managing human resources, namely increasing the competence of educators or what are called teachers. Teachers are one of the indicators as the key to success in implementing the learning process and guiding students to become human beings who have potential and quality resources. Because educational institutions function as places to carry out learning and teaching processes. It is educators who concretely implement the goals of national education, namely to make the nation's life more intelligent. Educators carry out teaching and learning activities and interact with students directly. Educators are the most important component of the madrasa education system because teachers have a direct influence on the quality and achievement of students and graduates who are able to be competitive, thus having a positive impact on improving and improving the quality of education in madrasas.

Educators are the main indicator in improving the quality of human resources and the quality of graduates which has an impact on the quality of education, this is proven by the results of research on the position of teachers or educators in the world of education, according to Murphy in E. Mulyasa's book, it is explained that the success of school/madrasah renewal is very important. determined by the teacher, because the teacher is the learning leader, facilitator, and at the same time the center of the learning initiative. As for other research stated by Supriadi, the quality of education as assessed by students' learning achievements is largely determined by teachers, namely 34 percent in developing countries, and 36 percent in industrial countries (Mulyasa, 2007: 9).

Based on the results of research from these experts, it can be concluded that educators are a component in the system of educational institutions including madrasas. Educators are the component that makes the highest contribution to the quality and quality of education. And increasing the quality and quality of educators is an offer for educational institutions to community and as a guarantee of the quality of graduates and madrasah achievements that are able to meet community expectations and needs

Research Methods

In qualitative research there are several approaches that influence the process of collecting and obtaining data on the problems or symptoms to be studied. According to Creswell, there are five types of approaches in qualitative research, namely phenomenology, grounded theory, ethnography, case study and narrative. These approaches in qualitative research help researchers to determine and carry out the process of collecting data and searching for information based on the problem to be studied so as to produce a conclusion.

The approach used in research on the Role of Madrasah Heads in Managing Education Quality at the Al-Washliyah Gading Private Madrasah Aliyah Gading City of Tanjungbalai is phenomenological research. This approach, which is called a phenomenon, is a type of qualitative research, where the researcher collects data using participant observation to find out

the participants' essential phenomena in their life experiences (Sugiyono, 2015: 4). By taking a phenomenological approach, researchers will conduct research on natural phenomena based on situations and events that occur related to the leadership of the madrasa head in carrying out his leadership activities and the efforts of the madrasa head to manage the quality of his educators.

Researchers from a phenomenological perspective try to understand the meaning of events and their relationships to people who are in certain situations. (Lexy, 2014: 14) Thus, in research regarding the Role of Madrasah Heads in Managing the Quality of Education in the Al-Washliyah Gading Private Madrasah Aliyah Gading City of Tanjungbalai, using a type of qualitative research with a phenomenological approach which is intended for researchers to gain an understanding of the leadership activities of madrasah heads and management the quality of educators who involve research positions actively participate in the leadership activities of the madrasa head and educators at the Al Washliyah Private Madrasah Aliyah.

Results and Discussion

Programs by the Head of Al-Washliyah Gading Private Madrasah, Tanjungbalai City in Managing and Developing the Quality of Educator Competence.

Based on the research results that researchers found at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City, the management and development program for mutual educators by the head of the madrasah included: first, training in making lesson plans, syllabus, Prota and Prosem. Second, training in the yellow book learning method based on student activity. And third, a comparative study held specifically for educators.

The researcher's analysis of the teacher quality development program shows that the program created by the head of the madrasah is not appropriate, because the program only meets one teacher's ability needs, namely pedagogical competence. These programs have not been able to develop the quality of educational competence as a whole, in accordance with what is stated in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 10 paragraph 1 that educational competence includes pedagogical competence, personality competence, social competence and professional competence .

The RPP training program and the application of the yellow book learning method based on student activity can only help researchers improve pedagogical competence. Meanwhile, personal, social and professional competencies cannot be developed. It is recommended that madrasah heads also pay attention to other competencies so that the development of the quality of educators is comprehensive and of high quality.

Madrasah heads should continue the comparative study program. Because comparative study activities not only improve aspects of pedagogical competence, but also improve personal, social and professional competence. Through the experience and insight teachers gain from the comparative study program, it will really help teachers improve the overall quality of their competence.

Policies of the Head of Al-Washliyah Gading Private Madrasah, Tanjungbalai City in Managing and Developing the Quality of Competencies and Policies for Determining Educator Qualifications.

Based on the research results that researchers found at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City, it was regarding the madrasa head's policy in managing the quality of educators and qualification policies. The policies for managing the quality of educators through quality development programs include, among other things, that educators comply with regulations during training, complete assignments, make reports and prepare the equipment they need during training.

If analyzed, the policies made by the head of the madrasah while educators are participating in the teacher quality development program are in accordance with the rules required during the process of implementing the training program. This is in accordance with research results which state that teacher quality improvement programs should be designed based on an analysis of teacher needs with the aim of making the program right on target, effective and efficient. (Dwi Esti, 2012: 397) Based on the results of this research, the head of the madrasah in determining the quality development program policy is in accordance with the needs of educators at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City.

The results of the researcher's findings regarding the educator qualification policy in Based on the research results that the researcher found at the Al-Wasliyah Gading Private Madrasah Aliyah Gading City of Tanjungbalai were that the educators were madrasa alumni, understood yellow book learning and attached a diploma.

The researcher's analysis of the educator qualification policies is that there are several educator qualification policies that are not appropriate. The policy made looks at the qualifications of prospective educators only based on diplomas without conducting an educator ability test. It is best to determine the qualifications of educators, not only paying attention to diplomas, but also considering the quality of the educators' competencies and skills. These considerations can be made by conducting interviews and academic tests.

The importance of knowing the abilities of prospective teaching staff in order to get quality teaching staff requires a selection method. One way is to carry out an examination (test) aimed at finding out the applicant's abilities and talents. (Amiruddin: 102). By testing the abilities of prospective educators, madrasahs will get quality human resources to carry out the learning process.

The results of the researchers' findings based on a documentation review of educators' backgrounds were that there were several educators who were not alumni of non-teaching programs, but worked as educators. This phenomenon is not appropriate because there is already a regulation that the educational qualification standards for madrasahs in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers article 9 are academic qualifications obtained through higher education undergraduate or fourth diploma programs and are teacher education programs.

Apart from that, the main qualifications and duties of an educator are (1) academic qualifications, (2) teaching experience and planning and implementing learning. (Amiruddin Siahaan: 150). Thus, the job of the madrasa head is to be more selective in accepting and placing teaching staff according to their educational background. If the madrasa head does not implement qualification policies according to standards, this will have an impact on reducing the quality of education in the madrasa.

Implementation of the Educator Quality Development Program by the Head of Al-Washliyah Gading Private Madrasah Gading, Tanjungbalai City in Managing and Developing the Quality of Educator Competence.

Based on the research results that researchers found at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City, it was regarding the implementation of the teacher quality development program that the implementation of the teacher quality development program was by allocating time, costs and energy as well as media and facilities that support the implementation of the teacher quality development program.

The researcher's analysis of the implementation of teacher quality management is appropriate. The implementation of these activities has been planned and arranged according to the planned schedule. So that the implementation of the teacher quality development program

can be carried out optimally with time management and facilities that have been previously arranged.

Implementing the management and development of the quality of educators has become the obligation of the madrasa head. This is in accordance with Regulation Article 13 paragraph 3 that the principal of a madrasah organized by the Government is responsible for organizing educational activities, school administration, developing other educational staff and utilizing facilities and infrastructure to the Minister of Religion. In this way, the implementation of the madrasa head in managing the quality of educators has fulfilled his obligations. Apart from that, the head of the madrasah in implementing the teacher quality development program is in accordance with carrying out the management functions proposed by G.R. Terry namely Planning, Organizing, Actuating and Controlling. (Nasyrul Syakur: 36) The implementation carried out by the madrasa head is to create a teacher quality development program by analyzing the needs of educators and planning an agenda. Then the implementation is carried out according to the scheduled schedule. And finally, report and evaluate the results of the training.

Supervision and Evaluation in Managing and Developing the Quality of Educator Competency by the Head of Al-Washliyah Gading Private Madrasah Aliyah Gading City of Tanjungbalai.

Based on the results of research that researchers found at Al-Washliyah Gading Private Madrasah, Tanjungbalai City, the implementation of supervision and evaluation carried out by the head of the madrasah regarding the management of the quality of educators was to review the way teachers teach in class, observe the development of grades and achievements achieved by students, observe the documents teacher preparation files before teaching and conducting class supervision.

The researcher's analysis of the implementation of madrasah heads in supervising the quality of educators shows that the implementation of this supervision is appropriate. The activities of madrasah heads by carrying out class supervision techniques and monitoring educators' activities and correcting educators' teaching preparations are overall effective and efficient supervision activities.

The implementation of the evaluation is carried out on a quarterly basis, held at meetings once every three months involving senior teachers and deliberating on educators' problems in teaching and then providing solutions to each other.

Internal and External Factors That Support the Head of the Al-Washliyah Gading Private Madrasah Gading, Tanjungbalai City in Managing and Developing the Quality of Educator Competence.

Based on the results of research that researchers found at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City, there are several factors that support madrasah heads in implementing management and development programs for the quality of educators, namely internal factors, including good time management, the level of educator motivation, sufficient funds, facilities, and support from madrasa members. External factors, including support and demands from the community, motivate madrasa heads to implement teacher quality development programs.

Based on the researchers' findings, the factors that support madrasa heads in implementing the teacher quality development program have had quite a positive impact. These factors really support madrasa heads to continue implementing educational quality development programs effectively and efficiently. Until now, training on RPP, Syllabus, Prota and Prosem as well as training on the application of the yellow book learning method based on student activity is still being carried out well.

There are many factors that influence the success of an educational leader in managing a school/madrasah. The following are the factors that influence the quality of education that a madrasa head needs to know, according to Nawawi and Hadari, including the type and nature of the group being led (organizational and group goals), the time factor, the resources used, the factors productivity achieved, the cooperation factor between the leader and the person being led. (Syafaruddin & Asrul: 162).

Thus, madrasa heads must be intelligent in analyzing factors that provide opportunities for madrasas in managing the quality of education, especially the quality of educators. These supporting factors must be maintained and developed so that the implementation of teacher quality management will continue to be carried out effectively.

Obstacles and Internal and External Inhibiting Factors Faced by the Head of the Al-Washliyah Gading Private Madrasah Aliyah Gading City of Tanjungbalai in Managing and Developing the Quality of Educator Competence.

Based on the results of research that researchers found at Al-Washliyah Gading Private Madrasah, Tanjungbalai City, there are several factors that hinder madrasah heads in implementing management programs and developing the quality of educators, namely the financing factor, there are some educators who lack discipline and some educators still use the lecture method. because I'm used to it.

The researcher's analysis of the findings showed that these obstacles were factors causing the obstacles faced by madrasa heads in implementing teacher quality development programs. Most of the main obstacles are financing problems. The comparative study program could not run again due to insufficient costs to fund the program. Thus, madrasa heads must immediately address these obstacles and collaborate with madrasa members.

Conclusion

Based on the results of research that has been carried out in accordance with the problem formulation that has been made previously, it can be concluded that the programs of the head of the Al-Washliyah Gading Private Madrasah Aliyah, Tanjungbalai City in managing the quality of education are training in making lesson plans, syllabi, Prota Prosem. Training to apply the yellow book learning method based on student activity. And a comparative study activity program.

The policies of the head of the Al-Washliyah Gading Private Madrasah, Tanjungbalai City in the program for managing the quality of education include educators must comply with regulations during research, educators complete tasks given by the instructor, make reports on the results obtained during research, prepare the equipment needed by educators while attending training. The educator qualification policy is that educators are madrasa alumni, educators understand yellow book learning, and attach a diploma.

The implementation of the educational quality development training program at the Al-Washliyah Gading Private Madrasah Aliyah Gading, Tanjungbalai City has been going well. The implementation of the RPP training program is carried out before the start of the learning semester and a report is made after the end of the semester. Meanwhile, training on the yellow book learning method based on student activity was carried out before the start of the semester and continued through discussion.

The implementation of supervision and evaluation carried out by the head of the Al-Washliyah Gading Private Madrasah, Tanjungbalai City in managing the quality of education is to see and review the way teachers teach in class, observe the teacher's interaction with students in the class during learning, see student responses and feedback. regarding the material taught by the teacher, whether the students are active or not, by looking at the grades and

achievements achieved by the students, I usually carry out the supervision process by walking and reviewing the class every week, observing the files that the teacher has prepared such as lesson plans, syllabus, Prota and Prosem, and carry out class supervision or class visits every week. The implementation of the evaluation is carried out on a quarterly basis, held at meetings once every three months involving senior teachers and the evaluation usually takes the form of discussing each other's problems in teaching and then providing solutions to each other.

Several factors that support the educational quality development program at the Al-Washliyah Gading Private Madrasah, Tanjungbalai City are internal factors, including good time management, the level of educator motivation, sufficient funds, facilities, and support from madrasah members. External factors, including support and demands from the community, motivate madrasa heads to implement teacher quality development programs.

The internal inhibiting factors in managing the quality of educators at the Private Madrasah Aliyah Al-Washliyah Gading, Tanjungbalai City are: Insufficient financing factors for teacher quality development programs. There are still some educators who lack discipline and do not complete their tasks in making lesson plans. There are still some educators who use the lecture method, because educators are used to teaching using the lecture method and it is quite difficult for them to change this habit.

The solution for the head of the Al-Washliyah Gading Private Madrasah, Tanjungbalai City, in overcoming obstacles to implementing the teacher quality program is: Communicate and collaborate with madrasah residents. Discuss problems together with madrasah members and involve the foundation in financing the implementation of teacher quality development programs. Empowering the role of madrasa committees. Providing understanding and motivation to teachers who lack discipline and who do not complete their lesson plans.

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