

Madrasah Principal Leadership in Improving the Quality of Education in Madrasah Ibtidaiyah Negeri 3 Tangerang Selatan

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Abstract

This study aims to describe the leadership of the madrasa heads towards the quality of education, analysis strategy in improving the quality of education in madrasas, which has described the character of leadership, in improving the quality of madrasah education. This study uses a qualitative method. In data collection techniques using obtained through, interviews, documentation studies, and observation Data analysis with data reduction, data presentation, and verification as well as the conclusion. The results of the research presentation are that there are several strategies for the madrasa head in achieving the goals that have been jointly set by all components of the school. The strategy implemented by the head of the madrasa at Madrasah Ibtidaiyah Negeri 3 Tangerang. Using a theory about the quality of education which consists of input, process, and output as well as outcomes that are already available. Strategy implementation has also been carried out regarding the lead character of the madrasah head, following data sources that lead to democratic leadership. Strategies for improving the quality of education can be seen, and receive ideas and thoughts from related parties in issuing school policies that emphasize the quality of education in madrasas.

Keywords: Leadership, Head of Madrasah, Quality of Education,

1. Introduction

Education is an individual human right of the nation's children, it has been recognized contained in article 31 paragraph (1) of the 1945 Constitution which has explained that every good citizen has the right to get a proper education, while paragraph (3) also states that it is obligatory. For this reason, it is necessary to have a good and quality education system in schools, especially schools with a religious label (madrasah). Because madrasas have dual responsibilities towards their students. Madrasas as an educational institutions face two demands, namely demands from society and demands from the business world. What is being demanded is the problem of the low quality of education and the problem of its relevance.

The quality of madrasah education refers to the quality of national education. That quality education will be produced by the leadership competence of quality madrasa heads as well,

professional madrasa heads who are able to manage madrasas and can develop them as a whole. So the head of the madrasa must have a strategic and very important role in carrying out the vision, mission and objectives of the madrasa that have been set together. The professionalism of the madrasa head is very shrewd in carrying out his main duties and functions, which are conditional on a strategy to improve the quality of the madrasa, so as to produce quality student output and outcomes, and will demonstrate the quality of the madrasa education

According to: Sutarman., (2020:117). Leadership is the process of influencing people, and groups to do every wish, every program, and every activity to do it. The nature is very specific, following what is required by the group in carrying out all activities that have a specific purpose. Leaders with certain characteristics need to emerge

As a leadership function. While competence is the basic ability needed to carry out and carry out work following knowledge, skills, and work attitudes. While the principal is a teacher who is given the additional task of leading a school institution, the place where the learning process takes place, and the place for interaction between teachers who give lessons and students who receive lessons.

The madrasa head is one of the components of education that has the most role in improving the quality of education. As stated in article 12 paragraph 1 PP 28 of 1990 that: "the principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure" as well as the regulation of the minister of national education number: 13 of 2007 dated April 17, 2007, concerning the standards of school/madrasah principals article 1 paragraph on the development of community needs in the increasingly open era of industrialization and globalization. To be appointed as the head of a madrasah, a person must meet the standards of the principal of a school/madrasah that apply nationally.

According to: Mulyasa, E., (2018). Professional school principals can carry out their duties as managers, administrators, and supervisors in madrasah institutions. In accordance with the development and needs of students as customers, society and other environments. The principal also acts as a leader, innovator, motivator, and entrepreneur in madrasas. So thus that management in the management of madrasah education, must be in accordance with the duties, principals and functions as education, as a manager, and as an administrator. That the quality of schools is an indicator of high productivity and being able to solve problems, so that the management of quality madrasas. This can be proven by statements in controlling educational institutions because of the managerial reliability of the principal

2. Research Methods

The approach in this study uses a qualitative approach. Moleong., (2018; 75). The qualitative method is a procedure that produces descriptive data in the form of observable written and spoken. Qualitative research is carried out fundamentally depending on the observations studied which are related to the condition of Madrasah Ibtidaiyah Negeri 3 Tangerang.

2.1. Data collection technique

In obtaining the necessary data by collecting data according to the characteristics of qualitative data. By using several techniques, among others, interviews, observation, and study of documents

- a. Interviews to obtain data that occurred about the quality of education, events, madrasahs, motivations, and strategies
- b. Observation is an activity in collecting in-depth data through observations of events and phenomena that support related data

- c. Documentation studies in the form of written and recorded materials, meeting books, archives in the form of photographs, and other documentation following the research focus

2.2. Data analysis

The data that has been collected is carried out data analysis. It was carried out continuously, from the beginning of the data collection until the end of the study. Implementation of the analysis according to standard procedures as a guideline.

- a. Data reduction is obtained from the field in the form of detailed reports and details selected from the main points
- b. Data display is the presentation of data, the arrangement of the data system so that it becomes simpler and more selective, and understandable
- c. Inferential drawing of conclusions by looking at differences and similarities as research subjects, so that they have meaning.

3. Results and Discussion

3.1. Profile of Madrasah Ibtidaiyah Negeri 3 South Tangerang

To achieve the educational goals of MIN 3, South Tangerang City, the vision is formulated as follows:

- a. Vision: The realization of a Muslim person who is healthy, faithful, has a noble character, is cultured, achieves, and has a global perspective.
- b. Mission: Realizing appreciation, skills, and practice of the teachings of Islam towards the formation of people who are faithful and pious. (1). Realizing clean, healthy madrasahs and healthy lifestyles. (2). Guiding students to be able to have noble morals through habituation of polite and virtuous behavior. (3). Guiding students to be able to know and love the culture of the nation. (4). Fostering a spirit of excellence for all madrasah residents. (5). Realizing madrasah citizens with a global outlook
- c. Objectives, guided by the vision and mission that have been formulated and the conditions at the madrasah, the objectives of the madrasah to be achieved are as follows: (1). Realization of appreciation, skills, and practice of the teachings of Islam towards the formation of people who are faithful and pious. (2). The realization of madrasah clean, healthy and healthy life behavior. (3). Guiding students to be able to have noble morals through habituation of polite and virtuous behavior. (4). Guiding students to be able to know and love the nation's culture. (5). The growth of a spirit of excellence for all madrasah residents. (6). The realization of madrasah citizens with a global outlook

3.2. Madrasah Principal Leadership in Improving the Quality of Education at MIN 3 South Tangerang

Islamic religious education requires that everything must be done neatly, correctly, orderly, and regularly. The processes must be followed properly and should not be carried out carelessly. Starting from the smallest affairs such as managing household affairs to the biggest affairs such as managing the affairs of a country. All of this requires good, precise, and directed arrangements within the framework of management so that the objectives to be achieved can be achieved and can be completed effectively and efficiently.

Islamic education is very observant and thorough in every little matter. This also implies that we as Muslims must have good management and strategies both in worldly and ukhrowi

affairs. Because if we talk about management issues, of course, we will also talk about the strategy issue itself. For this reason, management and strategy are one word

- a. Strategies for determining top leaders' plans that focus on long-term goals, and programming, so that goals can be achieved.
- b. Action strategies that are incremental and continuous, carried out according to customer satisfaction, in the form of innovation, changes in consumer patterns, carrying out competence
- c. Leadership strategy is a demand for leaders to be flexible in dealing with various problems, and demands in carrying out the vision, mission, and goals
- d. Leadership strategy in Islam with leadership in general will lead to Islamic principles that are guided by the improvement of humanity

3.3. Madrasa Principal Leadership in the Data Input Stage Strategy for Madrasah Ibtidaiyah Negeri 3 Tangerang Selatan

The leader of the educational institution, the Head of the Madrasah, determines the right strategy with Madrasah Ibtidaiyah Negeri 3 Tangerang Selatan. The input of the Madrasah Principal is divided into several parts, namely the registration process, mapping test, graduation report card, and announcements, which are as follows

- a. Registration Process For the registration process for the 2014 school year, the head of the madrasa frees registration fees for all prospective PDB (New Students) MIN 3 Tangerang with the intention that this can attract parents' interest in enrolling children in Madrasah Ibtidaiyah Negeri 3 Tangerang Selatan
- b. Announcement at the end of the year with the receipt of a graduation certificate. With written report cards as proof of graduation, and those who are declared as model students for outstanding students
- c. The head of the Madrasah, namely explaining a process related to activities as long as students become madrasa students for approximately 6 years

3.4. Madrasah Principal's Leadership Style in Improving the Quality of Education at MIN 3 South Tangerang

In carrying out the duties of the principal in carrying out his leadership, there are three types of leadership, each of which is explained as follows:

- a. The type of authoritarian leadership is the power held by the principal of the Madrasah Ibtidaiyah who has full and unlimited power, who holds the power held by the authoritarian leader. Decisions and policies are always made alone, Supervision is carried out strictly, namely leadership supervision is not participatory, and principal-style leaders who feel smart and feel responsible for themselves, There is no opportunity to accept suggestions, feel I am the most correct and have no mistakes, rigid in attitude.
- b. The laissez-faire type Madrasah ibtidaiyah head leader wants all components and actors to carry out their duties freely. Therefore, this type of independent leadership is the ability to influence other people to be willing to work together in achieving the goals set by utilizing various activities submitted to subordinates.
- c. The democratic leadership of the head of Madrasah Ibtidaiyah is leadership based on democracy whose implementation involves participation. Participatory leadership by way of a leader whose strength lies in the active participation of every citizen of the Islamic elementary school itself

The results achieved in the active participation of all members of the madrasah ibtidaiyah component, which is carried out democratically, give power and responsibility to their respective tasks. The concept of democratic leadership can be proven by its leadership as follows:

- a. The freedom of thought of teachers or educational staff results in responsible actions.
- b. Differences in judgments and beliefs can be used to make things better and get closer to the truth.
- c. Motivating feelings and sentiments towards the leadership of the madrasa principal encourage and directs problem-solving.
- d. Discussion groups can obtain consideration of group interests and public interests.
- e. Teachers and education personnel carry out tasks effectively in solving problems
- f. Teachers and education staff use internal sources, but external sources to take initiative and creativity in solving leadership problems
- g. Democratic education is the participation of every teacher and education staff in each program implementation with various efforts in raising the awareness of every teacher and education staff to take responsibility, and actively participate in thinking about and solving problems

3.5. Madrasah Principal Leadership in Implementing the Principles of Quality of Education at MIN 3 South Tangerang

The principle of cooperative participation of teachers and educational staff in collaboration has been well established. Participation in tasks, authority responsibility strictly among members

- a. The principle of cooperative relations with teachers, education staff, and the community, carrying out leadership in a democratic, healthy, brotherly, mutual respect among all citizens in the madrasah environment
- b. The principle of delegation of powers of authority and responsibility delegated to members and work staff to receive and exercise power, authority
- c. The principle of flexibility in managing Work Procedures is prepared with the intention of regulating activities and work relations that are harmonious, efficient, and effective. Ensuring governance and working relationships are following the problems that arise.
- d. The principle of creativity in the growth and development of madrasah educational institutions, through learning, learning materials, learning facilities, and madrasah activity programs, originates from the word creativity of each personnel and implementer within the madrasah institution.
- e. The leadership of the madrasa head determines the learning process for 6 years, students of Madrasah Ibtidaiyah Negeri 3 Tangerang Selatan can take school or madrasa final exams. Over the next few years, MIN 3 South Tangerang can always pass 100% of its students. For the output to remain stable.

4. Conclusions and Suggestions

4.1. Conclusion

Based on the research that has been carried out at MIN 3 Tangerang regarding the leadership of a madrasa head in improving the educational quality of the institution, it can be concluded

- a. The leadership of the Madrasah Principal in Improving the Quality of Education at MIN 3 South Tangerang. Has provided good service to the community by freeing

- student registration fees, and carrying out mapping tests on prospective new students, the Madrasah head has prepared all elements including Human Resources, and provided several learning support facilities such as libraries, computer laboratories, language laboratories, classrooms and places of worship
- b. The Madrasah Principal's Leadership Style in Improving the Quality of Education at MIN 3 South Tangerang. The Madrasah head receives input, and suggestions that support each madrasah activity. The head of the Madrasah is very democratic on any issue. The Madrasah head has approached teachers, education staff, and the community so that all parties feel valued in their opinions
 - c. The leadership of the Madrasah Principal in carrying out the Principles of Education Quality. Carry out the principles of cooperative relations with teachers, education staff, and the community, the principles of implementation, and the delegation of powers of authority and responsibility. The principle of flexibility in well-organized governance. The principle of creativity in development is quite satisfactory

4.2. Suggestion

From the results of the research and discussion that has been carried out at MIN 3 South Tangerang, which is related to the leadership of the madrasah head in improving the quality of education, the conclusions can be drawn as follows

- a. The Madrasah Principal is the spearhead in the madrasah who should be able to spend a lot of time and thoughts working a lot at school. And to complete facilities that are important and very important for madrasa educational institutions.
- b. For stakeholders to optimize cooperation with madrasa heads and teachers and all parties, so that good quality education is achieved in madrasas.
- c. For teachers to improve competence, especially the cohesiveness and togetherness of the elements that exist within the school and outside the school.

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