

PRINCIPAL AS A MANAGER IN IMPROVING THE QUALITY OF EDUCATION

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Abstract :

This study aims to analyze and understand the role of madrasah principals as managers in improving the quality of education of Islamic elementary schools in Cililin District, West Bandung Regency. This research uses a qualitative case study approach. The data was collected through interviews, observations, and documentation. The data analysis is carried out in stages: data presentation, data reduction, and concluding. The results showed that the role of the madrasah principal as a manager in improving the quality of education was manifested in the planning of a systematic and measurable work program involving all components of the madrasa, the use of an effective and efficient situational leadership system, to be able to mobilize his subordinates to realize the school's vision and mission and display a communication style that is by the culture of the character of his associates.

Abstrak :

Penelitian ini bertujuan untuk menganalisis dan memahami tentang peran kepala madrasah sebagai manajer dalam meningkatkan mutu pendidikan Madrasah Ibtidaiyah di Kecamatan Cililin Kabupaten Bandung Barat. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Pengumpulan datanya dilakukan melalui wawancara observasi, dan dokumentasi. Analisis datanya dilakukan secara bertahap yang dimulai dari penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran kepala madrasah sebagai manajer dalam meningkatkan mutu pendidikan diwujudkan dalam pembuatan perencanaan program kerja yang sistematis dan terukur dengan melibatkan semua komponen madrasah, penggunaan system kepemimpinan situasional yang efektif dan efisien, sehingga mampu menggerakkan bawahannya untuk mewujudkan visi dan misi sekolah, dan menampilkan gaya komunikasi yang sesuai dengan budaya karakter bawahannya.

INTRODUCTION

The head of madrasah ibtidaiyah is the highest leader in an educational institution of madrasah ibtidaiyah. The pattern of leadership greatly determines the progress of a madrasah (Hefniy et al., 2020). The administration of the madrasah ibtidaiyah principal is in a critical position in achieving educational goals (Susiawan & Muhid, 2015; Nurmiyati, 2019; Cecilia, 2020). The problem that is often encountered in madrasah ibtidaiyah educational institutions is the weakness of the leadership of an institution, in this case, the head of the madrasa, because leadership is influenced by the competence and ability of the madrasa head in managing the educational institution (Sudrajat et al., 2020; Wibowo & Hasanah, 2021).

There are at least two factors that have caused the quality of education to be unsuccessful so far. First, the strategy of madrasah ibtidaiyah educational institutions is more input-oriented (Umiarso, 2016; Elbadiansyah, 2017; Fauzi, 2020). Such a strategy relies on the assumption that if all academic inputs have been met, such as teaching materials and other learning tools, provision of educational facilities, teacher training, and other education personnel, then madrasah ibtidaiyah will automatically be able to produce quality outputs as expected. The input-output strategy does not fully function in madrasas but only occurs in economic and industrial institutions. Second, madrasah ibtidaiyah educational institutions has been more macro-oriented, regulated by bureaucratic ranks at the central level. As a result, many planned factors in the main story did not occur or work as they should at the madrasah ibtidaiyah level (Fitrah, 2017; Faizin & Sholehati, 2019).

The head of the Ibtidaiyah madrasa must meet the requests of parents/guardians of students as stakeholders in an educational institution (Sholihat, 2017). The head of madrasah Ibtidaiyah as a manager is vital to manage education so that the educational goals to be achieved are achieved (Bendriyanti & Prima, 2015; Firmansyah et al., 2018; Fauzi, 2021). Therefore, education management requires potential and competent leaders so that all education managers can carry out their duties and functions by the targets that have been set (Julaiha, 2019; Imhangbe et al., 2019). The success of an educational institution requires people who can lead madrasas and are professionals in the field of education (Sulaeman et al., 2018; Jabbar & Hussin, 2019).

The principal of the madrasa acts as a locomotive and determines the direction of virtue in achieving good madrasa quality (Gultom & Situmorang, 2020; Miroj et al., 2020). To conduct educational goals, the leader or head of the madrasah must have the skills to carry out their functions and duties (Abowitz & Kathleen, 2019; Kalangi et al., 2021). As a manager, the head of madrasah Ibtidaiyah requires various basic abilities and skills: conceptual skills, administrative skills, human relationship skills, and technical skills (Dakir, 2017). These four basic abilities and skills are needed to carry out managerial tasks effectively.

The development of an ibtidaiyah madrasa is an event that will never be completed as long as human civilization continues. For this reason, educational leadership as a manager is required to have communication, negotiation, and

decision-making skills (Dakir, 2018). This thought gave birth to several studies on madrasah educational institutions and the dimensions that influence them, both in terms of leadership and quality in them.

Some of these studies include; said that the head of the madrasah in improving the quality of education must have a precise strategy, including; supervision of instruction, education, and training (Sunasi et al., 2019), providing continuous motivation, changing work culture (Noor, 2020), so that teacher competence as an essential element of education can be realized. Nasir et al., (2021) also said that the leadership of madrasah principals who applied democratic characteristics improved the quality of madrasahs. The administration was indicated by emphasizing structuring vision and mission, effective communication, discipline, innovation.

The leadership of Islamic educational institutions who want to implement and apply quality programs must be committed and determined to change (Syam, 2017). Therefore, transformational leadership and effective organizational communication are needed to increase teacher commitment (Zainuddin et al., 2020). At least effective leadership in educational institutions has four dimensions: charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration (Bashori, 2019).

Some of these studies show the importance of leadership patterns that leaders must display in managing their educational institutions to streamline the management of their educational institutions. Departing from this, this research is here to contribute to the role of madrasah principals in improving the quality of education, where this research differs from previous research in terms of background context, research sites that have different characteristics and geographical environments, and so on. so that it becomes a novelty in this research. The focus of this research is how is the role of the madrasah principal as a manager in improving the quality of education in Madrasah Ibtidaiyah in Cililin District, West Bandung Regency?

RESEARCH METHODS

This study uses a qualitative case study approach, where the researcher tries to uncover the realities and facts about the role of the madrasah principal as a manager in improving the quality of education at Madrasah Ibtidaiyah Cililin District, West Bandung Regency. The Ibtidaiyah Madrasah that became the site of this research were the Ibtidaiyah Madrasah Bongas III, the Ibtidaiyah Muslim Madrasah Perelas, the Ibtidaiyah Madrasah Amanah Ma'mun and the Ibtidaiyah Madrasah Bongas IV. As a key instrument, the researcher made the madrasah, vice-principal, teachers as informants in this study.

The data collection technique was carried out through interviews with several predetermined informants, with a purposive sampling approach to obtain accurate and reliable information about the themes studied. Then proceed with observations of various managerial activities of the madrasah principal and document them properly. The data analysis technique is carried out continuously, starting from presenting the overall research results, then data reduction and concluding, as a research finding.

RESULTS AND DISCUSSION

The results showed that the role of the madrasa head as a manager in improving the quality of education in Cililin District, West Bandung Regency was conveyed by Cecep Ridwan Gadari as the Head of Madrasah Ibtidaiyah Bongas III, who said that; As the highest leader, the head of the madrasah must have a clear and measurable work program, so that the head of the madrasa can present himself as a manager, as an educator, and as a motivator. So, the head of the madrasa acts as a manager to implement the vision and mission of the madrasa, so that is the head of the madrasa.

This shows that the head of the madrasa must have innovative ideas and ideas in designing their institutions to have good quality. In this case, the head of the madrasa must have the right strategy to empower education and education personnel through good work programs so that cooperative work occurs between individuals in the madrasa. This shows that madrasah principals who can arrange their work programs well will divide and distribute their duties to their subordinates as a form of delegation of authority and complete responsibility for their associates.

Likewise, with the narrative of Usep M Khobir as the Head of Madrasah Ibtidaiyah Amanah Ma'mun who said that; The head of the madrasa as a manager in his institution must be able to plan work programs that the madrasa will carry out. From this work plan, how the system works, who is in charge, when it will be implemented, how the funding system will be, time allocation, fund allocation, and so on.

Kamaludin also conveyed a similar statement as the Head of Madrasah Ibtidaiyah Muslimin, who said that; The principal of the madrasa has a role as a manager and motivator, meaning that the principal must be able to manage and motivate his subordinates to achieve the goals that have been determined together, able to involve all existing components to realize the vision and mission of the madrasa together.

In addition, the role of the principal in improving the quality of education must be able to show an attitude or leadership style that is suitable and acceptable to his subordinates. This is as conveyed by Riah Juariah as the teacher of Madrasah Ibtidaiyah Amanah Ma'mun, who said that the head of the madrasa must be able to show an open attitude, accept suggestions from his subordinates, be democratic, and always coordinate, discuss and respect the opinions of the teachers, so that they can achieve the desired goals together.

From the explanation above, it can be seen that the attitude or leadership style displayed by the head of the madrasa has a powerful influence on the creation of harmonization between one individual and another in the madrasa in achieving the organization's vision and mission. The leadership style that needs to be built in this quality improvement is leadership that can accommodate ideas and ideas from subordinates to be determined and used as a joint decision.

Furthermore, according to the narrative of Aidah as a teacher at Madrasah Ibtidaiyah Bongas IV, the principal's communication with teachers, employees, and parents and students must be carried out properly, without having to discriminate between one another. Good communication hopes that

harmony will emerge in interaction, making it easier for madrasas to achieve the desired goals.

According to Burhanuddin, as the Head of Madrasah Ibtidaiyah Bongas IV said that; the madrasa develops a team organizational structure. The head of the madrasa does not work alone but collaborates with a team, including foundations and committees. There is a deputy head of the madrasa in curriculum, student affairs, the finance department of infrastructure, and public relations. Of course, this must be appropriately managed and requires effective communication between one another.

This shows that communication in madrasa management activities plays a vital role in creating a conducive atmosphere and madrasa climate, avoiding division and conflict so that all elements unite to realize the vision and mission of the madrasa. Effective communication is well established between all components of the madrasa, providing deep meaning for each individual in it in improving performance responsibly and adequately.

From several essential points made by the head of Madrasah Ibtidaiyah in Cililin District, West Bandung Regency in improving the quality of education as mentioned above, the following can be drawn a common thread;

First, all madrasah residents are not separated from their responsibilities by increasing the discipline of teachers, administration, and students, who are always guided by the principles and goals. The head of the madrasa tries to convey the plans to all educators and education staff so that they can understand and carry out their duties by implementing the vision and mission of the madrasa and the goals of the madrasa.

Second, as managers, principals of madrasas in improving the quality of education are guided by the principle of excellence. The head of the madrasa tries to develop a good work culture by adding several hidden curricula in the form of tadarus and memorizing short letters for 30 minutes every day, dhuhā prayer, muhadharah, and tahfidz programs aimed at preparing a generation of Muslims with Karimah character.

Third, incorporating foreign language education as self-development through extracurricular activities at the English Club and Arabic Club. This is intended to give students a competitive advantage in mastering foreign languages adapted to the times and the development of society's demands.

Fourth, Optimizing Citizenship Education lessons, screenings of struggle films, and study tours to historical places, madrasas participate in helping to introduce the nation's culture as an educational institution.

Fifth, design study groups in each class by quality education guidelines, namely 15 people in each study group per class, so that many parents believe in entrusting their children to madrasas.

Departing from this, it can be seen that the principal's leadership ability is directed by building the obligations of teaching staff who are ready to mobilize creativity and change abilities always to try and improve knowledge and develop skills, especially those directly related to their professional duties (Saputra et al., 2021). Leadership is needed to influence a group towards the achievement of goals. In realizing a good organization, a leader needs to have a

leadership style to influence subordinates to achieve organizational goals (Munir & Iqbal, 2018).

The principal has at least a role and function as an Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. The principal, as a leader, must be able to provide instructions and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks (Mulyasa, 2006). The principal as a leader must have a unique character that includes personality, basic skills, experience, professional knowledge, and administrative and supervisory expertise. The principal's personality as a leader will be reflected in the traits he displays, such as; honest, confidence, responsible, willingness to take risks and decisions, big-hearted, stable emotions, and role models (Nadir, 2018).

One of the indicators for the principal's success is measured by the quality of education in the school he leads. In the context of education, the notion of quality includes educational inputs, processes, and outputs (Dakir et al., 2020). Academic input is everything that must be available because it is needed for the process to take place. The educational process changes something into something else by integrating school input to create a pleasant learning situation, high motivation, and interest in learning. Scholarly output is a school's performance measured by its quality, productivity, efficiency, innovation, and work morale. In a broader concept, the quality of education has a meaning as a level of the overall educational process and outcome determined by specific approaches and criteria (Fitrah, 2017).

The quality of the school or not is very dependent on the leadership pattern of the principal because he is the highest leader in the school, and he is the one who can make decisions in all matters, such as: hiring teachers, teacher assignments, teacher rotation, teacher training and even promotion of teacher ranks. The more the teacher works enthusiastically, well-motivated, dynamically following advances, in theory, instruments, technology, and government policies, the higher the productivity of the school will be.

CONCLUSION

Departing from the results of the research above, it can be concluded that the role of the head of the madrasa as a manager in improving the quality of education uses the right strategy to empower education and education personnel through the creation of good, systematic, and measurable work programs so that motivation and good performance arise from their subordinates in carrying out their duties and responsibilities. The strategy includes involving all components of the madrasa in designing and designing the direction of madrasa development in the future, using an effective and efficient situational leadership system, to be able to move their subordinates to realize the school's vision and mission and display a communication style that is by the culture of the character of their subsidiaries.

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