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Leadership of the Head of Madrasah in Improving Teacher Performance in MTs Al-I'annah Klari Karawang

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Abstract

The aim of the study is to know the leadership of the head master of the school in improving the teachers' commitment, work motivation and obstacles experiencing by the school head master in improving the teachers' performance at MTs Al-I'annah. The study used descriptive method. The data collection techniques were observations, interviews, and documentations. The subjects of this research were the head master of the school and the teachers of MTs Al-I'annah. The data analysis of this qualitative analysis shows that: (1) The leadership of the head master of the school in improving working commitment is through empowerment of the training teacher in accordance with their field, class supervision evaluation and interns routinely madrasah supervision, and give reward to outstanding teacher; (2) The school head master leadership in improving work motivation is through professionalism work guiding, evaluate the teacher learning program, consensus agreement in time discipline, and intern cooperation with thie school head master and guiding teachers; (3) The head master leadership in improving discipline is through applying self discipline of school head master in order to be followed by teachers as the discipline being conducted by the school head master in fully self awareness without any coercion; (4) The obstacles faced by the school head master in improving the teacher performance is because of time restriction in carrying out classroom supervision, guiding professional teachers and evaluate the teachers teaching learning process, as well as restricted fund allocation in MTs Al-I'annah.

Keywords: Leadership; Head Master; Teacher performance.

Introduction

The era of globalization is an era of advances in science and technology that has caused competition in various fields that require the Indonesian people to establish themselves in improving the quality and superior human resources, being able to be competitive, mastering science, technology and having a high work ethic. The realization of quality human beings is the responsibility of education, especially in preparing students to become subjects who increasingly play a role, displaying strong, creative, independent, and professional advantages in their respective fields.

In Indonesia, schools must sincerely carry out their duties and functions to realize national goals as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and its explanation in Chapter II Article 3 that: "National Education functions to develop abilities and form a dignified human disposition and civilization in order to educate the nation's life, aiming to develop the potential of students in order to be a human being who has faith and piety in God Almighty, has a noble character, is healthy, independent and becomes a democratic and responsible citizen".

Success in realizing these goals of the principal has an important role to play in coordinating, mobilizing, and harmonizing the available educational resources. The leadership of the principal is one of the factors that can encourage schools to be able to realize the mission, vision, and goals and objectives of their schools through programs that are implemented in a planned manner.

Education is also an important thing for human beings and is absolutely necessary in life, whether in one's life, family or nation and state, because the back and forth of a nation is determined by the back and forth of that nation's education. In modern times, advances in science and technology that have caused competition in various fields that require all Indonesian people to prepare themselves in improving the quality and human resources who are professional, able to be competitive, master science, technology and have a high work ethic. The realization of quality human beings is the responsibility of education, especially in preparing students to be tough, creative, independent, and professional in their respective fields.

According to Quisumbing as quoted by Kunandar, "Education has a major role in personal and social development, influencing individual and social change, peace, freedom and justice". It is clear that education is an effort to develop people in a better direction, so to prepare superior human resources who are able to answer various challenges in this new century is quality education.

Schools are the foremost institutions in carrying out the educational process. Macro education will eventually come down to schooling through learning. The principal is very instrumental in moving various components in the school so that the teaching and learning process in the school runs well. Therefore, the principal must have a clear mission and vision and goals, have effective and efficient steps or strategies to achieve the goals that have been set together.

The principal as the person in charge of education and learning in schools should be able to assure the community that everything has gone well, including curriculum planning and implementation, provision and utilization of teacher resources, recruitment of student resources, cooperation between schools and parents, and prospective school outcome figures. A good principal will be dynamic to prepare a wide variety of educational programs. A successful principal if he understands the existence of the school as a complex organization, and is able to carry out the roles and responsibilities to lead the school.

The principal is a person who is responsible for carrying out educational activities at school and carrying out activities in an effort to influence others in the environment in certain situations so that others can work with full sense of responsibility for the achievement of the goals that have been set. The principal is the one who is in front of the teachers, employees, and students of his school. The principal is the main person who influences the teachers and their school activities in realizing educational goals.

Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning School Principal Standards stipulates that principals must have competency standards including: (1) personality competence, (2) managerial competence, (3) entrepreneurial competence, (4) supervision competence and (5) social competence. Based on these provisions, it is hoped that the principal will be able to realize leadership in the entire educational process at school. The success of education in schools is determined by its ability to influence, guide, mobilize, and motivate individuals (teachers) involved in agreed educational goals. Murniati stated that the weak leadership of the principal was due to various factors such as the ability to lead the principal, the principal's supervision system, and a national education delivery system. In this context, many variables relate to knowledge, mindset and insight, values and attitudes including culture, patterns, and

leadership styles, as well as the coaching and appreciation that the Government applies to principals.¹

It is through the leadership of the principal that a leader will be able to transfer several values such as emphasis on the group, support of teachers and employees, tolerance for risks, change criteria and so on the other hand employees will form a subjective perception of the basic values that exist in the organization in accordance with the values that the leader wants to convey through the leadership of the principal to maintain and improve the performance of his employees a leader is needed who uses the leadership of the principal, namely a leader who in addition to having personal abilities is also able to read the situation of his subordinates and his work environment.

The principal is responsible for the smooth implementation of education and teaching in the school he leads. To carry out his duties properly, the head of the madrasa should understand, master and be able to carry out activities related to his duties as an education manager. The head of the madrasa is a person who is at the forefront of coordinating various efforts in improving the performance of quality teachers.

By mastering educational management skills, madrasah heads are expected to be able to compile effective and efficient madrasah programs, create a conducive madrasah climate and can build personal madrasah work motivation, can cooperate harmoniously with the community around the madrasah, and can guide teachers in carrying out the learning process.

Madrasah heads are required to have leadership competencies to awaken teacher performance. This will be realized if the head of the madrasa is able to create working situations and conditions that support teacher performance so that teachers are able to bring changes in attitudes, behaviors in accordance with educational goals. Teachers are implementers of education in madrasahs who directly interact with students and are a very important component in the learning process. Teachers basically have a high enough potential to create and improve performance, but many factors hinder them in developing their various potentials. Increasing teacher motivation can be done by the head of the madrasa through coaching in the form of preventive measures so that teachers do not commit deviations and are more careful in carrying out their work.

¹ Murniati, *Manajemen Strategik, Peran Kepala Sekolah dalam Pemberdayaan* (Bandung: Citapustaka Media Perintis, 2008), 131.

The head of the madrasa has the responsibility of improving the performance of the teacher, the head of the madrasa is unlikely to ignore the function and role of the teacher as a leading figure in education. To carry out coaching for teachers, madrasah heads must have effective and efficient leadership competencies, so that the coaching carried out can improve teacher performance better.

MTs Al-I'annah is one of the schools that is included in the category of the best schools in Banda Aceh City and is also one of the schools affected by the Earthquake and Tsunami on December 26, 2004. With the help and supporting facilities and infrastructure for teaching and learning activities from the Ministry of Religion, MTs Al-I'annah has been able to normally return to carrying out the teaching and learning process.

Preliminary observations made by researchers related to the principal's leadership in improving teacher performance found several realities as follows: 1) Lack of teacher professional coaching carried out by the principal; 2) The limited time of the principal is marked in carrying out the evaluation of the teacher's teaching and learning program. This implies the low work productivity of the principal which also has implications for the quality (inputs, processes, and outputs) of education. To overcome this problem, a competent principal is needed and accompanied by an improvement in the performance of the entire school community, especially the improvement of teacher performance as the person in charge of the learning process of students in the classroom.

Method

This research uses qualitative research using descriptive methods. This approach is used to examine the problem and gain deep meaning about the leadership of the madrasa head in improving the performance of MTs Al-I'annah teachers. Bogdan and Taylor as quoted from Moleong said that "qualitative methodology is a research procedure that produces descriptive data in the form of written and oral words and people and observed behavior". It is clear that qualitative research is research that reveals the facts contained in the field. The fact data is described in the form of writing in this paper clearly and thoroughly.

Qualitative research is carried out on natural conditions and is discovery-based. In qualitative research, the researcher is a key instrument. Therefore, researchers must have a broad theoretical provision and insight so that they can ask, analyze, and construct the object under study to be clearer. This research puts more emphasis on meaning and is bound to value. Qualitative research is used if the problem is not yet clear, to find out the hidden meaning, to understand social interaction, to develop

theories, to ascertain the correctness of the data, and to research the history of development.

According to Lofland as Moleong referred, "The main sources of data in qualitative research are words, and actions, the rest are additional data such as documents and others". The words and actions of the people observed or interviewed are the main sources of data. The main data source is recorded through written records or through video/audio recording tapes and taking photos or movies.

The qualitative approach is used by researchers based on consideration. Researchers will look at the overall and empirical portrait of the leadership of the head of the madrasa in improving the performance of MTs Al-I'annah teachers. The researcher intends to analyze and interpret a fact, symptom, and event related to the leadership of the head of the madrasa in improving the performance of the MTs Al-I'annah teacher in the conditions and situations as it is. Descriptive studies are directed at identifying situations when the investigation process is carried out, describing variables or field conditions as they are in any situation. The descriptive method is to describe, describe and interpret the conditions, events, processes that are taking place in the context of the problem.

Results

Komitmen Guru Leadership of Madrasah Heads in Increasing Teacher Commitment

Based on the results of interviews with the head of the madrasa and the teacher of MTs Al-I'annah that in order to achieve an effective commitment, the madrasa head's actions towards his fostered teachers are correct and appropriate. Time discipline is one of the keys to successful commitment. The discipline carried out by the head of the madrasa is very appropriate, in improving teacher performance the main factor is good discipline. The discipline of a madrasa head is a very important demand to have in an effort to support and improve the performance of MTs Al-I'annah teachers and on the other hand will provide examples and tauladan for students that discipline is very important for anyone and anywhere if they want to succeed.

The commitment of the head of the madrasa to MTs Al-I'annah can be seen and the various perspectives that exist. The commitment of the head of the madrasa is characterized by productivity and respect for teachers who have the value of discipline and loyalty in teaching at MTs Al-I'annah. In reality, the commitment between the head of the madrasa and the teacher in MTs Al-I'annah can be said to be

different and diverse, starting and low level of commitment and high level of commitment.

The head of the madrasa and the teacher of MTs Al-I'annah to achieve a high level of commitment between the head of the madrasa and the teacher, the head of the madrasa already has a work program of the head of the madrasa to run in the madrasa while the teacher has also prepared his learning program in the classroom. The head of the madrasah also motivates teachers in the implementation of other learning programs, this can be observed in the existence of learning program plans that have been carried out by teachers. Giving birth to an individual's commitment to an educational organization is not something that happens unilaterally. In this case the organization and employees (individuals) must jointly create conditions conducive to achieving the intended commitment.

Leadership of madrasah heads in increasing teacher work motivation

In MTs Al-I'annah, the head of the madrasa has a high work motivation to improve teacher performance. Building motivation and work ambitions in MTs Al-I'annah, the head of the madrasa combines a family approach and work professionalism. The concept begins with opening communication with all teachers, various suggestions and complaints are submitted in writing or orally, and can also be conveyed outside the school environment or within the school environment. This step is intended to map out all the expectations and desires and obstacles experienced by teachers in carrying out their duties.

Based on the results of interviews with the head of the madrasa, it can be concluded that the strategy of work motivation and the head of the madrasa to the teacher of MTs Al-I'annah is communication and the familial nature created by the principal. The existence of communication can see and understand the feelings, attitudes, and needs of teachers in MTs Al-I'annah. The familial nature created by a good madrasa head will foster a conducive work climate and at the same time will increase the work productivity of teachers in the future.

The results of the study can also be explained that a pleasant relationship between the head of the madrasa will trigger a pleasant work motivation, active in carrying out the teaching and learning process in the classroom. Based on observations in the field, the head of the madrasa is often in the teacher's room, the coaching carried out by the head of the madrasa to improve the teacher's performance with an approach as a workmate, gives birth to a high level of work motivation. With the high work motivation in MTs Al-I'annah, the head of the madrasa gains an advantage and the teacher, a pleasant relationship between the head of the madrasah

and teachers in MTs Al-I'annah will gain satisfaction with work, such as high work interest, opportunities to progress, and prestige in school for the better, relationships of personal satisfaction and a sense of pride in the professions that both the head of the madrasa and the teacher in MTs Al-I'annah have.

Leadership of Madrasah Heads in Improving Teacher Discipline

The results of the interview with the teacher explained that, one of the disciplines that can be exemplified from the head of the madrasa is to always be present on time before the teachers and all school personnel are present at the school. Later, the head of the madrasa also explained that work according to the predetermined time with the motto: "Come early and return late". This is one of his commitments of the head of the madrasa in realizing discipline to the teachers in MTs Al-I'annah. By showing high discipline to the teacher he fostered, of course the teacher will come in time.

There are several strategies taken by the head of the madrasa in fostering and increasing teacher motivation, including reminding and applying increased discipline in carrying out work, trying to set an example for teachers in applying discipline to form special staff in disciplinary supervision. The action taken by the head of the madrasa, there are teachers who have violated the discipline according to the head of the madrasa is to provide regular guidance for the establishment of discipline in the school.

Obstacles experienced by madrasah heads in improving teacher performance

Based on the results of interviews with madrasah heads, it can be said that the obstacle experienced by madrasah heads in MTs Al-I'annah is that they are not able to develop the commitment and motivation of teachers' work because they experienced a change of new madrasa heads in MTs Al-I'annah. However, the head of the madrasa is committed to continuing to run

his activities as the head of the madrasa in accordance with applicable regulations. According to the author's observations, the change of the head of the madrasa was not on time carried out by the Kandepag of Banda Aceh City. It should be that the change of the head of the madrasa was carried out at the beginning of the new school year. This will facilitate the data collection of programs that will be carried out by teachers in developing the commitment and motivation of the work of madrasah heads and teachers.

The results of the study also showed that the lack of facilities and infrastructure in the classroom can affect the use of learning media such as laboratory rooms and computer rooms. The class teacher also said as the head of the madrasa gave guidance to his foster teachers. The teacher always gives his opinion about the lack of facilities and infrastructure in the classroom that can hinder the teacher's performance in the classroom.

Discussion

Leadership of Madrasah Heads in Increasing Teacher Commitment

Based on the results of the study, it was revealed that the success of the madrasah head leadership in increasing the commitment of the MAN Model Banda Aceh teacher council teachers through the empowerment of routine activities in accordance with their fields. In principle, measuring the level of success of the head of a madrasa in increasing the commitment of the MTs Al-I'annah teacher is based on the action itself, whether or not it is in accordance with what has been said by him so far. Especially during the time and also strengthened by the performance of his track record. In other words, one of his utterances with actions. It is commitment that opens the door to successful achievement. In a given time, commitment is the only factor that drives to make improvements that can ultimately lead to achievements.

Based on the above opinion, it can be said that the success of the madrasa head in increasing the commitment of MTs Al-I'annah teachers is by the words and actions carried out with their fostered teachers, these actions are carried out based on the applicable provisions and regulations. The head of the madrasa can also display the type he has, so that his fostered teachers can be affected by the types of commitments of the principal.

Leadership of Madrasah Heads in Increasing Teacher Work Motivation

Based on the results of interviews and observations that have been carried out at MTs Al-I'annah, the head of the madrasa through professional work coaching. According to Usman, "Work motivation is defined as a spiritual condition or individual attitude of labor and groups that causes deep pleasure in the workforce to work hard and consequently in achieving the goals that have been set by the company". Based on the above opinion, the workforce (teachers) in working have their own pleasure in realizing their performance in an educational organization and have consequences to realize the desired and agreed upon vision and mission.

According to the UPI Education Administration Lecturer Team, "leadership means the ability and readiness possessed by a person to be able to influence,

encourage, invite, guide, move, and direct to help achieve goals". This illustrates that the leader must set a target that is realized in the form of a vision and organize wisely in the face of various obstacles that hinder it.

Based on the above opinions, it can be said that the leader has a work motivation that is able to communicate with his subordinates. Madrasah heads who have high motivation in completing work well because of the interest in the work being faced while the madrasah head-assisted teachers will try their best to complete work according to their interests so that the work can be completed as expected. High work motivation is indispensable in every work effort.

Leadership of madrasah heads in improving teacher discipline

The steps taken by the head of the madrasa in fostering and improving teacher discipline, the head of the madrasa mentioned that in every meeting and meeting, the head of the madrasa always reminds of the importance of teacher discipline and the importance of obeying the teacher's order that has been made together in daily activities. As a principal, I try my best to improve self-discipline in the hope that it can be modeled and exemplified by teachers.

Mulyasa (2011:123) stated that there are several things that must be considered by the head of the madrasa in improving teacher discipline, namely: (1) helping teachers develop patterns of behavior, (2) helping teachers improve their standards of behavior and implementing rules as a tool. He further stated that the importance of teacher discipline to add: (1) respect for authority, (2) efforts to foster cooperation, (3) the need to organize, (4) respect for others.

Obstacles experienced by madrasah heads in improving teacher performance

Based on the above opinion, it can be said that there are many factors inhibiting the achievement of the professional quality of the leadership of the madrasah head such as the appointment process is not transparent, the low mentality of the madrasa head which is characterized by a lack of motivation and lack of discipline in carrying out tasks, and frequent arrivals late, the insight of the madrasa head is still narrow, as well as many other inhibiting factors that hinder the growth of a professional madrasa head to improving the quality of education. This implies the low work productivity of the head of the madrasa which also has implications for quality (inputs, processes, and outputs).

The leadership of the head of the madrasa acts as the creator of harmonious relations among teachers, students and the surrounding environment, an impetus for the

personality of teachers and learners as the implementation of learning activities, implementation in supervision, and implementation in the placement or assignment and responsibility of teachers and students. Usman concluded that "The key to leadership is to influence, that is, there are people/groups who are influenced, there are actions expected, there are goals to be achieved, and there are ways to achieve them, namely effective and efficient". Thus it can be understood that there are several factors that must be considered if a leader wants to be successful in managing and organizing personnel in educational institutions /schools. These factors, for example, there are expected actions, there are goals, there are certain techniques, and so on.

Conclusion

Based on the discussion above, it can be concluded several things as follows:

1. Leadership of the head of the madrasa in increasing the commitment of teachers through the empowerment of routine activities in accordance with their fields. The routine activities of the principal are a very important demand to have in an effort to support and improve the performance of MTs Al-I'alah teachers and on the other hand will provide an example for the teachers they foster through the commitment made by the principal. Giving birth to individual commitment, the principal strengthens and perfects the principal's program as an act of work commitment in completing the tasks he carries out professionally.
2. Leadership of the head of the madrasa in increasing the work motivation of teachers through professional coaching of work. The principal's strategy of encouraging teachers through pleasant relationships between principals triggers a pleasant morale and internal cooperation between the principal and the fostered teachers. Professional coaching of work carried out by the principal to improve teacher performance as an important aspect of the principal's morale as part of the professional work.
3. The leadership of the head of the madrasa in improving teacher discipline in various fields is very important because teacher discipline is one of the factors that determine the effectiveness of smooth learning in schools. If the teacher has been truly disciplined in various ways, then all programs that are carried out will run well in accordance with the goals and time set.
4. Obstacles experienced by madrasah heads in improving teacher performance, there are still teachers who lack discipline and insufficient time constraints in carrying out supervision. The next obstacle experienced by the principal is that the limited allocation of limited funds can affect the performance of teachers in

carrying out teaching and learning activities optimally. The next obstacle experienced by the principal in improving teacher performance is the qualifications of his fostered teachers who still do not have an S-2 education level.

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