



THE EFFECTIVENESS OF MADRASAH HEAD LEADERSHIP MANAGEMENT AT MAN 1 SUNGAI PENUH

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Abstract: The effectiveness of Madrasah Head Leadership Management at MAN 1 Sungai Penuh

The quality of a madrasah always reflects the quality of the madrasah environment, because the madrasah head has a great influence in efforts to improve educational standards. The quality of a school is the sum of its inputs, procedures and outputs. Both learning processes and inputs are determined by the quality of accessible resources. There is a correlation between the output of a madrasah and its efficiency. The purpose of this article is to analyze how the madrasah head succeeds in improving the quality of his institution by utilizing all the resources he has. The method used in this research is qualitative. The research location is MAN 1 Sungai. Primary and secondary resources are used by researchers in data collection. The data analysis that researchers use is qualitative data analysis in an interactive way. Research results reveal that overall MAN 1 Sungai Penuh organizes quality education. This is evident in the way the school administration and faculty members carry out their responsibilities as professional staff members, ensuring that students receive a rigorous and engaging education. the research conclusion shows that effective leadership and management at MAN 1 Sungai Penuh is an indicator of the high competence of the madrasah head.

Keyword: Effectiveness, Management, Leadership, Principal

Abstrak: Efektivitas Manajemen Kepemimpinan Kepala Madrasah DI MAN 1 Sungai Penuh

Mutu suatu madrasah selalu mencerminkan mutu lingkungan madrasah, karena kepala madrasah mempunyai pengaruh besar dalam upaya peningkatan standar pendidikan. Mutu suatu sekolah merupakan penjumlahan dari masukan, prosedur, dan keluarannya. Baik proses maupun masukan pembelajaran ditentukan oleh kualitas sumber daya yang dapat diakses. Ada korelasi antara output madrasah dan efisiensinya. Tujuan artikel ini adalah untuk menganalisis bagaimana kepala madrasah berhasil meningkatkan kualitas lembaganya dengan memanfaatkan seluruh sumber daya yang dimilikinya. Metode yang digunakan dalam penelitian ini adalah kualitatif. Lokasi penelitian adalah MAN 1 Sungai. Sumber daya primer dan sekunder digunakan peneliti dalam pengumpulan data. Analisis data yang peneliti gunakan adalah analisis data kualitatif dengan cara interaktif. Hasil Penelitian mengungkap bahwa Secara keseluruhan MAN 1 Sungai Penuh menyelenggarakan pendidikan yang berkualitas. Hal ini terbukti dalam cara administrasi sekolah dan anggota fakultas melaksanakan tanggung jawab mereka sebagai anggota staf profesional, memastikan bahwa siswa menerima pendidikan yang ketat dan menarik. Kesimpulan penelitian menunjukkan bahwa kepemimpinan dan pengelolaan yang efektif di MAN 1 Sungai Penuh merupakan indikator tingginya kompetensi kepala madrasah.

Kata kunci: Efektivitas, Manajemen, Kepemimpinan, Kepala sekolah

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A. INTRODUCTION

Official educational institutions called madrasas emerge and develop to educate community members efficiently and successfully. The local community is the cradle and patron of madrasas, which are institutions of higher education. Madrasas are community institutions tasked with formally educating their members. The associated community strictly adheres to the established protocols that govern the formal organization and management of this apparatus. These overarching goals serve as the framework for quality education management in the institution. In line with the start of regional autonomy, the implementation of national education must be carried out in a decentralized manner (Abudin Nata, 203 C.E.).

Regional autonomy, which is in line with the components of educational development and national education management, enables the implementation of the characteristics of national education and the active management of community demand. Within the framework of decentralization of national education, the concepts of archipelago and national resilience should not be ignored. The needs of different regions are met through decentralization of education administration.

If the management of education from kindergarten to university is carried out at the correct management level, precisely in each region, the needs of regional growth and the needs of educated personnel can be better known and addressed. Another aspect of decentralizing the delivery of national education is to encourage community involvement in the implementation of national education programs. This also involves increased self-organization and the growth of local leadership, also known as local genius. This is not a problem because decentralization of education delivery will improve national education output through link and match (Anwar, 2017).

Incorporating community participation into bottom-up planning, especially in national education delivery, will yield better results as community involvement increases. The strict management style of centralized higher education does not work in this era of globalization, according to recent discussions. Being too cerebral, top-down, and biased towards indoctrination, the current method is also harmful to the mental health of children. Although these students should be eligible to enter madrasas, they choose public or even private universities over UMPTN. Factors such as parental income and the fact that Religious Madrasas (MA) are not always able to compete with public schools (SMA) may not be the only factors influencing this. One of the problems is that Religious Madrasas still have lower quality requirements compared to regular Madrasas. The overall success of a madrasah or school depends on the capacity of the leadership to direct the institution towards its stated goals. Leadership, namely the vision and goals of the madrasah head, is closely related to the resilience of the institution and the ability to compete with other madrasas (Depag RI, 2003).

If madrasas and their students are to succeed, they must have a strong understanding of the structure of the institution and how its members work together. The reason is that madrasas are unique institutions that require extensive planning and cooperation. There are, of course, interdependent systems in the delivery of education. The controller in a madrasah is the principal, because of the importance of the system and the need for someone to oversee it (Ellianis et al., 2022).

Every madrasah has a head who is the highest qualified to decide on all educational topics, including the best way to create a learning atmosphere. The madrasah head exercises leadership within the madrasah in this context. There is an inherent link between the madrasah education management system and the work of the madrasah head in this capacity. Madrasas cannot run well if their leaders do not understand and carry out their onerous duties given the importance of the position they hold. The success or failure of the madrasah is highly dependent on the activities of the madrasah principal who also has a dual role in organizing the madrasah. The ideal madrasah leader is someone who can motivate students

to reach their maximum potential and also has strategies to keep their education under control (Mulyasa, 2003).

The quality of a madrasah always reflects the quality of the madrasah environment, because the madrasah head has a great influence in efforts to improve educational standards. The quality of a school is the sum of its inputs, procedures, and outputs. Both learning processes and inputs are determined by the quality of accessible resources. There is a correlation between the output of a madrasah and its efficiency. Madrasahs are determined by the results and activities they produce (Depag RI, 2003).

The purpose of this research is to analyze how the head of the madrasah succeeds in improving the quality of his institution by utilizing all the resources he has and how effective the leadership management of the head of MAN 1 Sungai Penuh is..

B. METHOD

This research uses a qualitative method that seeks to reveal the full facts. Many use this method to gain a better understanding of the leadership style and management of madrasah. Researchers will review and explain the material after data collection in the field is complete.

The research location is MAN 1 Sungai Penuh which is located in Sungai Penuh Kota on Jl. Koto Lolo Village. Primary and secondary resources are also used in this investigation. Researchers can use this database in their search for information. Let me explain:

1. Primary

The investigation at MAN 1 Sungai Penuh relied heavily on data collected by the principal, curriculum director, and building and infrastructure director. The budget, building, and curriculum management of Islamic education institutions can be better understood by using primary data sources.

2. Secondary Data Sources.

Previous related research findings and secondary data sources such as books and scientific journals written by subject matter specialists were used in this investigation. In addition to primary data, the researchers also used secondary sources to strengthen their findings and provide a theoretical framework for their research.

For their data collection, the researchers relied on the following methods:

- a. Interviews. Scholars often use in-depth interviews as a data collection tool. The purpose of researchers conducting interviews with informants is to gather pertinent information and data. Investigators from MAN 1 Sungai Penuh interviewed three people: the principal, the curriculum director, and the director of buildings and infrastructure.
- b. Observation. Researchers studied the implementation of Islamic education management at the research site through observation, a data collection approach. After extensive data collection from several sources, the researcher personally visited MAN 1 Sungai Penuh to verify all the facts.

The data that has been collected is then analyzed. The data analysis that researchers use is qualitative in an interactive manner and takes place continuously at each stage of the research. Data analysis is a process of sorting data and organizing data into patterns, categories, and basic descriptive units.

C. RESULTS AND DISCUSSION

1. Management

The Latin word *manus* means "to lead", "to handle", "to organize", or "to guide". The English word "management" comes from the same source. Managers, according to Marbun, coordinate and carry out various human responsibilities to guide the organization and its activities toward predetermined goals.

Management has been around for a long time and was even used by the prophets, which is not unexpected given the relevance of the idea. Take for example the role of leadership during the lifetime of Prophet Joseph. Every manager should aspire to emulate his two praiseworthy traits-being a prophet and being a good leader (Sura Yusuf: 55).

The influence of the Industrial Revolution on the development of management and administration in industrialized countries is well known. Profit-motivated industries require a lot of study and research to fulfill their expectations for better and more efficient work.

Planning, organizing, implementing, and evaluating are the four cornerstones of functional management on which human resource management is based. Interacting with people, providing information, and making decisions is part of a manager's skill set, which may also include technical, human, and conceptual qualities.

According to Subagyo, education management specifically utilizes educational components. The purpose of education management is to achieve specific goals through the coordination of various types of educational assistance.

The four main responsibilities of management- planning, organizing, implementing, and evaluating-are then explained by Subagyo. The following is a broader explanation of the scope of management that has been previously stated:

a. Planning

The most basic definition of planning is a predetermined set of actions with the ultimate goal of achieving those goals. Planning is the first stage of management in any organization. Therefore, the ability of an organization to achieve its goals will be directly proportional to the quality of planning and implementation. To achieve goals, one must first formulate a plan, as stated by Mondy and Premeaux (in Syafarudin).

According to Terry (in Syafrudin), planning is making choices and then acting on assumptions about the future to achieve the desired results. According to this point of view, the three main parts of planning are collecting relevant data, analyzing the data, and making concrete plans.

b. Organizing

According to Mondy and Premeaux, "organization" occurs when two or more people work together in a coordinated manner to achieve a common goal (1995). The process of coordinating the use of various resources, including people, time, money, and authority, to achieve a common goal is one definition of organizing. To achieve predetermined goals, an organization must coordinate the many resources it has, as described in the previous description. When everything is arranged and relationships are built in such a way that they work together to achieve a common goal, that is organizing, said Oteng Sutisna.

The organizational structure can be set up in such a way that it maximizes the use of resources and adapts to external factors to achieve its goals. One of the two main things to think about when building an organizational structure is departmentalization, which is dividing the tasks of the company into groups according to their similarity and interdependence. The "division of labor" within a company is the process by which various workers are given different tasks to perform.

Organization is the second function of management and is responsible for carrying out the organization's plan. Terry argues that organization is the constructive interaction of behavior among all human beings as long as people can work together productively and get personal satisfaction from their work in the context of environmental influences.

All this points to the fact that organizing is an attempt to assign specific tasks to each employee. So that organizational goals can be achieved through cohesive cooperation.

c. Implementation (actuating)

When managers take action, it is to encourage their subordinates to work ethically and efficiently to achieve organizational goals.

d. Evaluation

While "evaluation" is a direct derivative of Arabic, "al-taqdir" is an Indonesian term that means "assessment" in English. According to Wind et al., (1977), the effort to determine the value of something or carry it out is a component of evaluation. Choosing a value for anything is what we mean by "evaluation" here.

In the Islamic tradition, this assessment is also highly valued. Teachers have assumed several obligations in the provision of education, including the assessment of students, as affirmed by Allah SWT in verses 31-32 of Surah albaqarah.

Many complex factors influence the level of education students receive. These include students' social, economic, cultural, and geographical backgrounds, as well as their innate intelligence, interests, skills, and personality attributes. In addition, educators are influenced by various factors. Some examples include financial status, level of self-control, level of originality, class size, education level, and skills. The third part of the curriculum covers the following topics: program overview and conceptualization; methodology; equipment; and evaluation methods. Finally, the administration of the madrasah. Next is the instructing and instructed phase. The sixth principle is controlling and monitoring. The seventh part: managing money. Number eight, the educational resources the madrasah provides; number nine, the environmental impact of the schools in the area. Rooms for BP, library, skills, UKS, and multipurpose laboratories, as well as practical equipment and other training aids, all come together in this package.

Armai Arief quotes Bosker as saying that a madrasah will be beneficial from an organizational point of view if it is built properly. To look better. The madrasah's ability to adjust to its environment and continue to function is an indicator of its efficiency. If the madrasah can produce the expected number of graduates (outputs) and at the same time keep costs affordable, then the madrasah can be considered financially successful.

The definition above includes the realization that efficiency is the main objective of introducing management in schools. efficiency in the study mentioned above is on efficiency in three ways, namely:

- 1) Efficiency of organizational structure
- 2) Success is measured by the ability to adapt to the classroom environment; and
- 3) If a madrasah can graduate its students with minimal costs, then it is profitable from an economic point of view.

Management in educational organizations, according to Arief, includes all activities aimed at directing the educational process toward achieving certain goals, both short-term and long-term goals.

2. The Concept of Madrasah Quality

The term "quality" can mean anything from mediocre to grandiose. Conventional wisdom states that performance, reliability, usability, beauty, etc., characterize high-quality products. For a product to be considered high-quality, according to ISO (Quality Vocabulary), all its components must work together to meet certain standards. Confirmation of requirements or customer satisfaction is a common way to define quality. This is where we can divide production into three main groups: goods (such as cars, computers, jewelry, etc.), software (such as computer programs, financial reports, system instructions, etc.), and services (such as banking, education, transportation, insurance, legislation, training, etc.). One of the many possible definitions of quality-abbreviated as Q-MATCH (quality = fulfill, approve, change, and transform)-is the sum of all factors that affect customer happiness and progress toward perfection. The quality of a product is determined by the number of qualities and benefits offered, both tangible and subtle, that fulfill the needs of the buyer (and society at large) and make them happy. When something consistently meets our high standards, we can confidently call it high quality.

Therefore, the development of a country's human resources and its economic and social success depends on the quality of its educational institutions, including schools and madrasahs. If the schools and madrasahs in the country are good, then everything will be fine. Problems like this are bound to arise wherever there are good madrasahs and institutions. The main objective of any effort to build first-class educational institutions is to raise the standard of madrasahs (Gaspersz, 2005).

3. Effectiveness of Madrasah Leadership Management at MAN 1 Sungai Penuh

To be an effective madrasah head, one must be able to see his institution through to completion, establish strong bonds of cooperation with all parties involved in the madrasah education program, and meet the expectations placed on him.

In managing a school or madrasah, one of the most crucial roles is leadership. To overcome this, the madrasah head must be an effective educator and management who can direct his school toward his dreams. One of the competencies required of a madrasah head is the ability to make a good assessment of the organization, management, and use of existing madrasah resources. To ensure the smooth running of the madrasah education program, the madrasah head must have the necessary abilities to carry out all his responsibilities within the institution. This is especially true when making judgments about the curriculum.

Given the complexity of madrasah leadership and management, madrasah principals should have the following competencies, as stated by the Head of MAN 1 Sungai Penuh: clearly identifying the problem or desired outcome; developing viable alternatives using accurate information; making decisions quickly and accurately based on the relative merits of internal and external factors; and finally, monitoring the madrasah's progress in making decisions. Given that problems in schools may stem from institutional leaders ignoring the situation or failing to estimate all the potential outcomes of their choices. According to the above description, the madrasah head at MAN 1 Sungai Penuh must have adequate competence in his leadership and management roles. These include: 1) technical skills, which are essential for carrying out the day-to-day operations of the madrasah; and 2) human skills, which are essential for fostering teamwork within the madrasah he supervises. In coordinating the existing human resources of the madrasah to achieve its goals, this competency is very important for the leader of the institution. 3) intellectual ability, related to the ability of the madrasah head to see the madrasah system including all its parts. Therefore, the ideal attribute of a madrasah head is someone competent, and this is exemplified by the Head of MAN 1 Sungai Penuh.

The following is an explanation based on the author's observations and interviews at the research location which provides an overview of the leadership style of the Head of MAN 1 Sungai Penuh:

a. Technical Managerial Skills

Field observations led to the conclusion that the madrasah head has strong technical managerial skills. These include: being methodical and rational when making decisions; using the necessary tools to support their leadership in the madrasah; seeking different perspectives or consensus to solve problems; recognizing social issues and situations that arise in madrasah education; paying attention to the environment in the madrasah; and anticipating any consequences arising from leadership and management in the madrasah. One of the teachers said the following about the leadership and management of madrasah principals: it is all about technical skills, such as the ability to study trends and events to foresee problems, direct and anticipate policies applied to teaching in madrasah, and conduct surveys to study the problems. Trying to learn more about the madrasah's educational resources, various policies that might make the madrasah look better, and ways to get madrasah students to work hard and obtain good results.

b. Human relations managerial technical skills

Consistent with previous research on the subject, the evaluation found that madrasah principals have excellent communication and leadership skills. Some of these skills include the ability to read a person's body language and react accordingly, as well as understanding the intentions of others when they express their viewpoints. being the center of attention while behaving intelligently, fairly, and tactfully towards all members of the madrasah community; building productive collaborations; consistently demonstrating integrity in attitudes, actions, and communications; cooperating effectively; and cooperating practically and diplomatically. Interviews with Islamic Religious Education teachers at MAN 1 Sungai Penuh revealed that the madrasah head has made good use of technical managerial skills in human relations, which she emphasizes to encourage teachers to be open about the difficulties they face in implementing madrasah education. This can inspire educators to improve their abilities in the classroom. However, this assessment seems to acknowledge that the management and leadership of MAN 1 Sungai Penuh still contains some behaviors that are not related to interpersonal dynamics, such as being unfair to subordinates and not being fully forthright with subordinates' mistakes. According to Sungai Penuh, the head of MAN 1, it takes courage for a leader to do this because not all staff are good at handling constructive criticism.

c. Conceptual Managerial Technical Skills

The results of interviews with teachers and the head of the madrasah show that the leadership of MAN 1 Sungai Penuh has good conceptual, managerial, and technical skills in making decisions. The reason for this is that the head of the madrasah continues to utilize technological advances as a means to improve his teaching methods. Thanks to my participation in several training programs, seminars, and other forms of formal education, I will be better prepared to inspire the teachers and students of the madrasah towards future glory.

Based on the above explanation, it is clear that madrasah heads must have high competence in three areas of management: 1) technical management, 2) human relations management, and 3) conceptual management. Due to the close relationship between the madrasah education program and the leaders under its supervision, the madrasah head needs to make the right decisions. In this case, the madrasah leader had a remarkable understanding of the challenges that arose within the madrasah and the disasters that might occur if the resolution of these problems was delayed.

The results of this study show that school leaders and administrators strive to improve education standards at MAN 1 Sungai Penuh. One of them is:

1) Power and authority

It appears that the Head of MAN 1 Sungai Penuh has delegated responsibilities to all madrasah staff members according to their respective strengths and areas of expertise to ensure that all programs run smoothly and efficiently.

In addition, it is rumored that the head of the madrasah at MAN 1 Sungai Penuh never discriminates in assigning tasks to staff; instead, he always takes into account the personal history and expertise of each employee. 26 Having the character to carry out his leadership responsibilities is another quality that is highly demanded by the teachers in this educational institution from the Head of MAN 1 Sungai Penuh. It is clear from the above that the head of the madrasah requires strong competencies in three areas: 1) managerial technical skills, 2) human relations managerial technical skills, and 3) conceptual managerial technical skills, to effectively lead the madrasah. Given that the management of madrasah leadership is related to educational activities in madrasah, choosing the best way to achieve it requires a decision. This is an example of a madrasah head who has a deep understanding of the problems that develop in the madrasah and knows that great difficulties will soon occur if these problems are not addressed immediately. The following studies show that the leadership and

management of the madrasah head at MAN 1 Sungai Penuh affect the quality of education in the school.

2) Power and authority

It appears that the head of MAN 1 Sungai Penuh has delegated responsibilities to all madrasah staff members according to their respective strengths and areas of expertise to ensure that all programs run smoothly and efficiently.

In addition, rumor has it that the head of the madrasah at MAN 1 Sungai Penuh never discriminates in assigning tasks to staff; instead, he always takes into account the personal history and expertise of each employee.²⁶ The head of MAN 1 Sungai Penuh is also required to have a strong character and be protective of all aspects of the madrasah, according to professors at the educational institution.

D. CONCLUSION

Overall MAN 1 Sungai Penuh provides a quality education. This is evident in the way the school administration and faculty members carry out their responsibilities as professional staff members, ensuring that students receive a rigorous and engaging education. The head of the madrasah and professors are entrusted with administrative duties and educational advancement, both of which require a strong work ethic and discipline. Effective leadership and management at MAN 1 Sungai Penuh is an indicator of the high competence of the madrasah head. This is especially true in the areas of 1) managerial technical skills, 2) managerial technical skills in human relations, and 3) conceptual managerial technical skills. The management of MAN 1 Sungai Penuh has made the right decision in implementing its education program, as this is a key component in madrasah leadership and management. In this case, the madrasah leadership seems to have a deep understanding of the problems that arise within the institution and is aware of the fact that serious consequences will occur if there is no quick resolution.

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