

# The Leadership Competencies Of Madrasah Principalln Improving TheProcess Of Islamic Religious Learning

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## **Abstract.**

*The function of the principal of madrasah as supervisor included some activities related to the awakening of the spirit, cooperation of teachers, the fulfillment of madrasah tools, the equipment for smooth learning, the development of the knowledge and some skills of teachers' cooperation between madrasahs and the community. The aimed were to enhancing the quality of education and teaching the students. Therefore, in order to improving the effectiveness and efficiency in learning, the madrasah principal had double responsibility, those were: a) the madrasah administration, it created an enjoyable of learning situation, and b) doing the supervision. So, he could do a well job, it was guiding the students' growth.*

**Keywords:** *The leadership of madrasah principal, Learning Process*

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## **I. INTRODUCTION**

In this modern era, the more it feels how important the role of the organization is to human interests, no one among these humans seems to be born until the moment of death is not tied to the organization. A madrasah is an organisation which complex and unique, so it needs a high coordination. Therefore, a successful madrasah principal, namely the achievement of the goals of the madrasah and the goals of the individuals in the madrasah environment must understand and master the role of the organization and the cooperative relationship between individuals. There are many definitions of leadership, Purwanto concludes that leadership is a set of abilities and personality traits, including authority, to serve as a means to convince those they lead so that they are willing and able to carry out the tasks assigned to them willingly. full of enthusiasm, there is inner joy, and feels not forced.<sup>i</sup>The principal of the madrasah has an important role in the process of developing human resources in general, and must strive to improve the quality of education in particular. In addition to playing an important role in human resources, the madrasah head must be responsible for administrators and supervisors. The principal as a supervisor is in charge of stimulating teachers to have a desire to solve teaching problems and develop curriculum.<sup>ii</sup> Supervision is one of the main tasks in the administration of education, not only the work of inspectors and supervisors, but also the work of the head of madrasah to his madrasah employees. The principal's task as a supervisor means that he must research, seek and determine which conditions are needed for the progress of his madrasah. The head of the madrasah must be able to examine which conditions exist and are fulfilled, and which ones do not exist or are less than optimal.

In a formal education (madrasah), the madrasah head functions as a managerial madrasah leader who is required to be able to manage the madrasah he leads so that the madrasah develops and makes progress from time to time. Likewise, madrasah principals are also required to have the capacity for the entire structure of the madrasah environment in order to support the learning process and high student enthusiasm for learning. Thus the head of the madrasah is the driving force for madrasah resources so that it is often called the determinant of the success or failure of madrasah activities in other words the madrasah is determined by the leadership quality of the madrasah head. In this era of globalization, madrasah principals are required to be able to improve their professionalism, so that they are able to manage the education process effectively and efficiently and of high quality. The success of managing the learning process effectively, efficiently and of high quality does not only

depend on the principal, but also on the teacher. because the teacher is a party directly involved in the learning process in the classroom. The success or failure of a teaching program ultimately depends on the teacher as a teacher. Therefore, it is necessary to have a good relationship between the principal and the teacher. The lesson material in the learning process is only a stimulus for the actions of educators or teachers, also only an act of providing encouragement in learning that is aimed at achieving learning goals. Between learning and teaching and education is not something separate or contradictory, in fact the teaching and learning process is an integrated aspect of the educational process.

## II. METHOD

In this study used a qualitative case study. The qualitative research method was scientific research that aims to understand a social phenomenon by prioritizing a process of deep interaction and communication between researchers and the phenomenon under study.<sup>iii</sup> Thus, in qualitative research, the researcher became the source of the instrument, namely the direct data collector. This research was descriptive analysis which the data collection is done through; observation, interviews, and documentation. Then, the researchers conducted the analysis until the research declared completely.

## III. RESULT AND DISCUSSION

### The Leadership of Principal

Leadership was a collection of some abilities series and personality traits, it was including authority to serve as a means to convince those they lead so that they were willing and able to carry out the tasks assigned to them willingly, enthusiastically, there was an inner joy, and feeling good about themselves. And they did not feeling forced.<sup>iv</sup> Meanwhile, according to Indra Fachrudi leadership was an activity in guiding a group in such a way that the group's goals were achieved which is a common goal. In the Big Indonesian Dictionary, it is stated that the head of a madrasah was a leader in a madrasah.<sup>v</sup> The principal of the madrasah was essentially a formal official, because his appointment was through processes and procedures based on applicable regulations. The head of the madrasah as an educational leader was the person most responsible for the success of education in his madrasah. According to Sutisna, as quoted by Sagala, the head of the madrasah tried to connect the goals of the madrasah with the madrasah and maximize creativity. Every madrasah principal had a great influence on teaching for good or for bad. Madrasah principals need instruments that were able to explain various aspects of the madrasah environment and its performance in monitoring the journey towards a promising future.<sup>vi</sup>

#### 1. The principal of Madrasah as Supervisor

Supervision was a process, meaning a series of continuous activities in the context of improving the quality of the learning process in a madrasah and professional improvement of teachers as educational staff. Supervision was assistance given to all staff to develop a better teaching and learning situation.<sup>vii</sup> Assistance provided, both in the form of administrative techniques and educational techniques. The assistance was given in a systematic, democratic, cooperative, constructive and creative manner.

#### a. Doing the Duties and Responsibilities

Supervision was the activity of determining the essential conditions or requirements that would ensure the achievement of educational goals.<sup>viii</sup> From the definition above, the principal's task as a supervisor means that he should be good at researching and determining which conditions are needed for the progress of his madrasah so that the educational goals at the madrasah can be achieved as much as possible.

According to the FKIP-UMS's Team, the duties of the principal as a supervisor can be stated as follows:

- 1) Helping teachers to better understand the purpose of education, students, and the educational environment.
- 2) Helping teachers to better planning, implementing and assessing the teaching and learning activities

- 3) Helping teachers to develop teaching designs correctly and appropriately.
- 4) Helping teachers to be able to carry out teaching and learning activities well
- 5) Helping teachers to be able to assess teaching and learning processes and outcomes correctly and appropriately
- 6) Helping teachers to improve teaching and learning activities in the classroom, including managing a more effective class.
- 7) Helping teachers to develop ways of assessing student learning outcomes.
- 8) Assist teachers and other madrasah personnel to provide guidance and counseling services, including career guidance.
- 9) Helping teachers to be able to translate the curriculum into teaching and learning programs correctly and appropriately.
- 10) Helping teachers to take advantage of existing learning resources in order to improve the quality of learning and learning outcomes.

There was a few problem which faced by a supervisor in carrying out their duties. In an effort to solve problems, he should hold fast to Pancasila which is a basic principle which is the main basis for carrying out his duties and obligations as a supervisor. In addition to these basic principles, according to Indra Fachrudi, there were two principles, namely positive principles and negative principles. The positive principles were principles that we should follow, while negative principles were principles that we should avoid. The positive and negative principles included:

1) Positive principle

- a) The supervision carried out in a democratic and cooperative manner.
- b) The supervision was creative and constructive.
- c) The supervision must be scientific and effective.
- d) The supervision must be able to give the teacher a feeling of security.
- e) The supervision must be based on reality.
- f) The supervision must provide opportunities for supervisors and teachers to conduct self-evaluation.

2) The Negative principles

- a) A supervisor must not be authoritarian.
- b) A supervisor cannot find fault with teachers.
- c) A supervisor is not an inspector who is assigned to check, whether the rules and instructions that have been given are implemented or not.
- d) A supervisor should not consider himself superior to the teacher.
- e) A supervisor should not pay too much attention to small things in the way the teacher teaches.
- f) A supervisor should not be easily disappointed, if he failed.<sup>ix</sup>

In general, some activities or efforts that can be carried out by the head of the madrasah in accordance with his function as a supervisor included:

- 1) Generating and stimulating teachers and madrasah employees in carrying out their respective duties as well as possible.
- 2) Trying to procure and equip the tools and equipment of the madrasah.
- 3) Together with teachers trying to develop, find, and use teaching methods that are more in line with the demands of the current curriculum
- 4) Fostering good and harmonious cooperation
- 5) Trying to improve the quality and knowledge of teachers and madrasah staff.
- 6) Fostering cooperative relationships between madrasahs and BP3 or POMG and other agencies in order to improve the quality of education for students.

In particular, the activities that may be carried out by the madrasah principal as a supervisor were:

- 1) Attending the meeting.
- 2) Discuss the goals and philosophy of education with teachers.
- 3) Discuss methods and techniques in the context of fostering and developing the learning process.
- 4) Guiding teachers in the preparation of semester programs and lesson unit programs.
- 5) Guiding teachers in selecting and assessing books for the library for students.
- 6) Guiding teachers in analyzing test results and their use for improving the learning process.
- 7) Conducting the class visits in the context of clinical supervision.
- 8) Conducting observation visits for teachers to improve their teaching methods.
- 9) Hold individual meetings with teachers about the problems they face.
- 10) Organizing manuals or bulletins on education within the scope of their duties.
- 11) Interviewing with parents.

### **b. The Supervision Techniques**

As a supervisor, the activities that can be carried out by the head of the madrasah in the context of providing guidance to members can be carried out depending on the problems encountered, the place and time and the number of members faced, if what is faced by a madrasah principal may be able to hold direct communication depending on the problems faced. To achieve the goals of educational supervision, a supervisor could use group and individual techniques.

#### 1) Individual technique

What is meant by individual technique is a matter that is personal, especially special or secret. Then the technique used should be an individual technique.<sup>x</sup>

#### 2) Group technique

The group technique was the one that was used, it carried out in one group.

Based on this opinion, it could be concluded that the upgrading group also includes group supervision techniques, because by upgrading teachers in certain fields of study they can improve their profession so that they will carry out effective and efficient tasks. Then in this case the head of the madrasah must act as a manager and supervisor of the follow-up implementation of the results of the upgrading.

## **2. Learning Process**

Dimiyati and Mudjiono quoted by Sagala explained that learning was a teacher activity programmed in instructional design. It make an active learning which emphasizes the provision of learning resources. Meanwhile, in the National Education System Law No. 20 2003 year, learning was a process of interaction between students and educators. It also a learning resources in a learning environment.<sup>xi</sup> Learning as a learning process built by teachers to develop a creative thinking that could improve the ability to construct new knowledge as an effort to improve good mastery of the subject matter. In the opinion above, it can be concluded that the purpose of the learning process was to be a real human, mature and independent. The elements in the learning process were:

### a. Lesson Plan

In the context of teaching, planning can be defined as the process of compiling subject matter, used of teaching media, used of teaching approaches and methods, and assessment in an allocation of time that will be carried out at a certain period to achieve predetermined goals.<sup>xii</sup> Teachers have an important role in determining the quantity and quality of teaching they do. Therefore, teachers must think about and plan carefully in increasing learning opportunities for their students and improving the quality of teaching. In essence, if an activity is planned in advance, then the purpose of the activity will be more focused and more successful. Teaching is a series of events that are planned to be delivered, to activate and encourage student learning which is the process of assembling learning situations (consisting of classrooms, students and curriculum materials). It

make a learning more easier.<sup>xiii</sup>This plan can be useful for teachers as self-control in order to improve their teaching methods and can be used as a reference for teachers to carry out teaching and learning activities so that they are more directed and run efficiently and effectively.

The main components in learning planning are as follows:

- a. Formulating Goals
  - b. Set material
  - c. Media Planning
  - d. Evaluation Planning
- b. The Implementation of Learning
  - c. Learning was essentially a process of interaction between students and their environment, resulting in changes in behavior for the better. In this interaction, there were many factors that influence it, both internal factors that came from within the individual, as well as external factors that come from the environment.<sup>xiv</sup>

In learning, the main task of the teacher is to condition the environment to support behavior change for students. The implementation of the teaching and learning process is the ongoing process of teaching and learning in the classroom which is the core of educational activities in madrasahs.

- a. Opening Lessons

Opening a lesson was an effort or activity carried out by the teacher in educational interaction activities to create pre-conditions for students so that their mental and attention are focused on the material to be studied, so as to have a positive effect on learning activities.<sup>xv</sup>

- b. Delivering Material

Material or subject matter is essentially the content of the subject matter given to students in accordance with the curriculum used.<sup>xvi</sup>

- c. Application of Method

Teaching method is a method that contains standard procedures for carrying out educational activities, especially activities for presenting subject matter to students.<sup>xvii</sup>

According to Suryosubroto, the teaching method is one of the methods used by teachers in establishing relationships with students during teaching. With the teaching method, it hoped that various student in learning activities would grow, in connection with the teacher's teaching activities. In other words, educational interactions would be created.<sup>xviii</sup>In this interaction the teacher acts as a mover or guide, while students act as recipients. This interaction process would run well. If students were more active than the teacher. Therefore, a good teaching method was a method that could foster student learning activities by using various teaching methods. To choose the teaching method that would be used in the context of teaching planning, the certain factors needee to be considered. This was as follows:

- 1) Conformity with instructional objectives

Each teaching method has its strengths and weaknesses seen from various angles. But what is important for the teacher, whichever teaching method will be used, must first be clear about the objectives to be achieved, the specific instructional objectives and general instructional objectives.

- 2) Implementation was seen from the time and means

In addition to starting from the objectives to be achieved, in choosing a teaching method, it is also necessary to consider the available time and facilities.<sup>xix</sup>

It was undeniable that the most popular learning method in Indonesia, even in developed countries, was the lecture method or what was often called lecture or lecturing. In addition to using the lecture method, we could also use the question, answer method and demonstration.

- d. Media Usage

Learning media was defined as everything that can be used to channel messages, stimulated thoughts, attention, and willingness of students that could encourage the teaching and learning processes.

Meanwhile, according to Zaini, learning media were all forms of stimulants and tools provided by the teacher to encourage students to learn.<sup>xx</sup>

#### e. Closing the Lesson

Closing the lesson can be interpreted as an activity carried out by the teacher to end the lesson with the intention of providing a comprehensive picture of what students had learned and its relationship to previous experience, knowing the level of student success, and the success of the teacher in the implementation of the learning process.

### C. Learning Evaluation

Learning activities was an action or activity used to seeing how far the goals of the instructional had been reached by students on the results of teaching. It shown after they took their learning experiences (teaching and learning process).<sup>xxi</sup> In the development of teaching programs there are two main functions of evaluation that need to be realized; First, determine the level of program effectiveness in achieving its objectives. Second, identify the parts of the teaching program that need to be improved.<sup>xxii</sup> According to carrying out supervision so that he can carry out his duties properly, namely in guiding the growth of students. In learning management, madrasah principals must be able to organize learning programs, starting from curriculum planning to assessment and development. From this learning management, it hoped that a good teaching and learning program can be realized.

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