

Leadership of Madrasah Heads in Improving the Quality of Educational Institutions (Case Study at MAN 2 Malang City)

Mohammad Zaini

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia.

*Corresponding Author:

Email: mohzainimm@gmail.com

Abstract.

Determine and analyze the leadership of madrasa heads in improving the quality of educational institutions in MAN 2 Malang City. The research method used is a qualitative research method with a phenomenological research type. Data collection techniques are interviews, observation and documentation. Data analysis by condensing data, presenting data and drawing conclusions/verification. The results of the research: 1) the head of the madrasah in mobilizing to improve the quality of educational institutions in MAN 2 Malang City was carried out by; participate in preparing lesson plans, select teachers who are competent in guiding students in self-development, provide motivation to subordinates, form team work (cooperation), coordinate task activities for participating in training, the head of the madrasah also holds meetings with subordinates, and provide motivation to subordinates by setting a good example. 2) The leadership of the madrasa head in directing improving the quality of educational institutions in MAN 2 Malang City is carried out by; the head of the madrasah motivates teachers to be more creative, and coordinates the results of their work, the head of the madrasah always evaluates teacher activities, and holds official meetings with subordinates, by providing motivation to teachers during official meetings, the head of the madrasah gives a task for teachers to take part in training, the head of the madrasah gives the teacher the task of making lesson plans, the head of the madrasah also sets a good example for his subordinates to be an example of hard work for his subordinates. 3) The leadership of the madrasah head in influencing the improvement of the quality of educational institutions in MAN 2 Malang City is carried out by the madrasah head giving awards to teachers who excel in guiding students, the madrasah head providing role models and providing attention, providing welfare, setting a good example well, providing motivation to subordinates, the head of the madrasah supports and gives appreciation to the achievements of his subordinates.

Keywords: *Madrasa head leadership and quality of educational institutions.*

I. INTRODUCTION

Madrasahs, as educational institutions with Islamic characteristics, attract the attention of various groups, especially education observers (Hanum, 2016). The interest of education observers is caused by many things, including: (1) the position of madrasahs is very strategic and vital in developing the nation's generation whose number of students is very significant; (2) in quantity, madrasahs in Indonesia, both public and private, have experienced an increase which is quite significant and spread throughout the territory of the Republic of Indonesia; and (3) there is an opinion that madrasahs seem to be marginalized and marginalized from the mainstream of national education and are considered new entrants who are considered to be experiencing many problems in terms of quality, management and curriculum. (Sudrajat, 2019). On the other hand, major changes are occurring around Islamic education, which like it or not, madrasahs must face and require changes to occur so that Islamic education, including madrasahs, becomes an alternative or even the main choice for the Indonesian people. (Baharun, 2019). Madrasahs as educational institutions born from and for society must as quickly as possible improve themselves in responding to the demands of society and the world. Education is a vehicle for forming the nation's character. School education is also the main space where the young people of the nation's hopes struggle and compete to get a decent education so they can compete on the global stage. (Haryanti, 2014). Along with the development of times and needs, the challenges in the field of education are getting bigger in order to be able to prepare students who are able to compete on the global stage.

However, with these increasing challenges, the world of education in Indonesia still has many obstacles to the quality of education, including the ability of leaders to carry out their leadership, such as leaders who are able to bring education to a higher quality. The first demand, namely regarding the quality of education, is mandatory and must be a top priority. If education is of good quality it will automatically be able to answer problems or demands, secondly regarding the issue of relevance to the development of

societal needs occurring in the digital era. Based on existing conditions in the field, the quality of education greatly influences the quality of educational institutions. Quality education is produced by the quality leadership of the madrasah head, a quality madrasah head is professional. A professional madrasa head is one who is able to manage and develop a madrasa in a comprehensive manner, therefore the madrasa head has a very important and strategic role in realizing the vision, mission and goals of the madrasa. Professional madrasa heads carry out their duties fully in order to improve the quality of education, so that they can produce quality output and outcomes.

The professionalism of the madrasa head will show the quality of the madrasa head's performance (Ruslan, 2017). The madrasa head is one of the educational components that plays the most role in improving the quality of education. As stated in article 12 paragraph 1 PP 28 of 1990 that: "school principals are responsible for the implementation of educational activities, school administration, development of other educational staff, and the utilization and maintenance of facilities and infrastructure" as well as the Minister of National Education Regulation number: 13 of 2007 dated April 17 2007 concerning school/madrasah principal standards, article 1 paragraph reads "To be appointed as a school/madrasah principal, a person must meet the nationally applicable school/madrasah principal standards". Leadership is more focused on a leader's style in leading. As stated by prof. Imam Suprayogo "Leadership is the process of influencing individual or group activities to achieve certain goals in predetermined situations. In influencing the activities of individual leaders, they use power, authority, influence, traits and characteristics, and the aim is to increase group productivity and morale." (Solahudin, 2018). In carrying out his duties as a madrasa head, there are many factors that hinder the achievement of quality education. The leadership of the madrasa head when seen from the low performance of the madrasa head. Based on empirical experience, it shows that on average madrasa heads lack academic ability, lack self-motivation, lack enthusiasm and work discipline, and have narrow insight. (Ibrahim, Alfiah, & Roesminingsih, 2022).

This phenomenon is caused by the fact that the screening process does not meet competency, is not procedural enough, is less transparent, is not competitive and internal factors of the madrasa head can be an obstacle to the growth and development of becoming a professional madrasa head. The lack of professionals has an impact on the low productivity of madrasa heads in improving the quality of education. Studies of the success of madrasah principals in leading school institutions show that the madrasah principal is someone who determines the center point and rhythm of a madrasah. The madrasa head as the top leader has the authority and power as well as an effective leadership strategy to manage and develop his subordinates professionally (Soim, Haryanti, Mufron, & Erfiana, 2022). The study further concluded that the success of a madrasa is the success of the madrasa head. In an effort to improve the quality of education, every educational institution will try to improve the quality of graduates. This is something that is impossible if education or madrasahs can produce high-quality graduates, but not through a high-quality educational process. To improve the quality of education, madrasah heads are required to be skilled in preparing, planning, directing, influencing, organizing, moving and supervising activities in the fields of teaching, student affairs, finance, public relations, facilities and infrastructure that a madrasah pays attention to in improving its educational institutions. (Supit, A.M Rawis, Markus Wullur, & N.J. Rotty, 2021).

The leadership of the madrasa head is said to be effective if: 1) the performance and growth of the organization increases, 2) the readiness of the organization to face challenges or crises, 3) there is satisfaction of the followers with the leader, 4) commitment to group goals, 5) there is psychological well-being of the followers, 6) there is development and improvement of the followers' human resources, 7) leaders can advance the organization to a higher position (Fitriani, Tahir, & Parawu, 2022). Thus, the principal is a professional staff or teacher who is given the task of leading a school where the school becomes a place of interaction between teachers who give lessons, students who receive lessons, parents as hope, users of graduates as recipients of satisfaction and the general public as pride. (Kencana & Umaeroh, 2021). If a madrasa head cannot organize, influence, invite, direct his members to achieve educational goals, fails to take advantage of existing opportunities, tends to apply a leadership style that merely carries out routine tasks, and does not have the perspectives as discussed above, then don't It is hoped that the quality of educational institutions will increase.

On the other hand, if the madrasa head has good enough potential, then he will tend to continue to improve the educational organization in the institution he leads. So that the quality of education automatically increases. Therefore, the head of the madrasah is the person who is really expected to be a leader in order to achieve educational goals and have good quality. The reason why the researcher took the title "leadership of madrasah heads in improving the quality of educational institutions is because researchers want to know how the leadership of madrasah heads in improving the quality of educational institutions, the quality that is a parameter in each educational institution or as an identity for the quality of the educational institution and what the background of the madrasah head is in improving the quality of educational institutions and implementation resulting from the leadership of the madrasa head in improving the quality of educational institutions. Meanwhile, the researcher's target place for conducting research was MAN 2 Malang City under the auspices of the Ministry of Religion. The researcher chose this place because, as has been known, this place has qualities that are developing very rapidly, so it can be seen that each leader has his own way of improving the quality of educational institutions.

II. METHODS

This research, when viewed from the location of the data source, is included in the field research category. Field research is to find where the events that are the object of research took place, so as to obtain direct and up-to-date information about the problem in question, as well as cross-checking existing materials. (Fitri & Haryanti, 2020). This research uses a case study type of research, based on research locations that have characteristics related to the leadership of madrasa heads in improving the quality of educational institutions in MAN 2 Malang City. By using this case study design, it is hoped that information and data will be obtained from various experiences regarding the discussion topics contained in the research focus. From this site we can then draw a common thread regarding the leadership of madrasa heads in improving the quality of educational institutions. The data collection procedure used in this research is: Participant Observation. In this case the researcher attempted to carry out systematic observations and recording of the symptoms that appeared at MAN 2 Malang City.

The implementation of the observation technique in this research is participant observation. The purpose of participant observation is to observe events as they occur naturally in the field. In this technique, the researcher involves himself or interacts directly with the activities carried out by the subject by collecting data systematically from the required data. In-depth Interview: The interview method for this research is used as a guide in conducting research. This researcher used in-depth interview techniques, namely by exploring in-depth information regarding the leadership of madrasa heads in improving the quality of educational institutions. Researchers will interview informants, madrasa heads and education staff. Documentation The documents in question can be photographs, madrasah documents, interview transcripts, and documents about the history of the madrasah and its development. All of this documentation will be collected for analysis for completeness of the research data. Data analysis is the process of systematically searching and compiling data that has been obtained from interviews, field notes and other materials, so that it can easily be shared with other people. Data analysis is the process of systematically searching for and organizing interview transcripts, field notes, and other materials that have been collected by researchers. This research uses a case study design, so analyzing the data is carried out in three stages, namely: data condensation, data presentation, and verification and conclusion drawing. (Basyit, 2019).

III. RESULT AND DISCUSSION

The leadership of the madrasa head in moving to improve the quality of educational institutions in MAN 2 Malang City

Based on the results of research at MAN 2 Malang City, the head of the madrasah mobilizes his subordinates to improve the quality of the madrasah. In moving subordinates to improve the quality of the madrasah, there are several ways used by the head of the madrasah. among them, the head of the MAN 2 Madrasah Malang City, the head of the madrasah encourages teachers to be disciplined, sets an example for his subordinates and guides every activity related to the subjects he teaches according to their field so that

the quality of the madrasah can increase for this reason, the head of the MAN 2 City madrasah Malang can mobilize his subordinates, then the head of the madrasah can mobilize his subordinates; to be more enthusiastic about working to carry out several activities including; The head of the MAN 2 Malang City madrasa was involved in preparing the RPP, selecting teachers who were competent in guiding students in self-development, providing explanations and motivation to subordinates on how to carry out tasks at the madrasa. This Research based on Sucipno (2017) who believes that leadership is the art or ability to coordinate and move an individual or group towards achieving the expected goals. A leader in leadership must be able to act as a platform in directing, guiding, mobilizing and coordinating the various potentials that exist in the organization and must be able to raise the enthusiasm of subordinates to achieve goals.

The results of this study are also in line with Anam (2018) Quoting the opinion of KI Hajar Dewantoro, he formulated three leadership behaviors, namely: 1) Ing ngarso sung tulodo, which means that even though the leader is at the front, he sets an example, 2) Ing madyo mangun karso, which means that when the leader is in the middle, he inspire determination and enthusiasm, and 3) Tut wuri handayani, which means when the leader is at the back, he plays the role of driving and driving force. The head of the madrasah participates in preparing lesson plans and learning syllabi, by supporting teachers with positive statements, giving awards to teachers who have worked hard to prepare innovative learning materials, for example by giving praise, appreciating teachers' achievements by giving praise and rewards/ Appropriate appreciation and provide constructive suggestions but avoid sharp and harsh criticism (Mafudah & Asrori, 2016).

The leadership of the madrasa head in directing improving the quality of educational institutions in MAN 2 Malang City

The madrasa head as the madrasa leader at MAN 2 Malang City is also responsible for achieving educational goals by increasing the professionalism of educational staff towards increasing student learning achievement, including motivating teachers to be more creative, coordinating work results, always evaluating activities. teachers, holding official meetings, providing motivation to teachers during official meetings, as an example of arriving early. It is based on the theory Baharun & Wibowo (2021) Leadership in directing includes, among other things: Idealizing influence with fairly high ethical and moral standards while still developing and maintaining a sense of trust between the leader and his followers as the basis; Inspiration that fosters motivation such as challenges in tasks and work; Intellectual stimulation with the aim of fostering creativity, especially creativity in solving problems and achieving a big common goal;

Individual consideration by realizing that each follower has unique existence and characteristics which also have an impact on differences in treatment when conducting coaching, because in essence each individual needs self-actualization, self-esteem and the fulfillment of various personal desires; Motivation, the ability to get commitment from everyone involved to the vision that has been explained is the second thing we need to do. When a transformational leader can create synergy within the organization, it means he should be able to create synergy within the organization, meaning he should optimize, motivate and provide energy to each of his followers. In practice, it could be a task or job that is truly challenging and provides an opportunity for them to be involved in a creative process, whether in terms of providing suggestions or making decisions in solving problems, so that this will also provide added value for themselves.

The leadership of the madrasa head in influencing the improvement of the quality of educational institutions in MAN 2 Malang City

The head of the madrasah influences his subordinates; they excel in various ways, namely the head of the madrasah gives rewards/awards to teachers who excel in guiding students, providing role models and providing attention, providing welfare, providing good examples in the form of providing motivation to work even harder, teaching discipline and give warnings to teachers who break the rules. This research result is based on Fau, Sarmini, & Asiyah (2022) that leadership is an activity to influence people so that they want to be directed to achieve institutional goals. This opinion is strengthened according to Daryanto (2001) which states that a madrasah head must be able to influence all the madrasah members he leads in positive ways to achieve educational goals in the madrasah. An organization needs to know what type of leadership exists and is ongoing and what the attitudes of subordinates are towards this type of leadership. These types of

leadership are norms of behavior used by a person at a time. Therefore, a person's leadership will be able to influence other people (Yukl, 2015).

Likewise, the discipline of employees (subordinates) will also be influenced by the attitudes and actions of their superiors or leaders. The relationship between leaders and members is partly determined by the leadership and behavior of the leaders themselves (Soim et al., 2022). Leadership type is a typical pattern of behavior of a leader when influencing his subordinates, what the leader chooses to do, the way the leader acts in influencing group members forms a leadership type, but which type is the best is not easy to determine. (Hidayati & Haryanti, 2022). Leadership types are authoritarian, democratic, and laissez-faire. From the three basic types of leadership, other types of leadership emerge, for example instructive, consultative, participative and delegative types. (Patoni & Haryanti, 2023). An autocratic leader is a leader who makes his own decisions because power is centralized within a person. In this leadership decisions are forced using rewards and fear of punishment. Leaders can only give orders, praise, or demand loyalty from subordinates. This system sometimes makes subordinates feel pressured, afraid, and forced to admit as if they were involved in decision making. In fact, they only do what their superiors want.

IV. CONCLUSION

Based on the results of the research and discussion, it can be concluded that: 1) the head of the madrasah in mobilizing to improve the quality of educational institutions in MAN 2 Malang City is carried out by; participate in preparing lesson plans, select teachers who are competent in guiding students in self-development, provide motivation to subordinates, form team work (cooperation), coordinate task activities for participating in training, the head of the madrasah also holds meetings with subordinates, and provide motivation to subordinates by setting a good example.

2) The leadership of the madrasa head in directing improving the quality of educational institutions in MAN 2 Malang City is carried out by; the head of the madrasah motivates teachers to be more creative, and coordinates the results of their work, the head of the madrasah always evaluates teacher activities, and holds official meetings with subordinates, by providing motivation to teachers during official meetings, the head of the madrasah gives a task for teachers to take part in training, the head of the madrasah gives the teacher the task of making lesson plans, the head of the madrasah also sets a good example for his subordinates to be an example of hard work for his subordinates. 3) The leadership of the madrasah head in influencing the improvement of the quality of educational institutions in MAN 2 Malang City is carried out by the madrasah head giving awards to teachers who excel in guiding students, the madrasah head providing role models and providing attention, providing welfare, setting a good example well, providing motivation to subordinates, the head of the madrasah supports and gives appreciation to the achievements of his subordinates.

REFERENCES

- [1] Anam, C. (2018). Pengaruh Motivasi , Kompetensi , Kepemimpinan , Lingkungan Kerja dan Disiplin Kerja Terhadap Kinerja Guru di Sekolah Menengah Kejuruan. *Dirāsāt: Jurnal Manajemen Dan Pendidikan Islam*, 4(1), 40–56.
- [2] Baharun, H. (2019). Management information systems in education : the significance of e-public relation for enhancing competitiveness of higher education. *Journal of Physics: Conference Series*, 1175(1), 0–4. <https://doi.org/10.1088/1742-6596/1175/1/012151>
- [3] Baharun, H., & Wibowo, A. (2021). Kepemimpinan Perempuan dalam Menciptakan Sekolah Ramah Anak. *Quality*, 9(1), 87–102.
- [4] Basyit, A. (2019). Madrasah Dan Sekolah Islam Elit Di Indonesia. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 15(1), 27–39. <https://doi.org/10.31000/rf.v15i1.1366>
- [5] Daryanto, H. M. (2001). *Administrasi Pendidikan*. Jakarta: Rineka Cipta.
- [6] Fau, M. W., Sarmini, & Asiyah, S. (2022). Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru di Yayasan Pendidikan Charitas. *Jurnal Manajemen Pendidikan*, 9(9), 60–71. Retrieved from <https://www>.

- [7] Fitri, A. Z., & Haryanti, N. (2020). *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed method dan Research and Development*. Malang: Madani Media.
- [8] Fitriani, Tahir, M., & Parawu, H. E. (2022). Peran Kepemimpinan Dalam Meningkatkan Kinerja Prajurit Komando Rayon Militer 1407-19 / Kahu Kabupaten Bone. *Journal Unismuh*, 3(2).
- [9] Hanum, F. (2016). Membangun Citra Madrasah Melalui Program Kelas Unggulan di MTsN 2 Bandar Lampung. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 4(3), 409.
- [10] Haryanti, N. (2014). *Ilmu Pendidikan islam*. Malang: Gunung Samudera.
- [11] Ibrahim, A. E., Alfiah, L., & Roesminingsih, E. (2022). IMPLEMENTASI GAYA KEPEMIMPINAN PARTISIPATIF PADA PENDIDIKAN DASAR DI ERA PANDEMI COVID-19. *Al-Idarah: Jurnal Kependidikan Islam*, 12(01).
- [12] Kencana, P. N., & Umaeroh, D. U. (2021). Pengaruh Kepemimpinan Kepala Sekolah Dan Motivasi Terhadap Kinerja Karyawan Pada Smk Puspita Bangsa Ciputat. *Jurnal Arastirma*, 1(1), 33–42. <https://doi.org/10.32493/arastirma.v1i1.10041>
- [13] Mafudah, L., & Asrori. (2016). Pengaruh Pemahaman Kurikulum, Motivasi Kerja dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMK. *Economic Education Analysis Journal*, 5(2), 389–401.
- [14] Patoni, A., & Haryanti, N. (2023). *Manajemen Humas dan pelayanan Publik Berbasis Digital*. Malang: Empatdua Media.
- [15] Ruslan, B. (2017). Pengaruh Gaya Kepemimpinan Partisipatif Kepala Madrasah Dan Peranan Orang Tua Siswa Terhadap Iklim Organisasi Mts Negeri Di Kabupaten Kaur. *Annizom*, 2(3), 574–589. Retrieved from <https://ejournal.iainbengkulu.ac.id/index.php/annizom/article/viewFile/1830/1541>
- [16] Soim, S., Haryanti, N., Mufron, A., & Erfiana, N. A. N. E. (2022). The Influence of Teacher Motivation and Skills on Performance through Leadership Intervening Variables. *Al-Hayat: Journal of Islamic Education*, 6(2), 71. <https://doi.org/10.35723/ajie.v6i2.298>
- [17] Solahudin, S. (2018). Peran Strategis Madrasah Swasta di Indonesia. *Jurnal Kependidikan*, 6(1), 91–106. <https://doi.org/10.24090/jk.v6i1.1717>
- [18] Sucipno. (2017). Pengaruh Kepemimpinan Pembelajaran Kepala Sekolah dan Kepuasan Kerja Terhadap Kinerja Guru Di SMP. *Manajer Pendidikan*, 11(1), 26–36.
- [19] Sudrajat, A. R. (2019). MADRASAH TSANAWIAH SATU ATAP (Penelitian di MTs SA Syifaurrahman Tasikmalaya) Asep Rahman Sudrajat UIN Sunan Gunung Djati Bandung. *Manazhim : Jurnal Manajemen Dan Ilmu Pendidikan*, 1(2), 166–182.
- [20] Supit, M., A.M Rawis, J., Markus Wullur, M., & N.J. Rotty, V. (2021). Analisis Supervisi Pendidikan Untuk Pengembangan Profesionalitas Guru Berkelanjutan. *LEADERIA: Jurnal Manajemen Pendidikan Islam*, 2(2), 87–107. <https://doi.org/10.35719/leaderia.v2i2.68>
- [21] Yukl, G. (2015). *Kepemimpinan dalam Organisasi*. Jakarta: PT Indeks.
- [22] Yunis Hidayati, & Nik Haryanti. (2022). Implementasi Kebijakan Pengawas Dalam Meningkatkan Kinerja Kepala Man 2 Tulungagung. *Jurnal Riset Rumpun Ilmu Pendidikan*, 1(1), 49–52. <https://doi.org/10.55606/jurripen.v1i1.21>.