

Improving Teacher Performance and Education Quality through Madrasah Principal Leadership

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ARTICLE INFO

Keywords:

keywords:
Madrasah Principal
Leadership,
Teacher Performance,
Education Quality

Article history:

Received 2023-05-23
Revised 2023-06-03
Accepted 2022-06-12

ABSTRACT

The purpose of this research: 1). To determine the performance of teachers and the quality of education in MTs Nurul Hikam Kapongan. 2). To find out the leadership of madrasah principals' performance and education quality. 3). To find out the supporting and habiting factors of madrasah leadership in improving teacher performance and the quality of education in MTs Nurul Hikam Kapongan Situbondo. In this study, a qualitative approach was used with a field observation study design. Data collection techniques with in-depth interviews, participant observation, and documented studies. The collected data is analyzed repeatedly. The credibility of the data is checked and matched between the results of the interview and the existing documents. The result of the study indicates that the decision-making is carried out by the head of the madrasah by considering the humanitarian side (high tolerance). Sometimes assisted by subordinates and sometimes the foundation participates in a structured, planned, programmed, and flexible process.

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1. INTRODUCTION

From the history of the establishment of madrasahs in Indonesia, madrasahs are one type of Islamic educational institution that is cultivated beside mosques and Islamic boarding schools (Kardi, Basri, Suhartini, & Meliani, 2023; Yamin, Basri, & Suhartini, 2023). Madrasah is interpreted as a term that refers to the process of learning from the informal to the formal. The equivalent of the word madrasa in Indonesian is school (Ansori, 2020). One of the educational problems faced by the Indonesian people today is the low quality of education and the low performance of teachers at every level, especially at the Madrasah Tsanawiyah

(MTs) and Madrasah Aliyah (MA) levels (Dian, Indayanti, Fanani, & Nurhayati, 2023; Owa-Onire, 2022). Various efforts have been made to improve the quality of education and improve teacher performance, including through various pieces of training and improving teacher competence, procuring books and learning tools, various educational facilities and infrastructure, and improving the quality of madrasah management (Halomoan, Moeis, & Yakubu, 2023). However, various indicators of the quality of education have not shown significant improvement. Some madrasas have shown quite encouraging results, but most of the others are still concerning.

At the most operational level, the madrasa head is at the forefront of coordinating efforts to build solid teamwork with all components related to the madrasa. The madrasa head is indeed not the only determinant of the effectiveness of a madrasa because there are many other factors that need to be considered, for example, teachers. But the madrasa head plays a very decisive role (Arif, Aziz, Harun, & Ma'arif, 2023; Arifin, 2009).

In the current big vision and mission of Indonesian education in general, the world of education is faced with the challenge of how to improve the quality of education (Annisa, Akrim, & Manurung, 2020; Ellis & Hoggard, 2018). Talking about the quality or quality of education, we have to look at the qualifications of the teaching staff. In Indonesia, there are even many teaching staff who do not have educator certificates and do not meet the qualifications of educators (Bahri, 2022). Therefore, from some of the situations and conditions that have been described above, the reasons why researchers want to examine matters relating to the efforts of madrasa heads in improving teacher performance will automatically improve the quality of education (Fatchurochman, 2021; Landa & Donaldson, 2022). Obstacles or obstacles that may have been faced by the principal of the madrasa. What difficulties are faced by the head of the madrasa in improving teacher performance and improving the quality of education in his madrasa (Rosyidi & Rosikh, 2022; Tunnisa, Damayanti, & Baharuddin, 2021).

Based on the explanation above, the researcher took the research title "Leadership of Madrasah Principals in Improving Teacher Performance and Education Quality at Madrasah Tsanawiyah (MTs) Nurul Hikam Kesambirampak Kapongan Situbondo. The reason the researchers chose the research location at MTs Nurul Hikam was that they wanted to find out how the madrasa head's leadership strategy was in improving teacher performance and the quality of their education because the output of MTs Nurul Hikam could be accepted into the best public and private schools/madrasas in Situbondo and was ready to compete with madrasas. other private/state This is proven by the many achievements that have been achieved by MTs Nurul Hikam, both academic and non-academic. Apart from that, the people of the Situbondo area and/or outside Situbondo chose MTs Nurul Hikam, not an alternative madrasa but instead made MTs Nurul Hikam the madrasa of choice.

The focus of this research is 1) How is the performance of teachers and the quality of education at MTs Nurul Hikam Kesambirampak Kapongan Situbondo? 2) What is the leadership strategy of the madrasah head in improving teacher performance and the quality of education at MTs Nurul Hikam Kesambirampak Kapongan Situbondo? 3) What are the driving and inhibiting factors for the leadership of the madrasa head in the process of

improving teacher performance and the quality of education at MTs Nurul Hikam kesambirampak Kapongan Situbondo?

2. METHODS

In this study, researchers used a type of qualitative approach that paid more attention to the formation of substantive theories based on concepts that emerged from empirical data. By paying attention to the existence of madrasas which are the subject of this research, this research is suitable for using document studies (document studies) in addition to researchers through existing literature, natural observation, interviews, and also phenomenology (Creswell, 2012).

In this study, researchers also used field research, meaning that they used information data obtained from the research field, namely at Madrasah Tsanawiyah (MTs) Nurul Hikam, and Kesambirampak Kapongan Situbondo. This type of field research is considered a broad approach in qualitative research, while Basrowi and Suwandi say that field research is a study of the realities of people's social life directly (Zamroni, & Umiarso, ESQ, 2011), especially at MTs Nurul Hikam.

The main instrument of this study was the researcher himself, who was assisted by supporting instruments, namely interview guidelines and observation checklists. Researchers try to avoid the influence of subjectivity and maintain the natural environment so that the processes that occur run as they should. In this study the researcher did not determine the duration or day, but the researcher continuously collected data at the right time and according to the opportunity with the informants. On the other hand, what researchers emphasize is the direct involvement of researchers in the field with informants and data sources.

3. FINDINGS AND DISCUSSION

3.1 Finding

At MTs Nurul Hikam Kesambirampak Kapongan Situbondo is an educational institution that stands in the middle of a very densely populated community environment and is located on the outskirts of the city to be precise in the village of Karang Layar kesambirampak Kapongan Situbondo. MTs Nurul Hikam, an institution that stands under the auspices of Islamic boarding schools, headed by Mrs. Hj. Murtiatun, he collaborated with the head of the Ning Hj Foundation. Rahmatillah she is a woman who is charismatic, smart, highly dedicated to her duties and responsibilities. It can be seen from his style and mindset in carrying out his duties and responsibilities. He has far-reaching views for the progress of educational institutions under his auspices.

According to Mrs. Murtiatun. *"Being a madrasa principal is a very extraordinary mandate. Because carrying out the task as a leader is not just carrying out tasks like flowing water but requires very broad knowledge and experience. Because at least in leading you have to understand leadership management."*

Becoming the head of a Madrasah, especially under the auspices of a pesantren, has a dual role. Apart from advancing the institution itself, it must also be able to advance its

peasants, whose benchmark is none other than the output of the madrasa graduates. MTs Nurul Hikam is among the advanced public/private schools/madrasas. MTs Nurul Hikam was able to win the hearts of the surrounding community or areas outside Situbondo and even outside Java to make MTs Nurul Hikam Kesambirampak Kapogan Situbondo the madrasa of choice and not an alternative madrasa.

The head of MTs Nurul Hikam and the chairman of the PP Nurul Hikam Foundation, both have a pattern of thinking that is not much different, so many creative and innovative activities are integrated into Islamic boarding schools. Both have a forward-thinking direction (visionary) and the mission and goals of the educational institutions they build are also concrete in accordance with the realities of the times. Interestingly too, they create systemic, structured, organized, and massive changes and developments which are an effort to modernize educational institutions that require creative touches from their leaders. Opening opportunities and collaborating with other parties, both internal and external to madrasas, both in the academic and non-academic fields.

The performance of teachers at MTs Nurul Hikam has met the standard requirements for teacher (teacher) professionalism. That consists of three aspects: (1) Professional ability which consists of mastery of subject matter, mastery and appreciation of the foundation of education and teacher training, as well as mastery of the process of education, teacher training and student learning. (2) Social skills, namely: the ability to adapt to work goals and the surrounding environment when carrying out duties as a teacher, (3) Personal skills which include a positive appearance towards situations, understanding and living the teacher's values in every appearance so that they become role models student.

Another opinion expressed by Soedijarto (1993) states that there are four abilities cluster tasks that must be mastered by a teacher. The abilities that must be mastered by a teacher, namely: (1) planning teaching and learning programs; (2) implementing and leading the teaching and learning process; (3) assessing the progress of the teaching and learning process; (4) build relationships with students. Meanwhile, based on Permendiknas No. 41 of 2007 concerning Process Standards for Secondary Education Units, it is described that the workload of teachers includes the following main activities: (1) planning lessons; (2) implementing learning; (3) assess learning outcomes; (4) guide and train students; (5) carrying out additional tasks (Soedijarto, 1993). This is proven in the Lesson Plan (RPP). An example of the author's RPP is attached in the attachment section.

The quality of education held by madrasas or schools is required to have educational standards. There are provisions for the quality of education at MTs Nurul Hikam which are contained in the Minimum Completeness Criteria (KKM), this minimum score standard is determined per KI, KD in each subject. The Kkm score at MTs Nurul Hikam for the general subject kkm score: 75, for the religious subject class score: 80, this value becomes the class grade score: 77.

The success or failure of the teacher's performance can be seen from the achievements that have been successfully achieved by the MTs Nurul Hikam teacher. Among them are: (1) Teacher's social skills: the teacher succeeds in winning the hearts of the community not only in the field of education but also in the field of society. For example: the community is

enthusiastic when the madrasa holds an event or activity without the madrasa teacher asking, residents voluntarily donate whatever they have. Example. Maulid activities, residents donated tumpeng, 1 Muharrom activities, residents enthusiastically participated in enlivening it by accompanying them on foot while carrying torches, compensation activities for orphans, residents also gathered at the madrasa to jointly give part of their fortune to orphans who attend Islamic boarding schools. And many more activities that are fully supported by the community. (2) Ability to cooperate with other institutions: for example cooperation with the police, health, KUA, other Islamic institutions or cooperation with interested parties in promoting their products, for example like Mayora, Roman Biscuits, Fresti, also the production of textbooks for PT. Yudistira, PT Intan Pariwara. In every madrasah activity, there is always an injection of funds from these products. (3) In terms of academic and non-academic MTs Nurul Hikam always brings many trophies or championships in the field of KSM or PORSENI every year.

Madrasah Principal Leadership Strategy in Improving Teacher Performance and Improving the Quality of Education at MTs Nurul Hikam

Regarding policy, the head of the madrasa in every decision-making and action-taking always prioritizes the human side, an attitude of kinship (tolerance). This family attitude is very strong and closely created in every madrasah activity. So that the relationship between teachers, teachers and students, teachers and guardians of students is very humane. This kind of thing is certainly exemplified by a leader who really prioritizes stable ethics, morals and emotional intelligence. In a policy that prioritizes the human side, this kinship is able to foster the identity of the madrasa community which is reflected in the feeling of belonging and being proud to be part of a formal educational institution under the auspices of the Nurul Hikam Islamic boarding school. This can lead to a high tolerance attitude within the madrasa community, especially mutual respect for the differences of each individual through the principle of "unity in diversity".

Regarding workload, even though almost every teacher has multiple or even multiple workloads, that is not used as an excuse for not completing their responsibilities properly. Able to build a collective-collegial performance pattern so that it can bring up optimal educational services with a high sense of optimism to achieve success in realizing madrasah goals. Regarding the behavior of the leadership, the leadership acts as a role model for the madrasa community. Leaders show determination, steadfastness in achieving goals, and take full responsibility for educational programs, greatness of hope (vision and mission) framed by Islamic culture, leader behavior builds rational obedience, leaders also build religious awareness which includes three dimensions, namely dimensions of aqidah, worship, and morals, leader behavior emphasizes charisma.

Madrasahs have a very distinctive concept of values and are a characteristic of values that are internalized in learning and in the daily behavior of the madrasah community, such as the concepts of the values of ridha, barokah, tawaddu' and takdzim. Leaders easily build relationships with anyone related to the future development of madrasah education. In this case the head of the madrasa plays an important role in the success of the madrasa. Based on the description above, it can be understood that there are supporting and inhibiting factors in

the implementation of the madrasa principal's work program, madrasas need to create a more conducive learning environment for students that inspires students.

MTs Nurul Hikam has the flagship tahfidz program, this program is integrated with Islamic boarding schools, meaning that tahfid activities are not internalized in madrasah activities but are included in Islamic boarding schools. This happened because in madrasas there were no human resources with tahfidz qualifications.

Another inhibiting factor is in terms of supervision and evaluation of the madrasa head. The headmaster of MTs Nurul Hikam Kapongan has not improved and collaborated with the school committee and parents when planning joint monitoring and evaluation as a requirement for madrasas every academic year and planning of Madrasah activities, even though the headmaster has tried to communicate with each other and be open in dealing with existing problems. Both from internal and external institutions, as learning dynamics which are full of challenges and opportunities in the future.

In the administration section, the various duties and responsibilities are sometimes only handled by one or two people, for example; Madrasah OP doubles as technicians, teaching staff, and curriculum. The treasurer doubles as administrative staff, and teaching staff, infrastructure, student scout trainers and sports teachers. This kind of thing will not complete the task with the planned target optimally.

3.2 Discussion

Implementation of Madrasah Principal Leadership in Improving Teacher Performance and Quality of Education at Mts Nurul Hikam.

Teacher performance and quality of education at MTs Nurul Hikam Kapongan

Complete responsibilities well. Able to build collective-collegial performance patterns so that they can bring up optimal educational services with a high sense of optimism to achieve success in realizing madrasah goals. In completing obligations or performance bills, all educators and educational staff help each other and work hand in hand to complete each other's obligations (Barnoto, 2020; Colthorpe, Gray, Ainscough, & Ernst, 2021). Not infrequently all teachers work on goods at the madrasa (overtime) so that obligations can be completed on time, which have been previously determined, coordinated and accompanied by the head of the madrasa (Pratiwi & Amalia, 2021).

Implementation in improving teacher performance so as to produce good quality, at MTs Nurul Hikam there are three benchmarks, namely efficiency, effectiveness and productivity. It is said to be efficient if the goals are achieved optimally but fewer resources, funds, infrastructure are used. MTs Nurul Hikam has never been left behind in the inter-madrasa competition every year, both in the academic field: madrasa science competition (KSM) and non-academic: Arts Sports Week (PORSENI). Both at the sub-district, district and often advanced at the provincial level.

After the author conducted research through direct observation (through participating in madrasah activities) and indirectly (through data observation, interviews), the success of teacher performance can be seen in various activities including: (1) Community social activities, (2) Collaborative Activities with parties or other institutions, (3) Competition activities both academic and non-academic.

The leadership strategy of the head of MTs Nurul Hikam Kapongan

Good human resource management is aimed at increasing the contribution that can be made by subordinates in the organization towards achieving organizational goals. The formation of an organizational unit that manages human resources is intended not as a goal, but as a tool to increase the efficiency, effectiveness and productivity of the organization's work as a whole (Siagian, 1982).

Implementation in improving teacher performance so as to produce good quality, at MTs Nurul Hikam there are three benchmarks, namely efficiency, effectiveness and productivity. It is said to be efficient if the goals are achieved optimally but fewer resources, funds, infrastructure are used. Effectiveness is the use of resources, funds, infrastructure in a certain amount that is consciously determined beforehand to achieve maximum goals (Bahri & Arafah, 2020). With a certain quality, at the right time, this highlights the first few things, the resources, funds, facilities and infrastructure that can be used have been determined and limited. The second, determines the quality of the results and the third, sets the deadline for the results (Daft, 1999).

Meanwhile, regarding productivity, it can be shown in the following matters: (1) The focus of attention is directed to maximizing work results, for example increasing the quality of education. (2) The maximization of work results is adjusted to the use of resources, funds, other facilities and infrastructure, the amount of which has been determined and limited. (3) Determine the time limit in achieving goals. That's how MTs Nurul Hikam determines its strategy to improve teacher performance and the quality of Madrasah education.

Madrasa Principal Leadership Challenges

Madrasah heads in carrying out their leadership certainly have supporting and inhibiting factors in improving teacher performance and the quality of education. solid teamwork, teacher competence, student background, infrastructure, finance, programs that are in accordance with the times, curriculum (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020; Siregar, Mesiono, & Neliwati, 2022). Madrasahs as Islamic educational institutions aim to produce national cadres, experts and at the same time as the next generation, who are currently faced with a new social process of change and the turn of the times supported by the latest pace of science and technology (Dian, Faizal, & Hasanah, 2022). Then it will bring changes to human social life. With changes in human life, madrasahs are required to try as much as possible. To adapt to this situation, by making necessary updates.

Aside from being a guideline for human life, the Qur'an also hints at this as contained in QS. 13:11, which means *"Indeed, Allah will not change the condition of a people until they change what is in themselves."*

The inhibiting factors of a madrasah head in improving teacher performance and quality of education at MTS Nurul Hikam are inadequate facilities and infrastructure, however, even though the facilities are minimal the teachers are still enthusiastic about being creative with students. The solution for dealing with teachers who lack IT skills is that there will be accompanying teachers when there are administrative requests related to the application.

Likewise with teachers whose teaching methods are less creative or monotonous, these teachers are included in a technical guidance, MGMP, peer guidance, or sometimes through a

teaching team. This is done in the hope that there will be changes so that teaching methods and techniques are more creative and innovative.

All teachers at MTs will become the foundation of both the parents of the students and the students themselves, starting with the activeness of students to financing and other educational issues. The period of the corona virus pandemic (covid 19) was the biggest obstacle for the world of education not only at MTs Nurul Hikam but throughout the world of education in general. The process of teaching and learning activities is carried out online, things like this have a very extraordinary impact on the world of education for students who in their time need a real and whole, perfect role model. So that students can only absorb knowledge without absorbing the good character of the teacher. So that student delinquency or indiscipline is getting higher.

The majority of MTs Nurul Hikam students come from underprivileged families where the students' parents go to the fields to care for other people's rice fields even before their children wake up from their sleep. So, parents' attention to children is very minimal, this adds to the attitude and behavior of children getting more and more erratic, in the end, children do whatever they like. Without any control from teachers and parents. The lack of participation of parents of students in the implementation of education. This sort of thing happens to students who don't live or don't queue at Nurul Hikam's boarding school, for students who do attend will have more control over their attitudes, manners, and daily activities.

The new school year 2022/2023 will be a year full of hope, because MTs Nurul Hikam will activate all students, both students living in dormitories and non-resident students. The driving factors for madrasah heads in carrying out their strategy are solid teamwork. The principal of the madrasah has the power of a loyal and competent work team (subordinates). So, whatever the obstacles are, it doesn't mean that madrasa activities don't follow the existing regulations from the central ministry of religion.

One of the driving factors in realizing the school's vision, mission, goals and objectives is the principal's strategy, which is implemented in a planned and methodical manner. This statement is based on the idea that a leader has authority over employee behavior in terms of planning, directing, coordinating and supervising it according to management functions (Nilda, Hifza, & Ubabuddin, 2020; Puspitasari, Sulaiman, & Supriyanto, 2020). A good leader is one who is open to change, criticism, and recommendations from subordinates, and who often considers their well-being. Leaders can also have an impact on organizational processes and design systems tailored to the needs of individuals, groups, and organizations.

4. CONCLUSION

Based on the results of the description of the discussion that has been stated above, it can be concluded that: Teacher performance and quality of education at MTs Nurul Hikam Kapongan. The performance of teachers at MTs Nurul Hikam has met the standard requirements for teacher (teacher) professionalism, namely: (a). professional ability, (b). social skills, (c). personal ability. As Ki Hajar Dewantara's motto "Ing Ngarso Sung Tulada, Ing Madya Mangun Karsa, Tut Wuri Handayani" Build a collective - collegial performance pattern so that it can bring out optimal educational services with a high sense of optimism to achieve success in realizing madrasa goals. The guidance of colleagues and the teaching team is something that is always done so that they can carry out their duties and responsibilities as well as possible. MTs Nurul Hikam has never been left behind in the inter-madrasa competition every year, both in the

academic field: madrasa science competition (KSM) and non-academic: Arts Sports Week (PORSENI). Both at the sub-district, district and often advanced at the provincial level.

As an effort by the head of MTs Nurul Hikam Kapongan to improve teacher performance, Mrs. Hj. Murtiatun took a step; (a). determine the management that will be implemented at MTs Nurul Hikam Kapongan, (b). form the structural/management of education at MTs Nurul Hikam Kapongan, (c). make a madrasah work plan, (d). determine teacher performance achievement standards, (f). carry out supervision, evaluate the success of performance programs, (g). give awards to teachers who have good performance, as a motivation for the spirit of work for other teachers. As an effort by the head of the madrasa to improve the quality of education at MTs Nurul Hikam Kapongan, Mrs. HJ. Murtiatun took steps: (a). First, encouraging and facilitating all teachers and employees to develop their own quality through technical guidance, seminars or workshops both online and offline, so they can work professionally. (b). Second, the head of the madrasa serves adequate educational needs such as completing infrastructure in the madrasa, so that teachers and employees work well and optimally according to plan. (c). Third, openly announce the achievements in performance, by teachers and employees as well as the successes and achievements that have been achieved as the goal of motivating others and giving awards.

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