

Implementation of Internal Policy Head of Madrasah In Improving The Quality of Learning

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ARTICLE INFO

Keywords:

Policy;
Headmaster;
Education Quality.

Article history:

Received 2023-07-25

Revised 2024-01-13

Accepted 2024-03-17

ABSTRACT

This research endeavors to elucidate the execution of internal policies by the school principal to enhance educational standards. Employing a qualitative method with a descriptive approach, the study reveals that the madrasa head, vested with the responsibility of guiding the educational institution, holds a pivotal role in shaping its trajectory. Indeed, the effectiveness of the madrasa, particularly in terms of elevating educational quality, significantly hinges upon the leadership of the head. Various endeavors are undertaken to enhance educational quality, encompassing initiatives such as reinforcing teacher discipline, augmenting pedagogical knowledge, and providing coaching for teacher performance improvement. Additionally, efforts to elevate student standards include mentorship and ensuring the provision of necessary infrastructure conducive to learning. These measures are integral to fulfilling the role of nurturing the students' academic growth effectively.

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1. INTRODUCTION

Education holds significant importance in shaping individual development and self-actualization, as well as in contributing to national progress (Abdussyukur, Mursyidi, Nicolas, Syarfuni, & Muflihah, 2023; Anbiya, 2020). Acknowledging education's pivotal role as a catalyst for societal advancement, the government continually endeavors to enact reforms in various aspects of education, including personnel, financing, systems, and curriculum, with the primary objective of enhancing educational quality (Annisa, Akrim, & Manurung, 2020; Huda & Rokhman,

2021). This commitment is underscored by Article 4, paragraph 6 of the National Education System Law, which underscores that education is a collaborative effort involving all segments of society aimed at ensuring the delivery and oversight of high-quality educational services. Additionally, as articulated in this law, the overarching goal of education is to nurture individuals who are spiritually devout, possess exemplary character, maintain physical well-being, demonstrate intellectual prowess, exhibit creativity, foster independence, and embody democratic values while assuming responsible citizenship, thereby contributing to the advancement and dignity of the nation (Ikhwanisyah, Tanjung, Maspul, Firmanysah, & Amalia, 2023).

The principal, serving as a professional leader within educational establishments, plays a crucial role, given their authoritative position as the formal legal head of the institution (Haq & Roesminingsih, 2024; Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023). Positioned at the apex of the school hierarchy, the principal wields complete authority over the educational institution. Effective management of the principal's emotional intelligence is essential for fostering high motivation among teachers and cultivating a conducive school environment. By ensuring optimal management of teacher performance, the desired educational objectives can be attained (Dian, Trisna, & Huda, 2022).

The policy represents the actions undertaken by specific individuals to address prevailing challenges and instigate change (Ghamrawi, 2023). Take, for instance, education, which endeavors to equip students with the skills necessary to confront future challenges effectively (Azizah, Muchtar, & Putra, 2023; Bakar, Umroh, & Hameed, 2023; Hakim & Saryulis, 2023). Education stands as a paramount objective aimed at enhancing students' knowledge and intellect. It serves as the central focus and aspiration in nurturing human capital, as per the principles of human capital theory (Azizi, Atlasi, Ziapour, Abbas, & Naemi, 2021). Consequently, students are regarded as raw materials with untapped potential, necessitating development in the form of knowledge and other inherent abilities (S. Arifin, Utama, Aryani, Prayitno, & Waston, 2023). Hence, enhancing and refining the quality of the education system is imperative to ensure the production of individuals who are aligned with contemporary development and societal needs.

Regarding the principal's role as both a leader, supervisor, and educational administrator within the school under their stewardship, leadership exemplifies the cornerstone of their influence over subordinates (I. Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018). Therefore, the principal must exhibit positivity and democracy in their leadership style, as this fosters an environment conducive to effective and efficient teaching and learning processes (Abusin, Aliani, & Rofiq, 2021). Within the framework of the principal's policy aimed at enhancing teacher performance, several objectives must be delineated. These objectives encompass considerations such as individual needs, interests, and professional relationships, as well as aspects related to the school's atmosphere and culture (Hariyono, Sm, Hidayatulloh, & Huda, 2023; Hasanah, Gustini, & Rohaniawati, 2016). Additionally, attention is directed towards streamlining workflow, delineating policy objectives, establishing protocols, and furnishing curriculum and instructional materials (Suhermanto, Mansyuri, Ma`arif, & Sebgag, 2024). Furthermore, the principal's policy extends to the operational mechanisms within the school, encompassing administrative measures, reward systems, adherence to regulations, budget allocation, endorsement from school sponsors, administrative dedication, and community support (Daryanto & Siregar, 2017).

In the pursuit of enhancing educational standards, it is imperative for every institution to establish a quality assurance system, which serves as a directive for school principals endowed with professional competency (Rahman, 2019). Principals wield significant influence in effecting positive transformations within educational institutions, exerting their impact across all educational components, including teachers, students, and the broader community (Hariri, Monypenny, & Prideaux, 2016). Consequently, the educational system must ensure fairness in bolstering quality, alongside relevance and efficiency in educational administration, to confront the evolving challenges aligned with societal demands. The endeavor to enhance educational quality encapsulates a dynamic policy framework, characterized by continuous evolution rather than stagnation at any given point.

Numerous scientific studies have been undertaken to monitor student development within educational settings and to enhance educational standards. These studies can be categorized into three primary areas: First, research explores the influence of school principals in enhancing educational quality. Second, studies delve into the policies enacted by school principals in educational implementation. Third, research elucidates the provision of specialized services to students, which constitutes a crucial aspect of educational management services. Previous studies underscore the necessity for continual development of school principals' policies to bolster educational quality, thereby fostering student contributions to society.

In light of the preceding discussion, the researcher undertook a study to investigate the execution of internal policies by the madrasa principal aimed at enhancing educational standards at MDTA Riyadhul Manthiq Garut. It was hypothesized that by implementing the madrasa principal's policies, improvements in the school's educational quality could be achieved, thereby addressing contemporary societal challenges.

2. METHODS

The methodology employed in this study is qualitative research. Qualitative research seeks to comprehensively understand phenomena experienced by research subjects through descriptive analysis using words and language within a specific natural context, employing diverse methods. The researcher opted for qualitative methods due to their capacity to generate descriptive data derived from written facts and verbal expressions sourced from credible and accessible informants.

Data collection was conducted using informal interview techniques with various informants including principals, vice principals, teachers, and education personnel. The interview technique employed the snowball sampling model. Additionally, participant observation and documentation of several madrasah head policies, as well as documentation of supervision activities, were conducted. Data analysis followed the (Miles, Huberman, & Saldana, 2014) model.

3. FINDINGS AND DISCUSSION

Madrasa Head Program Planning in Improving Education Quality

The results showed that the program to improve the quality of MDTA Riyadhul Manthiq Garut was prepared based on the results of deliberation by all school staff at the beginning of each school year. The results of program evaluations that have not been completed are used as follow-up programs in the preparation of new programs. Quality improvement programs are

documented in annual programs and semester programs to serve as guidelines in implementing the program following mutual agreement (Baharun, 2017).

Each educational institution is tasked with engaging in planning activities to execute school programs effectively, and for optimal outcomes, the adoption of a strategic plan is essential. Typically, planning activities are spearheaded by the principal in collaboration with individuals who enjoy the principal's trust or those willing to collaborate closely. Conceptually, the planning process involves the principal and vice principal, supported by other school personnel, including teachers. School program planning entails formulating a series of decisions for future activities aimed at achieving goals that contribute to the broader economic and social development of a nation. Planning is a cognitive process that involves envisioning future-oriented social, economic, and educational concerns, and it evolves through the interplay between goals and collective decision-making, underpinned by policies and programs.

Educational planning, in its pursuit of enhancing the efficiency of problem-solving, encompasses at least three primary objectives. Firstly, it aims to ascertain the accuracy of information gathered from diverse stakeholders. Secondly, it seeks to establish future-oriented implementation strategies. Thirdly, it endeavors to persuasively engage specific stakeholders in education. Planners must possess proficiency across four key dimensions. Firstly, they must discern whether the task at hand is technical or administrative in nature. Secondly, effective communication with the clientele it serves is imperative. Thirdly, planners should be cognizant of the mission, responsibilities, and functions of the organization they serve. Lastly, problem orientation should span activities addressing social processes as well as those focused on the physical environment.

During the planning phase, all institutional activities are organized and delineated, addressing the questions of what needs to be accomplished, why, where, when, who is responsible, and how it will be executed. Planning activities encompass various tasks such as establishing objectives, implementing strategies, and formulating plans to synchronize operations. As the highest-ranking authority within educational institutions, the madrasa head assumes the responsibility of crafting plans across multiple domains including academic programs, curriculum development, staffing, student affairs, financial management, and procurement of equipment.

Implementation of the Head of Madrasah Program in Improving the Quality of Education

The results showed that the implementation of the quality improvement program at MDTA Riyadhul Manthiq Garut began with the division of tasks through the formation of an implementing committee for school daily activities. The program is implemented according to a predetermined schedule. If the madrasa principal is unable to attend, the authority to implement the program is delegated to the deputy principal or senior teacher. Organizing is the division of work that is planned to be completed by the members of the work group, the determination of the work relations between them and the provision of an appropriate work environment. Organizing is one of the management functions that need attention from the principal. This function needs to be carried out to realize the organizational structure of the school, the job descriptions of each field, the authority and responsibility to be clearer, and the determination of the required human and material resources.

In empowering the community and the surrounding environment, the madrasa principal is the key to success who must pay attention to what happens to students at school and what parents and the community think about the school. As a manager, principals need to manifest flexible, open, democratic attitudes and leadership styles, and are able to provide direction, guidance and role models, so that they can provide flexibility for teachers to come up with ideas/ideas and learning behavior. creative ones. George C. Edward III states that there are four variables that influence the success of policy implementation, namely: communication, resources, disposition and bureaucratic structure.

Three factors contribute to enhancing the quality of education: firstly, ensuring the adequacy of educational resources including qualified personnel, financial support, and learning infrastructure; secondly, fostering a high-quality learning environment that promotes effective student engagement; and thirdly, investing in educational outcomes encompassing knowledge acquisition, attitudes, skills, and values. Consequently, the development of educational quality within schools significantly contributes to national progress, underscoring their indispensable role as institutions dedicated to imparting knowledge and nurturing various facets of student development through the provision of comprehensive educational staff, well-equipped learning facilities, and a conducive learning environment that fosters effective learning outcomes in terms of knowledge, attitudes, skills, and values.

The madrasa principal is tasked with consistently cultivating and nurturing a positive collaborative bond between the madrasa and the local community, aiming to achieve effectiveness and efficiency within the institution. This symbiotic relationship fosters mutual understanding among the madrasa, parents, community members, and other institutions, fostering a sense of shared responsibility and support for each other's roles. It also promotes close cooperation between the madrasa and various community stakeholders who recognize their collective role in advancing education within the madrasa. Additionally, the principal's role extends beyond the confines of the madrasa as they are expected not only to fulfill administrative duties within the institution but also to actively foster cooperative relationships with the community to facilitate the holistic development of students' personalities.

Evaluation of the Head of Madrasah Program in Improving the Quality of Education

Ased on the results of the study, evaluations to improve the quality of education at MDTA Riyadhul Manthiq Garut were carried out by a committee or team that had been formed by the principal. The evaluation committee includes the principal, vice principal, supervisors and senior teachers. Before the evaluation is carried out, the evaluation committee prepares and prepares the instruments in advance. The results of the evaluation will be analyzed and used as a consideration in making decisions in determining the program for the following year.

Evaluation can be defined as a systematic process or activity aimed at assessing the significance of a planned endeavor, wherein the condition of a subject is appraised using specific criteria and the outcomes are juxtaposed with predetermined standards to draw conclusions. Put differently, evaluation encompasses a deliberate process and activity aimed at gathering information regarding the advancement, enhancement, and development (of students) in relation to educational objectives, thereby enabling informed decision-making based on assessments.

In general, it can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on

certain criteria through assessment. To determine the value of something by comparing it with criteria, the evaluator can directly compare it with general criteria, can also take measurements of something being evaluated and then compare it with certain criteria . Kizlik argues that evaluation is a procedure used to determine whether a subject meets the qualifications according to predetermined criteria.

The evaluation in improving the quality is a process of gathering the necessary information for further use for further teaching improvement efforts. The materials obtained are then used to arrange follow-up activities which also become input in the preparation of the next coaching program. Educational evaluation is the provision of estimates of the implementation of educational activities to determine effectiveness and progress in achieving school goals and educational programs that have been set.

Barriers to Madrasah Heads in Improving the Quality of Education

The results showed that the obstacles faced by school principals to improve the quality of education at MDTA Riyadhul Manthiq Garut were teacher discipline was still lacking, some school personnel were less committed to implementing quality improvement programs, madrasa principals were not punctual in implementing quality improvement programs, some teachers less serious when seniors supervise their performance (Cardy & Leonard, 2014).

As an educational leader, the madrasa principal is responsible for harmonizing school components with the cultural context of their surroundings, which is crucial for establishing an efficient educational institution. An efficient school is characterized by high-quality standards. The principal plays a pivotal role among educational components in enhancing the educational standard. In accordance with Wahjosumidjo, the quoted responsibilities of the madrasa head include:

The madrasa principal bears responsibility and accountability, overseeing and being answerable for all actions undertaken by subordinates. Actions carried out by teachers, students, staff, and parents are inseparable from the principal's responsibility. 2) Amidst constraints in time and resources, the madrasa principal must adeptly address diverse challenges. Despite limitations, the principal must effectively manage tasks and prioritize when conflicts arise between the interests of subordinates and those of the school. 3) The principal is tasked with analytical and conceptual thinking, employing analysis to resolve issues and adopting flexible solutions to address problems. 4) Serving as a mediator or intermediary, the principal navigates conflicts arising from the diverse backgrounds of individuals within the school organization, facilitating resolution. 5) The principal assumes a political role, fostering cooperative relationships through persuasive and consensus-building approaches. 6) Acting as a diplomat, the principal represents the school in various meetings, serving as the official spokesperson for the institution they lead. 7) The head of the madrasa makes challenging decisions, recognizing that no organization operates seamlessly without encountering problems. Similarly, the school faces its share of challenges and difficulties.

The principal's role within an educational institution holds paramount importance as the success or failure of the institution hinges on the leadership provided by the principal. The leadership exhibited by the madrasah principal is intricately tied to their role and policies aimed at enhancing the quality of education within schools or educational institutions. This holds true not only for state-run institutions but also for Islamic boarding schools, which prioritize Islamic

education while still adhering to an integrated curriculum similar to formal schools. Whether in public or private schools, the quality of education is significantly influenced by the principal's leadership, necessitating their ability to function effectively as managers or leaders. Institutions characterized by high-quality education typically boast strong leadership from their principals, underscoring how the principal's role directly impacts the success or failure of educational quality within schools. In the current era of globalization, a pressing issue in our country's education sector is the low quality of education across various types and levels of education. Numerous stakeholders, including education experts, identify the quality of education as a key factor hindering the development of human resources, which serve as the cornerstone of nation-building across diverse fields. This issue is particularly pronounced at the primary and secondary education levels, where the quality of education remains subpar.

From the aforementioned statement, it is evident that in fulfilling their role as a leader, the madrasa principal must oversee and enhance the school through administrative, managerial, and leadership endeavors, which heavily rely on their capabilities. In this capacity, the principal acts as a supervisor, overseeing, constructing, rectifying, and instigating initiatives for all educational undertakings within the school environment. Furthermore, in their role as an educational leader, the principal fosters and nurtures harmonious interpersonal relationships to cultivate collaborative cooperation, thereby collectively striving towards goal attainment through the efficient and effective execution of respective duties.

4. CONCLUSION

Drawing from the findings of the aforementioned research, the researcher asserts that enhancing educational quality through the implementation of internal policies by the madrasa principal entails several crucial steps. These encompass the initial stages of planning and policy formulation, followed by concerted efforts to organize and execute plans effectively. Subsequently, evaluation becomes imperative to discern which initiatives align with the school's overarching vision and mission, thereby fostering enhanced educational quality in a more streamlined manner. Recognizing the diverse roles assumed by principals as educators, managers, administrators, supervisors, leaders, innovators, and motivators, it becomes imperative for madrasa principals to meticulously comprehend and execute these functions. Serving as educational leaders, madrasa principals are entrusted with cultivating an environment conducive to learning, characterized by discipline, camaraderie, cleanliness, and equitable enforcement of rewards and sanctions, all while remaining steadfast in their commitment to achieving educational objectives..

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