

---

# INTERNATIONAL CONFERENCE OF MOSLEM SOCIETY

ISSN 2622-5840, Volume 3, 2019, Pages 259-269

DOI: <https://doi.org/10.24090/icms.2019.2430>

## Proceeding of 3<sup>rd</sup> International Conference on Empowering Moslem Society in the 4.0 Industry Era

---

### The Madrasah Principal's Role in Increasing Educational Competency

Novi Wulandari

State Institute on Islamic Studies Purwokerto, Indonesia

[nvwulandari1990@gmail.com](mailto:nvwulandari1990@gmail.com)

---

**Abstract:** The principal of the Islamic school (madrasah) as the leader of an educational institution is an activator who directs the setting of school policies and he/she is responsible for the settlement of school aims and education in general. Therefore, the principal has a very large role in the scope of the school, especially in improving teacher competence. Therefore, the principal as a leader in an educational institution has a big role in motivating his/her subordinates, starting from educating, leading, managing, supervising and making improvements to their subordinates. It is done to maintain and improve the competencies of educators. To create the quality of professional human resources, the principal must have a precise strategy, such as; education supervision, education and training, giving continuous motivation, changing work culture, in order to the teacher competence as a basic element of educators can be realized. These competencies include; pedagogic competence, personal competence, social competence, professional competence.

**Keywords:** *leadership, teacher competencies, islamic school (madrasah)*

---

#### A. Introduction

Every human being is essentially a leader and will be asked his accountable for his future leadership. Humans as the leaders are at least able to lead themselves. Likewise, every organization must have a leader, who is ideally obeyed and respected by his subordinates. Organizations without leaders will be chaotic. Therefore, it must have a leader who commands and directs his subordinates to achieve the goals of individuals, groups and organizations (Usman, 2006: 276).

Leadership is a process or influencing activity and moving subordinates to carry out their respective duties in order to achieve the goals of an organization or educational institution. Leadership is the main determinant of the school dynamics process. The

effectiveness of educational leadership cannot be separated from several aspects that has a part to build the leadership effectiveness so that the quality of education will be achieved. The leader of education becomes a very urgent element of the dynamism of education (Rohmat, 2010:5).

The Madrasah Principal as the leader of an educational institution is a driving factor, determining the direction of school policy that will determine how the school aims and education in general. Therefore, he has a very large role in the scope of the school, especially in improving teacher competence.

In carrying out a task ,an educator is based on directions from his supervisor, namely the principal. So, the principal as a leader in an educational institution has such

great role in the flick clicking subordinates, ranging from educating, leading, managing, supervising and doing improvements to his subordinates. This is done in order to maintain and improve the competence of educators.

Seeing the importance and strategic role of the principal in increasing the competence of educators, he should have a good ability to manage all citizens in schools, especially directing educators and the staffs, so that educational goals can be achieved optimally. So, the writer is interested in the theme under the title *The Madrasah Principal's Role in Increasing Educational Competency*.

## **B. Discussion**

1. The Concept of Leadership of Madrasah Principal

- a. Understanding

The broad definition of leadership includes the process of influencing in determining organizational goals, motivating followers to achieve goals, influencing the groups and the culture, and influencing the interpretations of the events of followers, organizing and activities to achieve goals (Shulhan, 2013: 9).

Educational leadership is the ability of educational leaders to influence the educators, administrative staffs and the students in achieving educational goals and optimizing the resources possessed by education. The behavior of educational leaders is a role model for all education personnel who can ultimately create a more advanced educational culture. The resources possessed by education are human resources in the form of educators, administrative staff and students as well as resources in the form of infrastructure (Rohmat: 45).

Educational leadership is also a behavioral activity of educational leaders to influence educators,

administrative staff and students in carrying out their functions. Educational leadership in initiating new thinking in the process of interaction in the educational environment. The ability to make changes or adjust the goals, objectives, procedures, inputs, processes and outputs of an education in accordance with the demands of development, is part of the leadership activities of the education leader (Rohmat: 46).

The Madrasah principal is a professionally agreed manager of professional educators to facilitate and encourage the learning success of students. In the decision-making process, he implements a bottom-up process in a democratic manner, so that all participants have responsibility for the decisions taken and their implementation (Mulyasa, 2005: 137).

The madrasah principal has position as a leadership that cannot be filled by people without being based on considerations. Anyone who will be appointed head of the madrasa must be determined through certain procedures and requirements such as educational background, experience, age, rank and integrity (Wahjosumijdo, 2002: 84-85).

In line with that of Paul d. Travers in his Foundation of Education explains: *A person can become a leader in his or her community because of his or her achievements in serving the community; in like manner, a principal can become a leader in education because of his or her recognized achievement in administration. Thus, an individual's high degree of performance is what gives him or her a position of leadership.*

The madrasah principal is a special position because as the main person in charge of managing a special institution that is school as a formal institution of education that will greatly color the future of its main members of students.

From the explanation of the above definition it can be concluded that the madrasa principals are leaders in educational units that coordinate efforts to improve quality learning and joint efforts to achieve educational goals at the school-led level.

b. Requirements for the madrasah principal

The madrasah principal has several requirements to create the school they lead to be more effective, including:

- 1) Have good physical and spiritual health
- 2) Stick to the goals achieved
- 3) Excited
- 4) Capable in giving guidance
- 5) Fast and wise in making decisions
- 6) Honest
- 7) Intelligent
- 8) Capable in teaching and putting in good faith and trying to achieve it (Mulyono:149).

2. Educator's Compensation Concept

a. Understanding

Competence in Indonesian is an absorption from English, *competence* which means skill and ability. Competence is a collection of knowledge, behavior and skills that educators must have to achieve the objectives of learning and education. Competency acquired through

education, training and self-learning by using learning resources.

Competence essentially describes the knowledge, skills, attitudes and values that must be mastered by students and reflected in the habit of thinking and acting. Hall and Jones say competence (*competency*) is a statement that describes the appearance of a certain ability in a rounded manner which is a combination of knowledge and abilities that can be observed and measured. The center of the Depdiknas curriculum says competency is knowledge, skills, and basic values reflected in the habit of thinking and acting consistently and continuously (Nurfuadi, 2012: 71). Curriculum as a written plan and written plan implementation in learning activities (Qomari, 2016, p. 102).

Competence describes the ability to act based on knowledge that results from the action is beneficial for himself and for others. Minister of National Education Decree I 045 / U / 2002 states that competency elements consist of 1) personality foundation, 2) mastery of knowledge, 3) ability to work, 4) attitudes and behaviors in work, and 5) understanding of community life rules. While UUSPN No. 20 of 2003 in the 10th paragraph explained the competence of educators include : 1) pedagogic competencies, namely the ability to manage learners' learning, 2) personality competencies, namely personality abilities that are noble, wise, and authoritative and become role models for their students, 3) social competence namely the ability to communicate and interact effectively and efficiently with students, fellow educators , parents or

guardians of students, and 4) professionalism competencies, namely the ability to master subject matter widely and deeply obtained through professional education.

From this explanation, it can be concluded that competence is a person's ability which includes knowledge, skills, and attitudes, which can be realized in the real work that benefits themselves and their environment. These three aspects of ability are interrelated and influence each other (Musfah, 2012: 29).

b. Educator Competence

1) Pedagogical Competence

The main task of educators is to teach and educate students in the classroom and outside the classroom. Educators are always faced with students who need the main knowledge, skills and attitudes to face their lives in the future. According to the National Education Standards body, what is meant by pedagogical competence is (Musfah: 30):

Ability in managing the students that includes a) understanding of insight or educational foundation, b) understanding of students, c) developing curriculum / syllabus, d) learning planning, e) learning design, f) implementation in learning that is educational and dialogic, g) evaluation of learning outcomes; and g) developing the students to actualize their various potentials.

From the view, it can be affirmed pedagogical competence is the ability to manage the learners, includes: a) understanding of the insights of educators will take off early and philosophy of education, b) educators understanding in

potential and diversity of learners, so that it can be designed service strategy study according uniqueness of each participant students, so that the learning service strategy can be designed according to the uniqueness of each student, c) educators are able to develop curriculum / syllabus both in the form of learning experience, d) educators are able to develop learning plans and strategies based on competency standards and basic competencies, e) able to carry out educational learning with a dialogical and interactive atmosphere. So that learning becomes active, innovative, creative, effective and enjoyable, f) able to evaluate learning outcomes by fulfilling the required procedures and standards and g) able to develop the talents and interests of students through intracurric and extracurricular activities to actualize the various potential it has (Nurfuadi: 74).

2) Personality Competence

Educators as role models for their students, so they must have the complete attitude and personality that can be used as role models for idols in all their lives. Therefore, educators must always try to choose and do positive actions in order to lift their good image and authority, especially in front of their students. Personal competencies by Usman include: a) the ability to develop kepribadian, b) the ability to interact and communication, c) ability to carry out guidance and counseling.

Personality competency is associated with the appearance of an educator as an individual who has discipline, looks good, is responsible, has commitment and is a role model (Nurfuadi: 79).

Personality competencies, namely "Personality abilities that are (a) noble, b) steady, stable, and mature, c) wise and wise, d) becoming role models, e) evaluating their own performance, f) developing themselves and g) religious (Musfah: 43).

*Noble.* "Quality national education is directed at developing the potential of students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent and become citizens who are democratic and responsible.

*Steadfast, stable and mature.* According to Husain and Ashraf, "If it is agreed that education is not only training people to live, then the character of the teacher is very important." That is why according to Husain and Ashraf, "Even though students go home leaving their educator's school or campus, they still remember it in their hearts and minds, memories of great personalities where they have interacted in certain periods of their lives (Musfah: 45)".

*Good and wise.* "Educators not only become human learners but become wise individuals, a pious person who can influence the minds of the young generation".

*Become a role model.* Mulyasa stated, "Personal teachers play an important role in shaping students. This is understandable because humans are creatures who like to imitate the personal teacher in shaping his personality."

*Evaluate own performance .* Experience is the best educator ( *experience is the best teacher* ). Learning experience is a big capital for educators to improve teaching in the classroom. Class experience provides insight for educators to understand the character of children and how best to deal with diversity the desire of parents to have a creative child because every child has a talent for it, and most of the parents and some educators do not know the right strategy or pattern to develop the talents and potential of children so that it becomes a creative (Subur, 2017, p. 121).

*Develop oneself.* Among the qualities that educators must possess are good learning or independent learning , which is a great enthusiasm for studying.

*Religious.* Pe wrote adds personality traits religiosity competence because it is closely related to a noble character and personality of a Muslim (Musfah: 49).

As stated in the Book of Ta 'limul Muta'allim (Zarnuji, 2006: 13):

وأما اختيار الاستاذ فينبغي أن  
يختار العلم والورع والالا  
سن, كما اختار أبو حنيفة حينئذ حما

د بن آبي سليمان بعد التامل و ا  
لشكر.

"In choosing educators, choose who is more" pious, more waro "and older, just as Imam Abu Hanifah made his choice on Hammad bin Sulaiman after first thinking and considering."

### 3) Social Competence

And in the midst of this global capability also, recognized or not, institutions education or Islamic schooling systems are required to express with effective and productive institutional performance. Headmaster as the person in charge of education and learning in schools should be can convince the public that everything is working well including in it, one of which is utilization and provision of teacher resources. However, the principal is an element vital for the effectiveness of educational institutions. A good principal will be dynamic in preparing various kinds of educational programs (Sulistyorini, 2016: 13).

Social competence is the ability of educators as part of the community to: a) communicate oral and written, b) use communication and information technology functionally, c) interact effectively with students, fellow educators, education staff, parents / guardians of students and, d) getting along politely with the surrounding community (Musfah: 52).

National Education System Law No. 20 of 2003 in Article 4 paragraph 1, states " education is

organized in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and national plurality". This statement shows that education held in a democratic and just manner cannot be managed with a bureaucratic paradigm.

This means that social competence is related to the ability of educators as natural social beings to interact with other people. As social beings' educators behave politely, able to communicate and interact with the environment effectively and attractively to have empathy for others. The ability of educators to communicate and interact effectively and attractively with students, fellow educators and education personnel, parents and guardians of students, the community around the school and around where the educator lives, and with stakeholders in the school. This objective condition requires that the social abilities of educators appear when interacting and interacting as a profession or as a community, and the ability to implement in daily life (Nurfuadi: 91).

### 4) Professional Competence

Competence is a fusion of knowledge (thinking power), attitude (heart power), and skills (physical power) that are manifested in the form of actions. According to Law No. 14 of 2005 concerning Educators and Lecturers Article 1 paragraph 10 stated "Competence is a set of knowledge, skills and behaviors

that must be owned, internalized and mastered by educators or lecturers in carrying out professional duties (Nurfuadi: 94).

According to the National Standards Agency Education professional competence is (Musfah: 54).

The ability to master learning material widely and deeply includes: a) concepts, structures, and methods of science / technology / art that overshadow / coherent with teaching material, b) teaching materials that exist in the school curriculum, c) the relationship between the concepts of related subjects, d) the application of scientific concepts in everyday life, and e) competition professionally in a global context while still preserving national values and culture.

Thus educators should always develop in each of their various dimensions through learning from many things every time and everywhere. It is interesting to note the explanation of Hammerness, *et al* . In the following *How Teachers Learn and Develop* , "Teachers develop in various dimensions ". Educators develop as professionals, as scientists and practitioners in subject texts, as agents of change, as caregivers and advocates for students , and as moral agents.

If it is observed further about the reality of teacher competence it still seems to be diverse. Sudarwan Danim revealed that

one of the characteristics of the crisis education in Indonesia is a teacher who has not been able to show performance (work performance) that is adequate. "This shows that the teacher's performance not yet fully supported by the degree of mastery of competence sufficient, therefore there needs to be a comprehensive effort to improve competence (Maemun dkk, 2010: 169).

### 3. The Principal's role in Improving the Competent Educators

Leadership is related to the principal's problem in improving the performance of educators. The madrasah principal behavior must be able to encourage the performance of educators by showing a sense of friendship, close and considerate towards educators, both as individuals and as groups. Positive behavior of the madrasah principal can encourage educators to direct and motivate to work together to realize the goals of educational institutions . A madrasah principal must have the ability to inspire, encourage and enable other educating members in planning. carry out daily activities (monitoring) and (control), and evaluate the work of the educators (Sagala, 2009: 30).

Sudarwan Danim revealed "that one of the characteristics of the education crisis in Indonesia is that educators have not been able to demonstrate adequate performance." This shows that the performance of educators has not been fully supported by the ruler's degree of adequate competence, therefore there is a comprehensive effort to improve competence (Tafsir, 2011: 105).

In the perspective of national education policy (MONE, 2006), there are seven main roles of the madrasa head ,

namely: a) educator (educator), b) manager, c) administrator, d) supervisor (supervisor), e) leader (leader), f) creation of a work climate, and g) entrepreneurs.

Referring to the seven roles of the madrasah principals stated by the Ministry of National Education above, below will be briefly described the relationship between the role of the madrasah principal in increasing the competence of educators (Hermino, 2014: 143).

a. The Madrasah Principal As the *educator* (tentor)

Teaching and learning activities are at the core of the education process and educators are the executors and main developers of curriculum in schools. The madrasah principal who points to high commitment and focus on curriculum development and teaching and learning activities in his school will of course pay close attention to the level of competence possessed by the educator, while at the same time he always tries to facilitate and encourages educators to continuously improve their competence, so teaching and learning activities can be effective and efficient.

b. Madrasah Principal as the Manager

In managing education personnel, one of the tasks that the principal must do is to carry out the maintenance and professional development activities of educators. In this case, he should be able to facilitate and provide broad opportunities for educators to be able to carry out professional development activities through various education and training activities, both carried out in schools, such as: MGMP / MGP at the school level, *in house training*, professional discussions and so on, or

through educational and training activities outside of school, such as: the opportunity to continue education or participate in various training activities held by other parties.

c. Madrasah principal as the Administrator

Especially with regard to financial management, that in order to achieve an increase in the competence of educators cannot be separated from the cost factor. How schools can allocate the budget to improve the competence of educators will certainly affect the level of competence of its educators. Therefore, the madrasah principal should be able to allocate an adequate budget to increase the competence of educators.

d. Madrasah principal as the Supervisor

Sergiovani and Starrat (1993) state that "*supervision is a process learn more about their practice; to better able to use their knowledge and skills to better serve parents and school; and make the school a more effective learning community (Mulyasa: 2017)*".

The quotation shows that supervision is a process that design specifically to help educators and supervisors are able to learn daily tasks in schools, in order to use their knowledge and skills to provide better service to parents of students and schools, and strives to make the school a more effective learning community.

To determine the extent to which educators were able to carry out the study, principal needs to carry out supervision activities periodically, which can be done through the classroom visits to observe the learning process directly, especially in



the selection and use of methods, media and the involvement of students in the learning process. From the results of this supervision, we can find out the level of excellence as well as the excellence of educators in carrying out learning, the mastery of the competency of the educator concerned, then sought solutions, guidance and specific actions so that educators can correct existing deficiencies while maintaining excellence in carrying out learning. From this expression, it means that the principal must really master the school curriculum. It is impossible for a madrasa head to give advice and guidance to educators, while he himself does not master it well.

e. Kepala Madrasah principal As *Leader* (Pemimpin)

The success of educational leaders as a leader based on the strength of participation is the main element of the success of a leader. The ability to mobilize education personnel to work together in achieving goals is important.

In leadership theory, at least we know two task-oriented leadership styles and human-oriented leadership. In the context of increasing the competence of educators, the principal can apply both leadership styles appropriately and flexibly, adapted to existing conditions and needs. A leadership is closely linked to the personality and the personality of the head of the madrasa as a leader will be reflected in the following properties: a) honest, b) confidence, c) responsibility, d) willing to take risks and decisions, e) high-minded, f) emotions stable, and g) exemplary.

f. The madrasah principal as the Creators of Work Climate

Culture and a working climate that is conducive if possible, will enable every educator to be more motivated to improve their competence. Therefore, in an effort to create a conducive work culture and climate, the madrasah principal should pay attention to the following principles: a) educators will work more diligently if the activities they carry out are interesting and enjoyable, b) the objectives of the activities need to be clearly arranged and informed to educators so that they know the purpose of their work, educators can also be involved in compiling these objectives, c) educators must always be informed of each of their jobs, d) gift giving is better than punishment, but at any time punishment is also needed, e) try to meet the educator's socio-psychophysical needs, so as to obtain satisfaction.

g. The madrasah principal As the Entrepreneurs

In explaining the principles of entrepreneurship associated with increasing the competence of educators, the principal should be able to create renewal, comparative advantage, and take advantage of various opportunities. He has a strong entrepreneurial attitude that will dare to make innovative changes in his school, including changes in matters related to the student's learning process and the educator's competencies.

Based on the explanation above, the extent to which the madrasah principal can realize their roles, can directly or indirectly contribute to increasing the competence of educators, which in turn can have an effect on improving the quality of education in schools. Education

ideally rooted in society because each society has a value system that is believed, obeyed and implemented in order to maintain harmonization in society (Sumiarti, 2017, p. 240).

### C. Conclusion

From the description above, it can be concluded that in order for the education process to be effective and efficient, educators are required to have adequate competence, both in terms of type and content. However, if we go deeper into the content contained in each type of competency, as conveyed by experts as well as in the perspective of government policy, presumably to be a competent educator is not something simple, to realize and improve educator competency requires a real effort – really (Hermino: 142).

One of the efforts that can be done is optimization the role principal, namely that the principal as the manager has the task of developing the performance of personnel, especially IMPRO professional competence of educators. It should be underlined that what is meant by professional competence here is not only related to mastery of material, but includes all types and contents of the content of competencies as described above.

### Bibliography

- Agus Maimun dan Agus Zaenul Fitri, *Madrasah Unggulan Lembaga Pendidikan Alternatif di Era Kompetitif*, (Malang: UIN MALIKI PRESS, 2010)
- Al-Zarnuji. 2006. *Ta'limul Muta'alim*. Al-Haromain Jaya Indonesia.
- Ahmad Tafsir. 2011. *Metodologi Pengajaran agama Islam*. Bandung: PT Remaja Rosdakarya.
- Hermino, Agustinus. 2014. *Kepemimpinan Pendidikan Di Era Globalisasi*. Yogyakarta: Pustaka Pelajar.
- Mulyasa, E. 2005. *Menjadi Kepala Sekolah Profesional*. Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. 2017. *Manajemen Dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Mulyono. 2009. *Manajemen Administrasi dan Organisasi Pendidikan*. Yogyakarta: Ar-Ruzz Media.
- Musfah, Jejen. 2012. *Peningkatan Kompetensi Guru*. Jakarta: Kencana Prenada Media Group.
- Nurfuadi. 2012. *Profesionalisme Guru*. Purwokerto: STAIN Press.
- Qomari, R. (2016). The Evaluation of Curriculum Implementation on Islamic Higher Education in Indonesia. *Ijtimā'iyya: Journal of Muslim Society Research*, 1(1), 97-112. <https://doi.org/https://doi.org/10.24090/ijtimaiyya.v1i1.929>
- Rohmat. 2010. *Kepemimpinan Pendidikan*. Purwokerto: STAIN Press.
- Saiful Sagala. 2009. *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta
- Shulhan, Muwahid. 2013. *Model Kepemimpinan Kepala Madrasah*. Yogyakarta: Sukses Offset.
- Subur, S. (2017). Early Childhood, Characteristic and Creative-Social Development. *Ijtimā'iyya: Journal of Muslim Society Research*, 2(1), 129-152. <https://doi.org/https://doi.org/10.24090/ijtimaiyya.v2i1.1104>
- Sumiarti, S. (2017). Islamic Education Based on Agroforestry in MTs Pakis Gununglurah Cilongok Banyumas. *Ijtimā'iyya: Journal of Muslim Society Research*, 2(2), 239-258. <https://doi.org/https://doi.org/10.24090/ijtimaiyya.v2i2.1639>
- Travers, Paul D dan Ronald W. Rebore. 1990. *Foundations of Education Becoming a Teacher*. New Jersey: Prentice Hall.
- Usman, Husaini. 2006. *Manajemen Teori, Praktik, dan Riset Pendidikan*. Jakarta: Bumi Aksara.
- Wahjosumijdo. 2002. *Kepemimpinan Kepala*

*Sekolah, Tinjauan Teoritik dan Permasalahannya.* Jakarta: PT Raja Grafindo Persada.