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Principle of Madrasah Head Management in Realizing Effective Madrasah

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Abstract: The ability of the head of the Madrasah to realize effectiveness is closely related to the comparison between the level of achievement of goals and the plans that have been prepared before, or the comparison of tangible results with the planned results. The effectiveness of madrasah management, as well as the effectiveness of education in general, can be seen based on system theory and time dimensions. That is, the criteria for effectiveness must reflect the entire cycle of input-process-output, not only output or results and must reflect the relationship - reciprocity between management and the surrounding environment. Effective Madrasahs are Islamic educational institutions that have curricula, strategies, effective teaching and learning and there are interactions with interested parties (students, teachers, parents, the environment and related officials) and produce reliable output.

Keywords: *head management, effective madrasah, islamic education*

A. Introduction

Education is an overall effort to transform knowledge, knowledge, ideas, leadership, norms, laws and values to others in a certain way, both formal and informal and informal in a national education system (Sagala, 2000, p. 10)

Madrasahs are complex and unique institutions / organizations. Complex, because in its operations the madrasa is built by a variety of which are not mutually related and mutually decisive. Unique, because madrasah is a typical organization, regulates the process of change and the process of human civilization, which is not owned by any institution.

Because of the complexity and complexity of the matter, the implementation of the agreed-upon concept of education in the madrasah was directed and directed towards the head of

the madrasah. The success of the madrasah is the success of the madrasah principals, and vice versa, the failure of the madrasah principals is the failure of the madrasah.

B. Discuss

The new paradigm of education management in order to improve the quality of effective and efficient education needs to be supported by quality human resources. In this case, the development of human resources is a process of increasing the ability of humans to be able to compete in today's competitive era. Madrasah leadership is one of the components that has the most role in improving the quality of education. This is because there is a relationship between the success of the quality of education in the madrasah and the quality of leadership of the madrasah head. Madrasah

will be successfully determined by madrasah led by quality principals, and vice versa.

There is some understanding of leadership that has been defined by experts in victory:

1. Leadership is the art of influencing and moving people to gain obedience, trust, response, and cooperation between Abdul Shomad and Agus Sunarko 293 to complete tasks (Saibani and Sumantri, 2014).
2. Leadership is the ability to instill confidence and gain support from members of the organization to achieve organizational goals (Roihani, 2010).
3. According to Miftah Toha the definition of leadership is broadly covering activities or arts to influence the behavior of others both individuals and groups (Toha, 1986).
4. According to HadariNawawi, leadership means the ability to move provides motivation and influences people to be willing to take actions directed at achieving goals through the courage to make decisions about activities that must be done (Nawawi, 1998).

From some of the definitions above, it can be concluded that leadership is the process of activities of someone who has the ability to influence, encourage, direct, and move individuals so that cooperation arises regularly in an effort to achieve the goals set together. If the notion of leadership is combined with the notion of education, then the understanding of educational leadership is a process of influencing, coordinating, and mobilizing other people who are related to the development of educational science and the implementation of education and learning so that activities can be more efficient and effective in achieving educational goals and learning

Anwar (2003) states that educational leadership means an effort to lead, influence and provide guidance to education personnel as subordinates so that various educational

goals can be achieved through a series of planned activities. Quality, Vol. 4, No. 2, 2016 292 From this understanding it is clear that leaders cannot work alone. Achieving organizational goals lies in the ability of leaders to organize workers, equipment, and jobs, to run according to the goals set together. This managerial ability is needed for the realization of effective and efficient madrasah.

The success of Islamic education institutions (madrasah) in organizing education is largely determined by its ability to implement management functions professionally. Education management is a series of forms of educational personnel cooperation with all madrasah resources to achieve the goals that have been jointly prepared. The essence of management education in Islamic education institutions can be seen from the implementation of its functions which starts from planning, organizing, directing, implementing, and supervising.

The role of the Head of Madrasah becomes dominant in coordinating, mobilizing and harmonizing all educational resources available in Madrasah. The head of the madrasah is said to be an effective leader when the headmaster is able to carry out the leadership process that encourages, influences and directs the activities and behavior of his group. The initiative and creativity of the head of the madrasah which leads to the progress of the madrasah.

The duties and responsibilities that must be carried out by the headmaster in leading and managing madrasah are improving the quality of education, meaning that a madrasah head is required to be able to manage all educational resources in the madrasah, so as to support the realization of educational goals to be achieved (Kunandar , 2009: 109).

Madrasah heads have a strong role in coordinating mobilizing and harmonizing all educational resources available in Madrasah. Madrasah head leadership is one of the factors that can encourage madrasah to be able to realize the vision, mission, goals and objectives

of madrasah through programs that are implemented in a planned and gradual manner (Mulyasa, 2009: 102).

The head of the Madrasah is said to be an effective leader when he is able to carry out the leadership process that encourages, influences and directs the activities and behavior of his group. The initiative and creativity of the head of the madrasah which leads to the advancement of the madrasah is an integrative part of the duties and responsibilities. Its main function is to create effective and efficient teaching and learning activities (Wahyosumidjo, 2001: 3).

In carrying out these functions, the head of the madrasah has multiple responsibilities, namely: first, administering madrasah so that a good teaching and learning situation can be created. Second, carry out education supervision so that teachers can improve their teaching activities in guiding students (Kemendikbud, 2014: 34).

This situation is as expressed in the Total Quality Management concept that the quality of a product is determined by the management of inputs, processes up to output. In other words, the quality of a product will be good if the basic ingredients are properly processed and properly controlled. Similarly, the management of educational institutions, including basic madrasah. While in basic education, especially basic madrasah in Indonesia, students who enter (input) are not specifically selected, provided they meet acceptable administrative requirements (Nurkolis, 2005: 154).

1. Theory Concept Strategy of Madrasah Heads

Winardi argues that the strategy of an organization or sub is a conceptualization that is stated and will be implied by the leaders of the organization concerned, including: long-term goals or objectives of the organization, broad constraints and policies that are set by the leader himself or received from the party the supervisor who limits the scope of the activities of the organization concerned and the group

planning and short-term goals that have been applied with the experiment will give their contribution in terms of achieving the goals of the organization (Rahman, 2006: 106).

While Salusu stated that the strategy is an art to use the skills and resources of an organization to achieve its goals through effective relationships with the environment in the most favorable conditions. The concept suggests that strategies emphasize understanding in a situation where leaders are able to properly utilize all organizational resources (Rahman, 2006: 119).

In this case, then a leader must be required to have intelligence in mastering the situation and conditions possessed by the organization, so as to be able to implement a program development and drive the organizational resources it has. Winardi further stated that the strategy is a pattern of goals, objectives, or intentions and main policies and plans to achieve these objectives. The concept focuses more on leadership efforts in setting goals that must be achieved by the organization through an accurate, mature and systematic plan (Wahjosumidjo, 2002: 32).

Based on the concept, the strategy is a comprehensive, comprehensive and integrated unit plan that is directed towards achieving the objectives. Thus, it can be concluded that the strategy of the mdrasah head is a series of plans as targets, policies or goals set by a madrasah head in learning in accordance with existing conditions, so as to be able to realize improved learning quality (Wahjosumidjo, 2002: 34).

Effective Madrasah are Islamic educational institutions that have curricula, strategies, effective teaching and learning and there are interactions with interested parties (students, teachers, parents, the environment and related

officials) and produce reliable output (Syukur, 2006, p. 146)

Therefore, madrasah can be said to be effective if the Islamic religious education institution has goals, missions and objectives, so as to produce a reliable output.

Effectiveness cannot be defined for sure. There are differences depending on where the point of view is used and the interests of each. In the Great Dictionary of Indonesian Language, (1990: 219) it was stated that, effectiveness means there is an effect (consequently, the effect, it seems) (Mulyasa, 2004, p. 82).

In other words, effectiveness is the suitability between the person carrying out the task and the intended target, or how an organization succeeded in getting and utilizing resources in an effort to realize operational goals (Mulyasa, 2004, p. 82).

The effectiveness of madrasah management is the key to the continuity of the madrasah. Thus, madrasahs are able to compete in the global market, able to promise and foster a positive outlook in society (Mulyasa, 2004, p. 83).

2. Framework for Building Effective Madrasah

The framework for building madrasah consists of 6 components, namely:

- a. General and basic conception of the same

It should be enforced in every organization with similar philosophical views that guide their journey. This is the case with madrasah. This effectiveness is supported by a dialectical philosophical concept, well known and humanist, ideological, values (Islam, social, and tolerance) and mission (academic and moral virtue).

- b. Good curriculum and management on the basis of community aspirations

Here it is clear, that good madrasahs must have clear goals and objectives in their education. This clarity is reflected in the curriculum used, and should not override people's aspirations.

- c. Academic book and moral output

Effective Madrasahs set books that are high for academics, as well as Islamic quality / ethics, teach Islamic religious education curriculum and side by side with the curriculum, able to show their Islamic logos and nationalism in rituals and outside activities.

- d. Sufficient learning facilities

This is related to the optimal exploration of students' abilities. So that students are able to apply in real terms various concepts that are still considered abstract. That way the knowledge construction of students will be more reap the results.

- e. Behavior manifestations (on the basis of agreement)

That is, there are special behaviors created and agreed upon, both in the form of regulations and sanctions, appreciation, and so on.

- f. Expected output

The ultimate goal of managing madrasah is to be able to produce output that has no doubt about its competence. This goal is impossible to obtain without regard to various fundamental aspects. Good output, depending on how the madrasah tries, how hard it is and how serious the madrasah looks at and seeks it.

This effectiveness, according to Thomas (1979) who sees education in the framework of productivity, expressed in three dimensions, namely:

- a. The administrator production function: a function that reviews the productivity of the madrasah

in terms of administrative breadth.

How large and good services can be provided in an educational process, both by teachers, madrasa principals, and other interested parties.

- b. The psychologist's product function: this function looks at productivity in terms of output, changes in behavior that occur in students as an illustration of the academic achievements that have been achieved in the learning period.
- c. The economics' production functions: namely economic functions related to financing education services in madrasas. This includes the price of financing education services provided and obtained arising from these services.

Effectiveness is the main element to achieve the goals or targets that have been determined in each organization, activity or program. It is called effective if a goal or target is reached as determined. This is in accordance with Andang's opinion which states that effectiveness is a measure in terms of maximizing Abdul Shomad and AgusSunarko 295 all the potential and opportunities that exist to produce something optimal (Andang, 2014). According to Yukl, quoted by Kompri said

The usual measure of leadership effectiveness is the extent to which the organizational units of the organization carry out their tasks successfully and achieve their goals. Another general indicator is the attitude of the followers towards the leader, such as feeling like, satisfied, respect and admiration for the leader (Kompri, 2015)

Some of the strategies carried out by the head of the madrasa in creating superior madrasah:

- a. First, Enhancing the Teachers' Ability.

The first strategy applied by the Head of Madrasah in improving the quality of learning is by increasing teacher teaching skills. This teaching capacity improvement monitored by the Head of Madrasah is very important because the teacher is the key role that carries out and determines whether or not the quality of the learning is good. In addition, a number of problems in improving the quality of learning come from the teacher, for example lack of discipline, lack of professionalism, low performance or other personal problems (Rahman, 2006: 45).

- b. Second, Optimizing the Use of Media and Educational Facilities.

The strategy applied by the madrasa head in improving the quality of learning is by optimizing the use and use of educational media and facilities. The problems that arise in this case are that so far, the teacher is less empowered to use the use of existing media and educational facilities, so that their existence is clearly not useful for facilitating learning. Optimizing the use of media and facilities is done by making policies to use available educational media or facilities, so as to realize optimal teaching outcomes. Development of teacher skills becomes a program that must be implemented by the head of the madrasah by involving teachers in seminars, training and educational upgrading organized by professional institutions.

- c. Second, Optimizing the Use of Media and Educational Facilities.

The strategy applied by the madrasa head in improving the quality of learning is by optimizing the

use and use of educational media and facilities.

To empower the use of media and educational facilities a Madrasah Head must strive to implement good management. Madrasah heads design or regulate the placement, use and maintenance of existing media and educational facilities. This situation was carried out in an effort to condition the existing media and educational facilities to be able to be protected and able to be utilized for their existence. Furthermore, the Head of Madrasah budgeted costs for the maintenance and procurement of media and educational facilities that were not yet available (Rahman, 2006: 78).

Optimizing the use of media and facilities is done by making a policy to require every teacher to do the learning by using available media or educational facilities, so as to be able to realize optimal teaching outcomes.

d. Third, Routine Verification Implementation.

Another strategy applied by Madrasah Heads in improving the quality of education is by implementing routine supervision. This strategy was also taken by the Head of Madrasah to overcome problems related to the lack of professionalism carried out by the teacher in carrying out the task (Rahman, 2006: 78).

In this activity the supervision is carried out by the Head of Madrasah where the aim is for the Head of Madrasah to know firsthand the problems faced by the teacher during the implementation of learning, so that the Head of Madrasah can provide assistance in accordance with his abilities

e. Fourth, Establish Cooperation with the Community.

Society is a considerable relationship in giving influence and assistance to the smooth running of learning. Especially if it is associated with the current situation that the community has a role as supervisor and contributor to the needs of the madrasa with the establishment of "Madrasah Councils". With the accommodating of community needs by madrasas / madrasas, the community is also required to understand education, help, and control the management of education. Community participation in the management of education is known as Community Based Management or School Based Management.

f. Fifth, Application of Strict Discipline.

The application of strict discipline is one of the strategies carried out by the Head of Madrasah in improving the quality of learning. The application of this discipline is important in relation to the low level of discipline of teachers and students, including: arriving late, dressing less well and returning to teaching and learning not yet in time. This discipline is done to condition all citizens of the madrasa to have performance in carrying out their duties and roles optimally (Juliana, 2000: 23).

Discipline must be enforced objectively, so as to contribute to improving the quality of learning. A Head of Madrasah must control the discipline of teachers and students continuously by looking at the presence, neatness of his clothes and displaying leadership behaviors that deserve to be exemplified and guiding teachers and students even the

headmaster should be able to reprimand and impose sanctions on teachers and students who commit violations. As for the form of the next activity to maintain the real discipline is by conducting routine and comprehensive coaching.

3. Working Concept of Madrasah Heads

The head of the madrasa is the most important person in a madrasa. And informal studies and observations are known that madrasa heads are the key to the development and improvement of a madrasa. The indicator of the success of the madrasa is if the madrasa works well, especially if the student's learning achievements can reach the maximum. (Arikunto, 1990: 196).

The head of the madrasa as a policy maker in the madrasa must also function its role optimally, Kartini Kartono's statement in Idochi Anwar's book states that the function of leadership is guiding, guiding, giving or building motivational work motivation, driving the organization, establishing a better communication network so that it will be able bring his followers to planned goals (Anwar, 2004: 78).

From the above understanding it can be concluded that the definition of Madrasah heads is functional staff teachers who are given the task to lead an institution where organized teaching and learning processes or places where there is interaction between teachers who give lessons and students who receive lessons. And in the end a madrasa head can improve teacher professional competence,

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that have been jointly prepared. The essence of management education in Islamic education institutions can be seen from the implementation of its functions which starts from planning, organizing, directing, implementing, and supervising.

4. Roles and Functions of Madrasah Heads

The head of the Madrasah must be able to carry out his work as an educator, manager, administrator and supervisor. However, in its development in accordance with the needs of the community and the times, the Head of Madrasah must also be able to play a role as leader, innovator, and motivator in his madrasa. Thus, in the new paradigm of education management, principals should at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators (Emaslim) (Mulyasa, 2007: 25 97-98).

According to George R. Terry, 5 there are five combinations of fundamental management functions in order to achieve goals. Combination A consists of planning (planning), organizing (organizing), giving encouragement (actuating) and supervision (controlling). Combination B consists of planning, organizing, motivating and monitoring. Combination C consists of planning, organizing, staffing, directing and supervision. Combination D consists of planning, organizing, staffing, giving direction, supervision, innovation and giving a role. Combination E consists of planning, organizing, giving motivation, supervision and coordination. Of the five combinations can be filtered into three main functions of management, namely planning, organizing, and supervision.

The educational leadership function is divided into: (1) Developing and channeling freedom of thought and issue of opinion, both individually and in groups as an effort to collect data or material from group members in establishing leadership

that is able to fulfill the aspirations in the group. Thus keputsan will be seen as something appropriate or appropriate to be carried out by each group member in order to achieve certain goals; (2) Developing an atmosphere of effective cooperation by providing hope and acknowledgment of the abilities of the people they lead, so that trust in themselves arises and a willingness to respect others according to their respective abilities; and (3) Helping to solve problems both faced individually and in groups by providing clues in overcoming them so that a willingness to solve them develops itself (Shulhan, 2004: 55).

Furthermore, the tasks and functions of the Head of Madrasah will be elaborated:

- a. First, the Head of Madrasah as Educator (Educator).

In carrying out its function as an educator, the Head of the Madrasah must have the right strategy to improve the professionalism of the education staff in his / her madrasah. Creating a conducive climate for madrasahs, providing advice to madrasah residents, giving encouragement to all education staff, and implementing learning models, such as team teaching, moving classes, and conducting acceleration programs for intelligent students above normal (Mulyasa, 2007: 99).

As an educator, the head of the madrasah must be able to instill, advance and increase the four types of values, namely: (a) Mental, matters relating to the inner attitude and character of man; (b) Moral, matters relating to good and bad teachings regarding actions, attitudes and obligations or morals which are interpreted as morals, manners, and morality; (c) Physical, matters relating to physical or bodily conditions, outward health and human

appearance; and (d) Artistic, matters relating to human sensitivity to art and beauty (Shulhan, 2004: 55).

Thus, an understanding can be taken that the Head of Madrasah as an educator must have the ability to guide teachers, guide non-teacher education staff, guide students, develop educational staff, follow the rapid development of times and the advancement of science and technology and can set a good example.

- b. Secondly, the Head of Madrasah as Manager.

Management is essentially a process of planning, organizing, carrying out, leading, and controlling the business of the members of the organization in order to achieve the stated goals. It is said a process, because all managers with their dexterity and skills seek and utilize various interrelated activities to achieve goals (Mulyasa, 2007: 103). From the explanation above, it can be understood that the Head of Madrasah as manager must be able to anticipate change, understand and overcome situations, accommodate and reorient (Anwar, 2004: 45).

Head of Madrasah as manager must be able to anticipate change, understand and overcome situations, accommodate and reorient (Anwar, 2004: 45).

- c. Third, the head of the madrasah as an administrator.

The Head of Madrasah as an Administrator has a very close relationship with various administrative management activities that are in the form of recording, compiling, and documenting the entire madrasah program. Specifically, the Head of Madrasah must have the ability to manage student

administration, manage personnel administration, manage administration of facilities and infrastructure, manage filing administration, and manage financial administration. These activities need to be carried out effectively and efficiently in order to support the productivity of the madrasa. For this reason, the Head of Madrasah must be able to describe the above abilities in operational tasks (Mulyasa, 2007: 107).

We can understand that the Head of Madrasah as an administrator must be able to manage all KBM devices perfectly with evidence in the form of accurate administrative data and be able to manage student administration, staff, finance, advice and infrastructure, and mail administration properly in accordance with applicable regulations.

d. Fourth, the head of the madrasa as a Supervisor.

Supervision is a coaching activity planned to help teachers and other madrasa employees to carry out their work effectively. The function of supervision or supervision in education is not just a control to see whether all activities have been carried out in accordance with the plan or program that has been outlined, but more than that. The supervision includes determining the conditions or terms of personnel and material needed for the creation of an effective teaching and learning situation and efforts to fulfill those conditions (Purwanto, 2006: 76). The success of the Head of Madrasah as supervisor, among others, can be demonstrated by the increasing kesadara education staff (teachers) to improve their performance and

improve the skills of education staff (teachers) in carrying out their duties.

e. Fifth, the head of the madrasa as a leader.

Head of Madrasah as Leader. The Head of Madrasah as Leader must be able to provide guidance and supervision, increase the willingness of labor force, open communication in two directions, and delegate tasks (Mulyasa, 2007: 115).

The position of the head of the madrasa as a leader can be seen from the three characteristics of leadership, namely: democratic, authoritarian, and free (*laissez faire*). These three traits are often shared by a leader, so that in carrying out their leadership, these characteristics emerge situationally (Purwanto, 2006: 45).

f. Sixth, the head of the madrasa as an Innovator.

In order to carry out its role and function as an innovator, the Head of Madrasah must have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate each activity, provide a role model for all education staff in madrasas, and develop innovative learning models (Mulyasa, 2007: 118)

We can understand that in carrying out and carrying out their roles and functions as innovators, Madrasah Heads must be able to find, find and carry out various reforms in the madrasa.

g. Seventh, Madrasah head as Motivator.

As a motivator, the Head of Madrasah must have the right strategy to provide motivation to the education staff in carrying out various tasks and functions.

The duties and roles of Madrasah Heads as motivators are: (a) Physical Environment Regulator (b) Work Atmosphere Regulator. (c) Discipline. (d) motivation.

Effective leadership is characterized by taking the right initiatives and actions to overcome the various challenges that exist. There are several factors that are recommended in managing madrasas, including:

- a. The leadership of the madrasa principals is more flexible
- b. Madrasah values, vision and mission must be communicated
- c. Attention to the institution, vision, mission and values carried out
- d. The head of the madrasa, staff and parents of active students build the desired culture of madrasas based on their vision and mission.

Effective Madrasas have a more appropriate arrangement and working relationship as a functional organization of the bureaucracy. There can be free relations between teachers, principals, both vertically and horizontally and with community leaders

C. Conclusion

From the discussion above, it can be concluded that the concept of an effective madrasah is managed in accordance with the curriculum, strategy, teaching and learning and the existence of reciprocal relationships (teachers, students, parents, environment and related officials), so as to harmonize the goals stated in mission and vision of the madrasa, and produce reliable output. An effective leader is one who does not only work alone without involving anyone. But it is able to take advantage of its various potentials. Effective leadership is not just a center of position or strength but is an active interaction between effective components. The use of leadership

style right or not, the style will be adjusted to the situation and the conditions of the organization being run (Adair, 2005). The word effective in language has a meaning that is level or to realize effectiveness there are a number of things that must be considered, namely regarding the framework for building the effectiveness of madrasas and the principles of building madrasas. Effective Madrasas have a more appropriate arrangement and working relationship as a functional organization of the bureaucracy.

The success of Islamic education institutions (madrasas) in conducting education is largely determined by its ability to implement management functions professionally. The head of the Madrasah must be able to carry out his work as an educator, manager, administrator and supervisor. The effectiveness of madrasah management is the key to the continuity of the madrasa. Thus, madrasas are able to compete in the global market, able to promise and foster a positive outlook in society

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