

Analysis Of Madrasah Principal Leadership In Improving Accreditation At MTS Al-Hasanah Medan

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ABSTRACT

Accreditation is a special concern for a madrasa head because accreditation is a benchmark for good or bad quality in madrasahs. This study intends to analyze how the leadership of a madrasa principal improves accreditation, this research was conducted at the Madrasah MTs Al-Hasana Medan. The method used in this study is a qualitative method with data collection techniques using interviews, documentation, and observation, while the validity of the data is carried out by reduction, display, and verification of research data. The results obtained are the stages in the accreditation process at MTs Al-Hasana Medan, namely preparation, implementation, and determination of accreditation. The principal's strategy in increasing accreditation is making work plans and programs, increasing professionalism, increasing student academic scores, developing student skills and potential, and conducting evaluations. Meanwhile, in leading the madrasah principal at MTs Al-Hasana Medan, he prioritizes deliberation, and democracy, involving all elements in the madrasa, prioritizing discipline and providing motivation.

Keywords: Principal, Leadership, Accreditation.

INTRODUCTION

The Accreditation is a benchmark for the quality of education at this time, every school and madrasa even from the lowest level of education to higher education seeks to obtain good accreditation. Various efforts were made by the madrasa and schools. The government itself has set accreditation standards based on government regulation no 19 of 2005 by referring to 8 national education standards. This accreditation is applied so that every education user or stakeholder knows the feasibility of a madrasa in carrying out the educational process as well.

Madrasahs as educational units have a basic obligation to carry out quality education. Especially implementing accreditation as a national education standard which is a minimum criterion and must be met. National education standards as the basis for

planning, implementing, and supervising all academic activities in madrasas. The 8 known standards are content, processes, graduate competencies, educators and education staff, facilities and infrastructure, management, financing, and education assessment (Cahyono et al., 2015).

Content standards are the scope of the material and the level of competence of graduates, study materials, subjects and learning syllabus that must be met by students at the madrasa level. Process standards are related to the entire learning process in educational units to achieve quality graduates. Graduate competency standards are graduates' abilities that include knowledge, attitudes, and skills, this standard is also stated in the regulation of the national minister of education no. 23 of 2006. Standards for educators and education personnel include criteria that must be met, such as pedagogic, personality, professional, and social competencies. The standard of facilities and infrastructure is a place to carry out continuous learning and its supporters, such as study rooms, sports facilities, libraries, laboratories, parks, places of worship, and so on. Management standards are in touch with planning, organizing, and supervising all aspects of the madrasa. Financing standards are standards that regulate the financing components in madrasas. This standard is regulated in article 62 chapter IX of government regulation no. 19 of 2005 including investment, personal and operational costs in education units. The last is the assessment standard a standard that touches on the mechanisms, procedures, and assessment instruments of student learning outcomes. Assessment at the secondary education level consists of an assessment of learning outcomes by educators, education units, and the government (Ulum, 2020).

National education standards that have been set by the government require madrasas to meet the criteria in question, for that, every madrasa must try to fulfill the standards. Madrasas have a great opportunity to develop and progress by analyzing and setting targets for achieving standards. The existence of this standard as a reference has reached where the quality of a madrasa is so that the madrasa itself can measure its level.

To bring madrasas to high standards, the role of a madrasa head is very decisive, as a top leader in a madrasa and as a policymaker and decision-maker, the right strategy becomes decisive. Madrasas are in dire need of ideal, competent, and wise leaders. The leader or head of the madrasa must provide a stimulus to all aspects of the madrasa, both students, teachers, educators, stakeholders, and every component in the madrasa. (Damanik, 2015) A leader in a madrasa at least has a vision and mission, values in the madrasa, commitment, character, competence, creativity, and innovation. (Amirudin, 2017) A madrasa head should have 6 competencies, including personality and social competence, managerial competence, development, entrepreneurship, human resource management, and supervision.

Madrasas need to be given special attention, considering that there are still many

madrasas that do not meet the criteria for national education standards. In North Sumatra itself, there are still madrasas that are at the "C" accreditation rating (Berita, 2020). Even though the number of madrasas in North Sumatra has reached 1098, both private and public (Statistik, 2021). From the results of the study, it was also found that the achievement of private madrasah accreditation was still not optimal. The weaknesses lie in the standard of educators and education staff, the standard of infrastructure, and the standard of financing (Juju Saepudin, 2015). Given that there are still many problems in the world of education, especially in madrasas. Accreditation is used as a benchmark for the quality of education in Indonesia, but there are still many madrasas that have not been able to meet the standards that have been set. The leadership role of a madrasah principal cannot be denied as a driving force in an organization that is a benchmark for good or bad quality education. The head of the madrasa is the spearhead in determining and fulfilling accreditation requirements by managing all elements in the educational institution unit. Based on the description of the material, and the above field facts, researchers are interested in raising titles related to accreditation and leadership at MTs Al-Hasanah Medan, considering that until now the accreditation has been obtained at rank B, how is the role of a madrasa head in maintaining and increasing the accreditation.

METHOD

This research was conducted at the Madrasah Tsanawiyah level located at MTs Al-Hasanah Medan. (Danim, 2002) A qualitative approach is used as a method in this research. Qualitative research that is rooted in a natural setting as a whole, relies on data analysis and the objects in this study are all madrasah residents at MTs Al-Hasanah Medan. (Sugiyono, 2020) The data collection technique used is by conducting interviews, documentation studies, and observations. Interviews were conducted to obtain data in the form of arguments, and study documentation to ensure that the arguments were true by paying attention to various relevant evidence and observations to support the data submitted and obtained. After that, data analysis techniques were carried out, namely, techniques carried out to measure the validity of the data, the steps taken were in the form of reducing data, displaying data, and verifying data.

RESULTS AND DISCUSSION

Accreditation Process at MTs Al-Hasanah Medan

MTs Al-Hasana Medan which is located at Jalan Tirto Wasono No. 3 Medan has a motto for its institution which is populist, Islamic, quality, and environmentally friendly. The status of teachers at MTs Al-Hasana Medan is divided into 3 statuses, teachers with permanent status, non-permanent teachers, and assisted teachers. The condition of school facilities and infrastructure is quite good, there are study

rooms, administrative rooms, laboratories, libraries, and school gardens. Madrasah accreditation activities are divided into three stages, namely: the preparation stage, the implementation stage, and the stage of determining the accreditation rating.

The preparatory stage is carried out in 4 steps. *First*, Madrasas that will apply for accreditation make their madrasa profiles following the applicable assessment components. *Second*, Madrasah Ibtidayah (MI) and Madrasah Tsanawiyah (MTS) apply to the local Regency/Municipal Office of the Ministry of Religion (Kandepag), and Madrasah Aliyah submits it to the local Provincial Office of the Department (Depag Regional Office). *Third*, the Regency/City MoRA Office or the Provincial MoRA Regional Office submits the accreditation application file to the Regency/City Madrasah Accreditation Council (DAM) or Provincial DAM under their respective authorities. *Fourth*, the Regency/City Madrasah Accreditation Council or Provincial Madrasah Accreditation Council establishes an assessment team to accredit madrasas, compile a schedule of accreditation activities, and prepare tools and instruments for madrasa accreditation/assessment. **The implementation stage** is when the assessors' visit, determine respondents, collect field data, process data, verify and report. The visitation activity was carried out to clarify the data contained in the madrasah accreditation instrument. The main activities carried out by the assessor are usually the assessment team informing the implementation of the visit, determining the activity plan, collecting data according to the instrument, observing, clarifying, and then compiling a report. The flow in reporting is usually the assessment team submits a report on the results of the madrasa assessment, complete with the assessment file. The assessment team for Madrasah Ibtidaiyah and Madrasah Tsanawiyah reported the results of their assessment to the Regency/City Accreditation Council. The Madrasah Aliyah assessment team reports the results of their assessment to the Provincial Madrasah Accreditation Council. **The determination stage** is carried out including the Madrasah Accreditation Board making a summary of the final results of the assessment of madrasas in their area. The Regency/Municipal Madrasah Accreditation Council submits a report on the results of the accreditation to the Head of Regency/City MoRA and the Provincial Madrasah Accreditation Council submits its report to the head of the local Provincial MoRA Regional Office. Based on the report from the Regency/Municipal Madrasah Accreditation Council, the Head of Regency/Municipal Kandepag applies to the head of the Provincial MoRA Regional Office to determine the accreditation rating of the respective Madrasah Ibtidaiyah and Madrasah Tsanawiyah in the form of a Certificate. Head of the Provincial Office of the Ministry of Religion. The Head of Regency/City Ministry of Religion and Head of Provincial MoRA Regional Office publishes the results of madrasa accreditation and disseminates them to the public.

The Role of the Principal of Madrasas in Improving Accreditation at MTs Al-Hasanah Medan

The head of the madrasa prioritizes accreditation in terms of assessing the quality of education, therefore several aspects are the focus of the madrasa, such as improving the school management system, increasing academic values, and increasing the commitment of the entire academic community at MTs Al-Hasanah Medan.

School management should be systematic, effective, and efficient so that all activities can run according to what was planned. In managing the school, the principal of MTs Al-Hasanah Medan did some planning in advance. Planning is believed to be the starting point in the implementation of every program in the madrasa. The planning carried out is in the form of a semester work plan and an annual work plan. In this planning, a SWOT analysis is also carried out as a form of studying conditions in the current era. The work plan that has been prepared is then carried out or implemented by all madrasah residents, both teachers, educators, and students. The principal of the Madrasah MTs Al-Hasanah Medan applies professionalism in carrying out the work that has been determined, such as the division of teaching tasks according to their respective fields of knowledge, and conducting a rotation pattern for teachers. Invite teachers to participate and encourage students to take part in all competitions that are held and hold evaluation meetings for each grade increase. After carrying out the activities, routine evaluations are also applied every semester. This evaluation is carried out to measure the teacher's performance and the achievement of learning outcomes which are then carried out by a follow-up plan.

In addition to school management, the principal of MTs Al-Hasanah Medan also improves student academic scores, the principal sees that the potential of students at the madrasa is very good, it's just that it needs development and direction for each student's potential. The potential of the students is proven by the achievements obtained in the academic field, such as the Olympics, intelligence, and memorizing the holy verses of the Koran. The head of the madrasa himself assumes that the curriculum that has been compiled is per national education standards, it's just that its implementation has not been fully maximized. Even the teachers in the madrasahs have slowly finished the field of science and teaching by first submitting a lesson plan for evaluation.

The efforts made by the head of the madrasa also did not reach only increased academic scores and school management, but the head of the madrasa also tried to contribute thoughts so that all madrasahs were committed to improving the quality of education, and the teachers tried to improve their professionalism and provide stimulus to students both from an academic perspective. , affective and psychomotor, education personnel are also expected to be able to complete all administrative matters in a transparent, fast, and targeted manner. This

commitment continues to be built to prepare for the next accreditation to get maximum results. Every madrasah citizen is encouraged to have their responsibilities, the teacher's responsibility to the students being taught, the student's responsibility to the subjects taught, and the responsibility of all educational staff to the tasks that have been assigned to him. The head of the madrasa wants the madrasa residents themselves to be disciplined to carry out their duties according to their respective portions.

Leadership of the Head of Madrasah at MTs Al-Hasanah Medan

The head of the Madrasah MTs Al-Hasanah Medan puts forward deliberation which means democracy type. Deliberations are held to provide input and obtain input as well. Deliberations are held at semester, annual and evaluation meetings. With deliberation, it is hoped that there will be a meeting point of a problem or programs that have not been planned or have been planned. Not only among teachers, but the pattern of deliberation is also taught to students, both in class and intra-school organizations. Often the head of the madrasa advises deliberation on the sidelines of the flag-raising ceremony, he emphasizes that in any case there is a need for deliberation, selflessness, selfishness, and greed. Group work is much better and easier than individual work.

The reflection of a leader who will continue to be reflected in the minds of his members is what the head of the Madrasah of MTs Al-Hasanah Medan understands, he gives freedom to all teachers to express, innovate, create and improve their respective professions. However, there must still be time discipline, work discipline, and teaching discipline. Sanctions for those who violate discipline are also applied, but rewards for teachers who excel will not hesitate to be given. His role and obligations as a leader are expected to be able to provide a good climate in the madrasa so that a pleasant, conducive, and synergic working atmosphere is achieved. With democratic leadership, all madrasa residents feel they have the right to speak and work without being restricted.

To improve the accreditation of madrasah principals, they also always involve stakeholders in holding meetings in the new school year, preparing curriculum, financing, and determining the school learning system. The type of democratic leadership shown by conducting deliberation every time there are things to be decided makes its value and special characteristics that are reflected in the head of the madrasa.

The urgency of a madrasa principal at a school who is directly responsible for the entire academic process that occurs in the madrasa. It can be said that a leader has a separate role that covers all aspects. Having a vision and mission, of course, there must be breakthroughs to achieve them, such as providing motivation and developing teacher capabilities to help students master the desired competencies, so that they will create good graduates. The teacher as a key factor in educational

institutions is said to be so because it is the teacher who bridges the interaction between students.

The role played by the head of the madrasa in improving the quality of education is, (1) the head of the madrasa in his function becomes a wise evaluator to make decisions. (2) socialize every program that has been determined and has a daily journal of activities that are organized. (3) creating a culture of quality in madrasas. (4) become an inspiration and motivate all madrasah citizens to create a culture of quality. (5) provide scientific contributions and also the latest information. (6) carry out character and discipline development in the continuity of the academic activity process in madrasas, both for teachers and students. (7) doing good archiving, for example, such as recording, documentation, reports, and preparation of all activities. (8) develop teacher professionalism by providing training, (9) empower all madrasah residents, both teachers, education staff, and students.

As an effective leader, the role of a madrasa principal is very important and multidimensional in his role, the madrasa principal is not only seen as a manager and administrator but also as an educator and supervisor. To improve the quality of education, the entire academic community must also increase. Paying attention to all processes starting from input, process, output, and the outcome is believed that this will be the point to success and obtain good accreditation.

DISCUSSION

The improvement of madrasah accreditation is carried out by taking into account the readiness of all aspects. 8 standards that become the measurement of accreditation must meet the criteria of national education standards. Therefore a madrasa principal must be careful in analysing whether the standards have been met. (Asopwan, 2018) all components such as teachers, students, facilities, and infrastructure, stakeholders must first meet the criteria for accreditation. In addition, the completeness of documents and administration must also be considered to become an instrument in the assessment. The head of the madrasa as the spearhead must build a strong team, streamlining all programs and activities with an orientation towards improving the quality of education. Maintaining the harmony of all madrasa residents so that teachers, students, and administrative staff feel comfortable in carrying out academic activities. (Luneto & Luneto, 2019) important factors in increasing accreditation are the presence of team cohesiveness in all elements of the madrasa, high enthusiasm in building madrasas, having high cooperation in carrying out their duties and functions and having a sense of responsibility for all work. (Zain, 2020) revealed that to improve the accreditation of marine madrasas by creating teams, comparative studies, making lesson plans, increasing the professionalism of educators and education, managing administration, fulfilling facilities and infrastructure, empowering student organizations, good collaboration with committees, developing resources madrasah

income and holding accreditation dialogues. The leadership of a madrasa head is needed in any case, both as a decision-maker, meeting leader, SWOT analysis in madrasas and as an evaluator of all activities that occur. (Wulandari et al., 2019) as a leader, you should have competence and skills in influencing, encouraging, guiding, directing, and moving members. (Hafizin, 2021) The efforts of a leader in maintaining consistency to improve accreditation and the quality of education include 3 things, first is input, in this case, the selection is made to new students and teachers who want to teach, second is to improve the quality of the learning process and third, namely pay attention to and evaluate the quality of graduates. the quality of education can increase if the programs carried out run effectively and efficiently, if the programs have been running it is not impossible that the accreditation will also increase (Zaini & Syafaruddin, 2020).

CONCLUSION

The accreditation process at MTs Al-Hasanah Medan is carried out in three stages, namely the preparation stage, the implementation stage, and the accreditation determination stage. The head of a madrasah has a role in increasing accreditation, including program planning and work plans, professionalism in implementing predetermined plans, routine evaluations every semester, increasing student academic scores, and developing student potential and skills. As a leader, of course, the head of the madrasa is a reflection, for that, the contribution given is to provide encouragement and motivation to madrasa residents, train discipline, prioritize deliberation, and be democratic.

SUGGESTION

The principal of the madrasa is expected to continue to be active in controlling every work program that has been set. carry out continuous evaluations and provide motivation in efforts to improve madrasah accreditation

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