Increasing the Competence of the Head of Madrasah with Training and Benchmarking

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Abstract: The purpose of this research is to improve the competence of madrasah heads by training and benchmarking, this research method is library kasjian, the results of this study are a set of knowledge, skills, and basic values mastered and owned by a madarasah head and reflected or applied in his job or position. In Permendiknas RI No. 13 of 2007 on Madrasah head standards mentioned that the competence of madrasah heads includes five competencies namely personality, managerial, supervision, entrepreneurship and social. Training is giving new or old teachers the skills they need to carry out their work. Benchmarking is an ongoing search activity and the real application of better practices that lead to superior competitive performance. Coacha and benchmarking are obviously very helpful to improve the competence of madrasah heads or prospective madrassa heads, so that training can continue to be done to continue to improve competence according to the needs of future changes.

Keywords: Competence of Madrasah Head, Training, benchmarking

INTRODUCTION

Islamic education today is often compared with public educational institutions. There is also a mindset that assumes that graduates from madrasas are less able to compete with those who graduate from public institutions. This assumption arises because most existing educational institutions are less promising for the future and less responsive to the demands of the times. Indeed, not a few Islamic educational institutions today are more focused on religious lessons only, and less focused on general lessons. While the UN value consisting of general lessons becomes a requirement of graduation and the requirement to continue to a higher level. So it is very possible for Islamic educational institutions that are unable to respond to the needs of costumers will lose the trust of the community.

In fact, there are at least three things that people consider in choosing educational institutions, namely values (religion), social status, and ideals. (Bakri:...
Educated society is certainly more selective in choosing educational institutions for their children by considering prospective. Society will choose the ideal institution that is an institution that is able to print the spiritual generation, practice, and also able to develop its intellectual aspects. The growing issue in society is what needs to be a concern for Islamic educational institutions by always making improvements so that the institution is more productive and produces qualified graduates.

Keep in mind that the existing environment is always moving, changing, and bringing a very big influence to educational institutions. It is also known that in the world of education today is also increasingly competitive, they are competing to achieve the best quality, so that for institutions that are mediocre and stagnant (close themselves) will most likely be selected by nature. This has been seen in some school institutions that increasingly experience a drastic decline, even schools have to rush the lure of free, to attract the interest of students so that the school in the institution.

This change should be anticipated by educational institutions by preparing strategies oriented to improving the quality and performance of their institutions, so that it is expected that an institution is able to maintain its existence and be able to increase its competitiveness. The new view that should be understood is that competition is not a reason not to cooperate. With the spirit of competition, educational institutions will always strive to develop themselves in a much better direction. Similarly, through cooperation, an educational institution is even able to strengthen itself in increasing competitiveness by effectively applying the lessons that have been painstakingly learned by other institutions that have faced similar situations or related problems. This cooperation has actually been widely carried out by educational institutions. This cooperation in foreign terms is called benchmarking.

Benchmarking is a collaboration between institutions by observing directly. This benchmarking strategy was originally used in the field of business to measure the performance of an Educational Institution with other educational institutions that are more advanced. This benchmark activity is carried out by an educational institution by visiting other institutions for the process of learning and exchanging information, which later the results will be used as provisions to develop their own institutions.

This strategy is very effective for formulating long-term goals through continuous performance improvements.
LITERATURE REVIEW

Competence of the Head of Madrasah

Kompetensi is all the basic knowledge, skills, values and attitudes possessed and reflected in the habit of thinking and acting that are dynamic, developing, achievable and implemented at any time. The habit of thinking and acting consistently and constantly allows a person to be competent, in the sense of having basic knowledge, skills, values, and attitudes in doing things. The habit of thinking and acting is based on noble ethics both in personal life, social, community, religious, and life of nation and state. Kepala madrasah is a professional or teacher who is given the task of leading a school where the school becomes a place of interaction between teachers and students, teachers who are in charge of giving lessons and students who receive lessons.

From some of the above understandings, it can be concluded that the competence of the head of the madrasa is a set of basic knowledge, skills, and values that are mastered and possessed by a madarasah head and reflected or applied in his job or position.

In Permendiknas RI No. 13 of 2007 on Madrasah head standards mentioned that the competence of madrasah heads includes five competencies namely personality, managerial, supervision, entrepreneurship and social.

Concept of Training

According to Noe, Hollenbeck, Gerhart and Wright, training is a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employee. This means that training is a planned effort to facilitate learning about work related to knowledge, expertise and behavior by employees.

Thus, the definition of training from some experts can be inferred any planned effort to improve the performance employed on the job currently held or associated with it. The result of training is a change in a particular knowledge, skill, attitude, or behavior. In this case, the change in knowledge in question is the initial trainee who does not understand something becomes understood. From those who do not know the science of office administration to understand and understand, and can implement the knowledge obtained both in theory and practice in the world of work. Then, for skill and skill changes are participants who initially only have limited skills, becoming able to even be experts in skills that have been taught or given. And the last is a change in behavior that usually has ethics in working less well, even knowing the ethics in work become understand and understand. From some of the above, in order for the training provided effectively and efficiently must involve learning experiences, organizational activities that are planned, and designed to respond to identified and needed needs.
**Concept of Benchmarking**

The second definition states that *Benchmarking is a systematic and continuous measurement process; a process of continuously measuring and comparing an organization’s business processes against business process leaders anywhere in the world to gain information which will help the organization take action to improve its performance.* (Jens, 2007)

*Benchmarking* is an activity to set standards and targets that will be achieved within a certain period. *Benchmarking* can be applied to individuals, groups, organizations or institutions. There are some people who describe *benchmarking* as a test of quality standards. The intention is to test or compare quality standards that have been set against other parties’ quality standards, so that the term quality reference also appears. In general *benchmarking* is used to regulate and improve the quality of education and academic standards (Ruswidiono, 2011) Goetsch and Davis define it as the process of comparing and measuring the organization's operations or internal processes against those best in class, both from within and outside the institution (Tjitono & Diana, 2003)

Based on the various definitions above if observed has many similarities, *benchmarking* is one way to find the key or secret of success and then adapt and improve it so that it can be applied to institutions that carry out *benchmarking*.

**METHOD**

The data collection method is library study. The method to be used for the study of this literature study. The data obtained is compiled, analyzed, and concluded so as to get conclusions about the study of literature.

**RESULTS AND DISCUSSION**

Kompetensi is all the basic knowledge, skills, values and attitudes possessed and reflected in the habit of thinking and acting that are dynamic, developing, achievable and implemented at any time. The kompetensi of the head of a madrasa is a set of basic knowledge, skills, and values that is mastered and possessed by a madarasah head and reflected or applied in his job or position.

In Permendiknas RI No. 13 of 2007 on Madrasah head standards mentioned that the competence of madrasah heads includes five competencies namely personality, managerial, supervision, entrepreneurship and social. This competence can be improved in various ways, many of which can improve one’s competence, both in any field, as well as the competence of the principal who must be mastered which is listed in the decree, one way to improve that competence is training and benchmarking.

When viewed from the concept of training, training is any planned effort to improve the performance employed at a job currently held or related to it. The result of training is a change in a particular knowledge, skill, attitude, or behavior.
The head of the madrassa that is currently almost entirely already following the Head Strengthening Training for the head of the madrassa who has served, this is certainly trained by widyaswara who is competent in the field of competence of the head of the madrasah, while for the candidate of the head of the school for now must also follow the coach of the candidate for the head of madrasah first, and the training certificate is one of the requirements to become the headmaster. This training certainly produces results such as the training concept above, where the training has increased the knowledge of the leadership of the madrassa head, improved the managerial skills of madrassa heads, fostered leadership attitudes and behaviors to lead madrasas for the better.

Thus, the coach is obviously very helpful to improve the competence of the head of the madrasah or the prospective head of the madrasah, so that training can continue to be done to continue to improve competence according to the needs of the change in the future.

In addition to training, benchmarking is also a fairly powerful technique to improve the competence of madrassa heads, where the concept of benchmarking is one way to find the key or secret of success and then adapt and improve it so that it can be applied to the institution that carries out the benchmarking. Benchmarking is a learning process that takes place systematically, continuously, and openly.

This concept explains that if the head of the madrasan wants to improve his competence, then it is necessary to share with other madrassa heads about their respective success techniques, so that new things can be applied in the madrassa where he serves.

If we look at the application, the government has done this benchmarking technique by rotating the position of madrassa head to make an increase in the competence of madrassa heads, so that all madrassas continue to get changes from madrassa heads who have been learning from previous madrassas.

From the above explanation it is clear that this benchmarking technique can certainly also be used to increase the composition of madrasah heads both in the fields of personality, managerial, supervision, entrepreneurship and social.

CONCLUSION

The kompetensi of the head of a madrassa is a set of basic knowledge, skills, and values that is mastered and possessed by a madarasah head and reflected or applied in his job or position.

In Permendiknas RI No. 13 of 2007 on Madrasah head standards mentioned that the competence of madrasah heads includes five competencies namely personality, managerial, supervising, entrepreneurship and social.
Pelatihan is giving new or old teachers the skills they need to carry out their work. *Benchmarking* is an ongoing search activity and the real application of better practices that lead to superior competitive performance.

Coachan and benchmarking are obviously very helpful to improve the competence of madrassa heads or prospective madrassa heads, so that training can continue to be done to continue to improve competence in accordance with the needs of future changes.

**REFERENCES**


