

## Leadership of Madrasah Head in Improving the Quality Of Teachers in MTs Negeri 2 Deli Serdang

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### ABSTRACT

The objectives to be achieved in this study are : To find out how the leadership role of the head of the madrasa in improving the quality of teachers in MTs Negeri 2 Deli Serdang. The type of research used by researchers is qualitative research with this type of research is expected to obtain a deep understanding and interpretation of the meaning of reality and facts that are relevant to the data in the field. The result of this research are: 1) The role that a madrasa head can play in his efforts to realize the goal is to improve quality by making himself a madrasa head who can position himself as an innovator, administrator, and motivator. 2) As the head of the madrasa in the implementation of leadership in improving the competence of his teachers, it is :p, especially by supervising the activities of teachers, both of which seek to hold training, finally by providing motivation directly or indirectly

**Keywords:** Leadership, madrasah, Quality Improvement

### INTRODUCTION

Leadership is the ability to influence and mobilize other orang to achieve goals. Leadership can take place anywhere and anytime, leadership is an influence of the relationship between leaders and followers who have changed the situation (Fowler, 2016). Leadership can be interpreted as the process of affecting and directing educators in carrying out the work that has been assigned to them. Leadership as well as an agent of change that must be able to anticipate developments. In essence, the meaning of leadership as a process of influencing others, and leadership can take place anywhere (Wajdi, 2017).

Leadership according to S. Cramer, "*Leadership is a process whereby an individual influences a group of individuals to achieve a common goal*". The opinion means that leadership is a process in which an individual influences a group of individuals to achieve a goal.

The decline in the quality of education in general can be caused by the poor education system and the low source of human resources. Realitanya, many

educational institutions can grow and develop for the better and some have experienced a decline and even just waiting for their destruction. One of the contributing factors lies in the competence and leadership of the Head of madrasah / madrasah in managing schools and madrasahs or educational institutions (Hasibuan et al., 2019).

The reality of this problem can be seen from several aspects related to a few problems of Islamic education itself, including the dichotomy of education (madrasah vs. school), the development and implementation of the curriculum, the development of human resources for educators and so on. To answer this problem, the government enacted Law No. 20 of 2003 concerning the National Education System which mandates how good management of educational institutions should be. If we refer to and read as stated in Chapter III article 4, we can understand that the implementation of education should be based on educational autonomy. Autonomy in question is to provide the widest opportunity for community involvement, both individuals and groups, to jointly develop and improve the quality of education and education without being fully dependent on the government. The real principles of education that must be enforced are independence, democratic, and fairness (Dewi & Wajdi, 2019).

The head of the madrasa as a central figure in the principle of management of a formal educational institution should be able to take advantage of the potential of his human resources by providing motivation, encouragement and providing opportunities for teachers to improve their educational competence and teaching techniques. Teachers are the key to efforts to improve the quality of education, as part of an effort to change and carry out educational reforms for the improvement of education itself with a number of indicators including curriculum renewal, teaching methods, providing facilities and other supporting facilities (Fasli & Supriadi, 2008: 262).

## **METHOD**

The type of research used by researchers is qualitative research with this type of research, it is hoped that an understanding and interpretation can be obtained regarding the meaning of reality and facts that are relevant to the data in the field. The subject of the study is an individual, or organization that is used as a source of information needed in the collection of research data. The data sources in this study include:

1. Head of MTs Negeri 2 Deli Serdang
2. Deputy Head of Madrasah for Curriculum MTs Negeri 2 Deli Serdang
3. Teachers of MTs Negeri 2 Deli Serdang

## RESULTS AND DISCUSSION

### ***Leadership Role of The Head of Madrasah***

The head of the Madrasa is an additional task assigned to teachers who are considered worthy and capable in leading an educational institution. In addition to his duties as a manager, the Head of Madrasah also has an obligation as a supervisor (Hakim, 2021; Huda & Muspawi, 2018; Laksono, 2021). This means that the Head of madrasah is required to advance the educational institutions he leads, one of which is trying to improve the professionalism of teachers in the school (Hasanah, 2019; Musbahaeri, 2019). A Madrasa Head will not be said to be successful in his leadership if he is unable to improve the quality of learning in the school he leads (Ahmad, 2021; Khikmah, 2020; Minarni, 2019). Teachers in this case spearhead the creation of this quality of learning (Khaerul, 2021; Laksono, 2021; Sukriyatun & Sa'diyah, 2021).

Overton (2002:34), Positing the notion of leadership is very helpful to understand what is meant by leadership ability. For this reason, it is necessary to put forward the notion of leadership. According to Overton (2002 : 34) "*leadership is the ability to get done with and through other while gaining their confidence cooperation*" leadership is the ability to acquire action with and through others with trust and cooperation.

The head of the madrasa is as a leader who has a very heavy task in order to improve the quality of the madrasa. Teachers as one of the most important components in education, especially in terms of overcoming various problems related to improving the quality of education, are required to be able to become professional teachers. Teacher professionalism will not exist or run smoothly without the efforts made by the head of the madrasah, because one of the ways teachers can become professional teachers is the efforts made by the head of the madrasah in order to improve the quality of teachers (Puspitasari et al., 2020).

According to Siswanto in Paul Hersey and Balnchard (2005:25) there are three abilities or keterampilan that must be possessed by a madrasa head leader) namely:

- 1) *Technical Skills* : the ability to use the knowledge, methods, procedures, techniques and intellect necessary to carry out specific tasks obtained through experience, education and training.
  - 2) *Human skills*: abilities and considerations that are pursued with others, including an understanding of motivation and application of effective leadership.
  - 3) *Conceptual skill*: the ability to understand the overall complexity of the organization to which one adapts in the organization.
- a. The preparatory stage is the preparatory stage covering several activities which include :

- 1) Conveying information to administrative staff teachers and parents of students
  - 2) Assemble a development team consisting of Madrasah Head teachers and experts
  - 3) Train the school evaluation team
  - 4) Determine the focus of the aspect to be evaluated.
- b. The implementation stage includes several activities which include :
- 1) Collection of information processing information
  - 2) Drafters and recommendations
  - 3) Submission of reports and recommendations.
- c. The follow-up stage includes :
- 1) Head of Madrasah teachers and parents study the results of the evaluation
  - 2) Setting school goals and targets
  - 3) Work programs to improve the quality of schools

### ***Leadership Improves Teacher Quality***

The responsibility of educational leaders in improving and achieving the expected quality is :

- a. Provide opportunities for members to participate in the process of change to reflect on practices and develop a personal understanding of the nature and implications of change for themselves.
- b. Encourage those involved in the implementation of school improvement to form social groups and build a tradition of mutual support during the change process.
- c. Open up opportunities for positive feedback for all parties involved in the change.
- d. Must be sensitive to the outcomes of the development process and create conditions that are conducive to the feedback needed, then follow up by involving several parties in discussing ideas and practices.

### **CONCLUSION**

Based on the results and discussion of the results of the study, the researcher concluded it as follows:

1. The role that a madrasa head can play in his efforts to realize the goal is to improve quality by making himself a madrasa head who can position himself as an innovator, administrator, and motivator.
2. As the head of the madrasa in the implementation of leadership in improving the competence of his teachers, it is :p, especially by supervising the activities of teachers, both of which seek to hold training, finally by providing motivation directly or indirectly,

Various efforts carried out by the head of the madrasah have provided many avenues and opportunities for the process of improving the quality of teachers such as the implementation of general and special programs that have been designed, utilization of the human resources potential of educators, tracing creative ideas and sharing ideas. encourage and provide spirit to all parties involved in efforts to achieve the goals of the institution, and carry out educational simulations and strive in an orderly and efficient manner to support all efforts for the progress of the institution and the implementation of the learning process.

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