Headmaster Management in Improving Teacher Quality at MAN 2 Langkat

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Article History
Received : Aug 13th 2023
Revision : Oct 17th 2023
Publication : Des 30th 2023

ABSTRACT
This research is to describe how the Management of the Madrasah Principal in Improving Teacher Quality at MAN 2 Langkat is one of the studies that reveals the improvement of teacher quality in madrasas. It is time for the head of the madrasa as a manager to optimize the quality of learning activities to meet the expectations of education customers, madrasas have the function of fostering creative and innovative human resources, so that graduation meets the needs of the community, both the formal sector and informal sector labor market. This study uses a descriptive qualitative method with a naturalistic approach. Collection of research data obtained by observation techniques, interviews and documentation studies. The data analysis step is to collect data, reduce data and then conclude the data. To test the validity of the data, credibility, transferability, dependability and confirmability were carried out. The findings of this study reveal three related findings regarding: 1) The role of the madrasa head in improving teacher quality at MAN 2 Langkat are: The role of the madrasa head as an administrator, The role of the madrasa head as an innovator, The role of the madrasa head as a motivator. 2) The efforts of the Head of Madrasah in improving the quality of teachers at MAN 2 Langkat include: a) Education and training (inservice training), study assignments, workshops, conferences, b) Participate actively in social organizations, c) Writing papers scientific, d) Mobilizing the teacher evaluation team with the aim of knowing how far 3) Obstacles in improving the quality of teachers at MAN 2 Langkat are as follows: a) Lack of Mastery of Technology, b) Lack of Research/Scientific Works Produced by Teachers, c) Lack of Creativity Teachers, d) Learning systems that focus more on the quantity of results than the quality of the process. e) Putting importance on teacher administrative completeness rather than developing the quality of learning being taught.

Keywords: The Role of the Madrasa Head, Teacher Quality, Solutions
INTRODUCTION

Management activities inherently involve the allocation and supervision of finances, human resources, and physical assets to achieve predefined objectives. Grounded in systematic approaches, management as a discipline employs methods for problem-solving, process analysis, conceptual framework construction, identification of underlying principles, and the development of management theories. Universally applicable, management transcends institutional types, positions within institutions, and diverse environmental contexts, addressing a wide range of life issues (Nurmawati, 2011:16).

Quality education produces graduates capable of learning, leading, and driving reform and change by empowering educational resources optimally through conducive and effective learning (Rifa'i, 2022:2). However, the current educational landscape often neglects the natural growth of a child’s personal development, overshadowing the importance of emotional and spiritual intelligence alongside high IQ (Rifai, 2018:16).

Education should consistently strive for high quality, relying on competent educators and a robust educational system. It serves as a vital pillar in a nation’s development and is crucial for societal progress. The role of education in shaping future generations is undeniable, making it imperative for educators and educational leaders to perform their duties responsibly. Education is not only a means of training and expanding knowledge but also a fundamental component in a nation’s advancement (Baharun, 2016:243).

The significance of Islamic education among the Muslim population in Indonesia reflects the aspiration to preserve, internalize, and transform Islamic values to the next generation. Islamic education, conducted through formal institutions like madrasahs, plays a crucial role in shaping the nation’s future. Madrasahs, governed by legal provisions, contribute to the broader goal of national education outlined in the National Education System Law and the Religious Education Law (Aminullah, 2016:3).

Madrasah leaders, as managers, must exhibit professionalism and employ various strategies to enhance quality. Their managerial competence involves overseeing all aspects of the institution, ensuring effective leadership in pursuit of its goals. Administrative skills are crucial for madrasah leaders, encompassing understanding, expertise, and attitudes necessary for effective leadership (Karoso, 2020:2).

The optimization of teaching quality by madrasah leaders is essential to meet educational expectations. Madrasahs aim to nurture creative and innovative human resources to fulfill societal needs in both formal and informal sectors. Quality education extends beyond graduate outcomes to encompass the institution’s ability to meet standards. The consumers, internal (educators) and external (students, parents, and the community), shape the perception of quality education (Azzahra, 2022:2).

Madrasah leaders are the mirrors reflecting the competence and development of educators in enhancing education quality. They must understand the needs of the madrasah and play a pivotal role in the significant growth of educational competence. Professional educational staff not only possess subject matter expertise and appropriate teaching methods but also motivate students, demonstrating high-level skills and broad insights into the world of education (Kementerian Agama RI, 2011:286).
Educational management requires superior managerial skills to achieve national learning objectives. In the era of globalization, efforts to enhance educational quality are crucial for developing and refining human resources. Management, in a broader perspective, is a process of organizing and utilizing organizational resources through collaboration to achieve organizational goals effectively and efficiently (Muhammad Rifa'i, 2016:15). Consequently, management activities span a wide spectrum, covering activities from determining the organization's future direction to fostering cooperation among members and supervising activities to achieve objectives (Muhammad Rifa'i, 2018:5).

The enactment of the Teacher and Lecturer Law underscores the essential role of educators in improving national education quality (Syafaruddin, 2011:26). This legal framework, along with the National Education Standards Law, reflects the government’s commitment to certifying teachers nationwide. The focus on teacher certification is a strategic move to elevate education quality by ensuring that educators meet specific qualifications and competencies.

In the quest for educational development, it is crucial to shift the focus from merely providing educational inputs to emphasizing the educational process. While educational inputs are indispensable, they do not guarantee automatic improvements in educational quality. The broader perspective on education encompasses the need for a supportive environment, including competent madrasah leaders, professional teachers, and engaged stakeholders, all vital components influencing educational processes (Muhammad Rifa'i, 2018:5).

Education plays a pivotal role in shaping human character and is a fundamental need for individuals to determine their standing in society. The educational process nurtures and develops the personal potential of learners, fostering character development. The primary goal of educational reform is to establish a more robust national education system by optimizing and empowering all potential and community participation (Samroni, 2011:83). Education is the heart and backbone of the nation’s future, contributing to the establishment of a civilized society and bestowing blessings on all humanity (Parodis, 2011:7).

Achieving a successful and meaningful learning process heavily relies on the teacher’s role in controlling the teaching and learning activities. The quality of education is directly influenced by the teacher’s ability to implement the curriculum effectively. Despite the government’s well-structured curriculum, the teacher’s capacity to apply it adequately determines the success of education, and teacher quality becomes a critical factor in achieving optimal educational outcomes (Yamin, 2010:13).

However, a preliminary study at MAN 2 Langkat reveals challenges in classroom management, with inadequate teacher motivation and low participation in activities aimed at enhancing motivation. The observed factors include a lack of enthusiasm among teachers for competitive activities, seminars, and workshops related to improving teaching skills. The motivation for achievement is affected by personal factors such as insufficient competence and a lack of interest in such activities. Although the madrasah leader has made efforts to improve management, challenges persist in the execution of supervision and implementation processes (author observations).
In conclusion, the multifaceted nature of education requires a comprehensive approach to address challenges and enhance educational quality. The role of madrasah leaders, as educational managers, is pivotal in shaping the future of education. By understanding the complexities and intricacies of educational management, leaders can contribute significantly to the improvement of educational outcomes and the overall development of the nation. Further research and concerted efforts are needed to delve deeper into specific aspects of educational management, ensuring a robust and effective educational system for future generations.

METHOD

This research employs a qualitative research approach, a method frequently utilized and conducted by a group of researchers in the field of social sciences, including education. Various reasons have been put forth, essentially stating that qualitative research enriches the findings of quantitative research. Qualitative research is undertaken to construct knowledge through understanding and discovery. The qualitative research approach is a research and understanding process based on methods that investigate a social phenomenon and human issues. In this study, the researcher creates a complex description, examines words, detailed reports from respondents' perspectives, and conducts studies in natural situations (Iskandar 2009:11).

In qualitative research, the researcher is the key instrument. Therefore, the researcher must possess broad theoretical background and insight to be able to inquire, analyze, and construct the studied object more clearly. In qualitative research, where the researcher plays a pivotal role as the key instrument in collecting and interpreting data, data collection tools typically include direct observation, interviews, and document studies. Meanwhile, the validity and reliability of data are ensured through triangulation using an inductive method, emphasizing meaning over generalization in the results of qualitative research. Research on the management of madrasah principals regarding the improvement of teacher quality at MAN 2 Langkat is relevant using a qualitative research approach because it fulfills the characteristics of qualitative research, especially in terms of in-depth data disclosure through interviews, observations, and document reviews on what the informants do, how they carry out activities, for what purposes the activities are conducted, and why they perform virtues or good deeds (morally upright behavior) in real-life situations.
RESULT AND DISCUSSION

The Role of the Madrasah Principal in Improving Teacher Quality at MAN 2 Langkat

The role of the madrasah principal in enhancing teacher quality at MAN 2 Langkat is one of the duties and functions of the madrasah principal as a leader, which is a crucial factor in the development of quality in Madrasah Aliyah Negeri 2 Langkat. In every effort to develop the quality of the madrasah, various aspects related to the existence of the madrasah principal, teachers, and students cannot be overlooked. The madrasah principal, as the highest leader in the school, plays a significant role in the progress of the madrasah through influential leadership patterns and strategies. Therefore, the leadership of the madrasah principal needs to be taken seriously. The madrasah principal is a way or effort to influence, encourage, guide, direct, and mobilize teachers, staff, students, parents, and other stakeholders associated with the madrasah to collaborate/actively contribute to improving the agreed-upon quality of the madrasah.

The research conducted at Madrasah Aliyah Negeri 2 Langkat emphasizes that the madrasah principal must fulfill various roles, including as a managerial figure who plans, organizes, implements, leads, and controls all school members and available resources. The madrasah principal serves as an educator by creating a conducive madrasah climate and as a motivator who encourages all educators and implements an engaging teaching model.

In carrying out their duties as the formal leader of an educational institution, the madrasah principal must function as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The madrasah principal must have the right strategy to enhance the professionalism of the education workforce in their madrasah. They should also create a conducive climate, provide encouragement to the school community, motivate all education personnel, and implement an engaging learning model. In the role of an educator, the madrasah principal must strive to instill, advance, and enhance at least four values: mental, moral, physical, and artistic development for teachers and staff within their leadership environment (E. Mulyasa 2005:98).

Research by Eha Dahlia on the strategies of school principals in improving the competence of PAI (Islamic Education) teachers in the learning process at SMP Negeri 8 Lubuk Linggau in 2021 indicates that school principals motivate teachers to be creative and innovative, enhance teacher professionalism, enforce discipline among teachers, staff, and students (stakeholders), conduct supervision, improve the quality of students by participating in both curricular and extracurricular competitions, develop a culture of good morals (akhlakul karimah) among all school stakeholders through exemplary behavior, and enhance the quality of adequate facilities for Islamic education. This aligns with the research at MAN 2 Langkat, emphasizing the role of the madrasah principal as a motivator.

Based on the results of the research conducted by the researcher at MAN 2 Langkat, the role needed by a madrasah principal in improving teacher quality at MAN 2 Langkat includes the role of the madrasah principal as an administrator. The madrasah principal must possess various skills as preparation to better execute educational management, including technical skills, human relation skills, and conceptual skills. Another role for the madrasah principal is as an innovator, reflecting a delegative, integrative, pragmatic, and
creative approach. The madrasah principal also serves as a leader with exemplary qualities and as a motivator who can inspire teachers to enhance their professional competence.

Efforts of the Madrasah Principal in Improving Teacher Quality at MAN 2 Langkat

The efforts made by the madrasah principal to enhance teacher quality at MAN 2 Langkat need to be conducted both on a scheduled and unscheduled basis. Among the valuable resources of the madrasah are the teachers themselves, who are ready to participate in workshops or training activities that require expertise. The madrasah principal strongly supports the utilization of available and competent human resources.

A professional teacher prioritizes the quality and excellence of their service and products. The services provided by teachers must meet the standard needs of society, the nation, and users while maximizing the potential and capabilities of each individual student. Mohammad Ali further states that the quality of a teacher can be assessed through three dimensions: 1) formal education, 2) deployment in performing tasks, and 3) self-development through experience and training (Ali 2009:359).

Similarly, it is explained that among the efforts for teacher development are several elements, including: (1) Education and training (in service training) – education is provided to equip educators with the capacity to apply their knowledge in the future; (2) learning tasks; (3) formation, meaning placement in a position higher than before; (4) job rotation; (5) field and area rotation (tour of duty and tour of area), and other initiatives in the form of seminars, workshops, conferences, and official meetings in various forms. In this regard, data on the average degree and promotional efforts of teachers need to be considered (Uwes 1999:28).

Research conducted by Shona Ali Fahmi in 2018 on the role of the school principal in improving teacher quality (a case study at SMK PGRI 2 Ponorogo) explains that one of the efforts made by the school principal in developing teacher competencies at SMK Miftahul Waritsin includes:

a. Formal Strategies
   1. Enrolling teachers in courses and training related to competency development.
   2. Involving teachers in seminars.
   3. Engaging teachers in MGMP (Subject Teacher Working Group) programs.
   4. Conducting supervision.
   5. Organizing peer teaching.

b. Nonformal Strategies
   1. Enforcing discipline.
   2. Providing motivation.
   3. Human resources development.
   4. Mobilizing evaluation teams.
   5. Maximizing learning time.

From the presented research data, it can be concluded that in the efforts made by the madrasah principal to improve teacher quality at MAN 2 Langkat, various strategies are employed. These include education and training, learning tasks, seminars, workshops, conferences, active participation in social and community organizations, collaboration.
with government and private entities, scholarly writing, mobilizing teacher evaluation teams to assess their performance, and maximizing effective learning time at school. Through these efforts, there is an improvement in the quality of teachers at MAN 2 Langkat, as evidenced by the numerous achievements in competitions and scholarly works by teachers in the madrasah.

**Hurdles Faced by the Madrasah Principal in Improving Teacher Quality at MAN 2 Langkat**

The madrasah principal plays a crucial role in coordinating, mobilizing, and harmonizing all available educational resources in the madrasah. The leadership of the madrasah principal is a key factor that can drive the madrasah to realize its vision, mission, goals, and targets through systematically implemented programs. Therefore, the madrasah principal is required to possess adequate management and leadership skills to take initiatives in enhancing the quality of education in the madrasah.

According to Owen, as cited by Mulyasa, "there are two types of motivation: intrinsic and extrinsic." Intrinsic motivation comes from within oneself, while extrinsic motivation originates from external sources (Mulyasa, E. 2005, 144).

Similarly, in a study conducted by Fina Inayawati in 2020 regarding the strategies of the school principal in developing teacher competencies to improve the quality of education in vocational high schools (SMK) Miftahul Waritsin Sukowono, Jember Regency, the constraints faced in improving teacher quality include: 1) Lack of mastery of technological knowledge, 2) Lack of teacher creativity, 3) Lack of research or scientific papers produced by teachers.

The obstacles faced by the madrasah principal in improving teacher quality at MAN 2 Langkat are common challenges encountered in every educational institution. Some of the obstacles include:

1. **Lack of Mastery of Technological Knowledge:** The only dimension of pedagogical competence that can be categorized as good is the use of information and communication technology in the learning process. Other supporting dimensions include mastering the characteristics of students, understanding the theory and principles of learning, developing the curriculum of the subjects taught, conducting educative learning, facilitating the development and actualization of various potentials possessed by students, effective communication skills, empathy, and politeness towards all students, and the ability to assess and evaluate.

2. **Lack of Research/Scientific Papers Produced by Teachers:** Some teachers at MAN 2 Langkat are stuck in routines, teaching in a traditional lecture-based method without stimulating students to delve deeper into the subject matter. Some teachers only engage in research or scientific paper writing to meet certification or promotion requirements, resulting in suboptimal and perfunctory efforts. Administrative leniency towards the quality of these works is also noted.

3. **Lack of Teacher Creativity:** Being a teacher is a noble profession, requiring dedication, seriousness, and sincere devotion to educating students. Teachers need to guide and serve as role models for students, fostering their intellectual and moral development. To achieve this, teachers must explore their own potential and
abilities, stay acquainted with various sources of knowledge and information, and remain sensitive to the conditions and needs of their students. However, some teachers lack the creativity to employ innovative and creative teaching methods.

4. Emphasis on Quantity Over Quality: The education system often prioritizes the quantity of results over the quality of the learning process. This is reflected in the emphasis on national examinations, where the focus is on the number of graduates rather than the quality of the learning process. Discussions about exam questions take precedence over the examination and development of concepts and theories.

5. Prioritizing Administrative Completeness Over Learning Quality: Many times, the administrative completeness of teachers takes precedence over the development of the quality of the taught subjects. Teachers also tend to avoid using new ideas or teaching methods. The prevalent use of lecture-based methods results in less active classrooms and student disengagement.

Overcoming these hurdles requires addressing both the mindset and capabilities of the teachers, fostering a culture of continuous learning, and providing support for creative and innovative teaching approaches. Additionally, there needs to be a shift in the education system’s focus from quantity-oriented assessments to quality-driven learning processes.

CONCLUSION

The Headmaster plays a pivotal role in enhancing teacher quality at MAN 2 Langkat by acting as an efficient administrator. This involves possessing essential skills in technical, human relations, and conceptual aspects, coupled with leadership qualities that set an example for others. Additionally, the Headmaster assumes the role of an innovator, reflecting a style characterized by delegation, integration, pragmatism, and creativity. Furthermore, the Headmaster acts as a motivator, inspiring teachers to elevate their professional competence.

To improve teacher quality, the Headmaster employs various strategies at MAN 2 Langkat. These include organizing in-service training, facilitating further education, conducting seminars, workshops, and conferences. Active participation in social and community organizations, along with the production of scientific papers, is emphasized. The mobilization of a teacher evaluation team aims to assess the effective performance of teachers, and efforts are made to maximize learning time effectively within the school.

Despite these efforts, certain obstacles hinder the improvement of teacher quality at MAN 2 Langkat. Challenges such as a lack of technological knowledge, insufficient production of research or scientific work by teachers, and a deficit in teacher creativity are notable. Additionally, the learning system’s emphasis on result quantity over process quality and prioritizing administrative completeness over the development of learning quality pose further challenges.

In light of these findings, it is imperative for the Headmaster to implement effective strategies that address these challenges comprehensively. Focusing on enhancing technical skills, fostering creativity among teachers, improving technological proficiency, and emphasizing the quality of the learning process can serve as practical solutions to overcome these barriers and ultimately elevate the overall quality of education at MAN 2 Langkat.
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