Leadership Management of The Head of Madrasah

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Abstract

Leadership is the main determinant of the birth process of the dynamics of an education and the effectiveness of leadership. The importance of effective management in educational organizations is getting more and more attention from various parties. Educational institutions will be required to provide effective educational services to students and to the community. The head of the madrasa is the driving force for madrasa resources, especially teachers and madrasa employees. Principal leadership management gives freedom to every school principal (madrasah) to emphasize and prioritize certain competencies in accordance with the vision, mission of the school and their respective regions. Once the importance of the leadership role and the position of the principal or madrasah principal in improving the quality of schools and the quality of students in particular, there must be a continuous effort to evaluate and observe whether school principals have played a good role so that they can present themselves as effective leaders.

Keywords: *Management, Madrasah Principal Leadership.*

INTRODUCTION

The success of an educational institution requires someone who is capable and strong in leading in an institution. This person is called an educational leader or in a formal educational institution called the principal/madrasah. Leadership is all joint efforts to mobilize all available resources and tools in an organization.(Ahmad Fauzi 2017)

In management in general and education management in particular, leadership issues are directly related to human resource management and quality management. Principal leadership management gives freedom to every principal (madrasah) to emphasize and prioritize certain competencies in accordance with the vision, mission of the school and their respective regions (regional excellence). Emphasis on competence will give color to schools, so that one school will be different from schools in other areas.(Anis Fauzi 2022) Becoming a professional school principal is not easy, because there are several requirements and criteria (standards) that must be met, for example a school principal must meet certain standards such as general and special qualifications, and must have certain competencies.(Farida and Jamilah 2019)

Meanwhile, in the context of education quality management, leadership is one of eight important factors for quality management practices. Deden Makbuloh, citing the opinion of Saraph, et al, stated that there are eight important factors for the practice of quality management, namely: 1) the role of management leadership and quality policy; 2) role of the quality department; 3) training; 4) product/service design; 5) supplier quality management; 6) process management; 7) quality data and reporting, and 8) employee relations.*(*Deden Makbuloh, 2011)*.*

Thus the role of management leadership and quality policy making is an inseparable part of quality management. The quality of education includes the entire education system, especially the management system and work ethic, quality, quantity of teachers, curriculum and physical facilities and facilities..(Sudarsana 2015). The educational process is said to be of high quality if all components of education are involved in the educational process. Factors in the educational process are various inputs such as teaching materials, methodologies, school facilities, administrative support, and other resources as well as creating a conducive atmosphere. Meanwhile, the quality of education in the context of educational outcomes

refers to the achievements achieved by schools in each certain period of time. The notion of quality or quality can also be seen from the concept of absolute and relative. In the absolute concept, something is called quality if it meets the highest standards and is perfect. It means that the goods are of unmatched quality. The key factor that affects the high and low productivity is the attitude of the people who work together. What is clear is that the "half-hearted" attitude of the workforce is the most serious obstacle to increasing productivity. The attitude itself is a reflection of the interaction of many long-term and short-term factors including motivation, culture, management system, nature of work and special and human things such as value systems, philosophy of life and others..(Sudarsana 2015)

In the world of education, the concept of absolute quality is elitist because only a few educational institutions are able to offer the highest quality to students and only a few students can afford it. As for the relative concept, quality means meeting the specifications set and in accordance with the objectives. In the context of education , the quality that is meant is in the relative concept, mainly related to customer satisfaction. Educational customers consist of two aspects, namely internal and external customers. Internal customers are school principals, teachers, and school employees. External customers consist of primary external namely students; secondary externals are parents, government leaders, and companies; and tertiary external, namely the labor market and the wider community.

Efforts to improve the quality of education can be pursued by implementing Total Quality Management (TQM). Total Quality Management is an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes, and the environment (Tjiptono and Diana, 2003: 3)(Badzaly 2021) In education, TQM is a philosophy of continuous improvement, namely educational institutions provide a set of tools or tools to meet, even exceed, the current and future needs and expectations of customers. TQM is an approach to doing business that tries to maximize the competitiveness of an organization through continuous improvement of products, services, people, processes, and the environment. In addition to TQM, improving the quality of education can also be strengthened by School-Based Management (SBM). School-based management or School Based Management can be defined and harmonized resources that are carried out independently by schools by involving all interest groups directly related to schools in the decision-making process to meet school quality needs or to achieve school quality goals in national education.(Usman 2014)

School-based management (SBM) is a way to advance the quality of education by delegating decision-making policies that should come from the central government to the regions of each institution, which makes school principals, teachers, students, and guardians of students have more control. of teaching and learning activities in institutions or schools, and what is no less important is that schools have a large role and responsibility in making decisions in the financial sector and school curriculum.(Achadah 2019) However, whether it's Total Quality Management (TQM) or School-Based Management (SBM) will be highly dependent on the leadership of the principal. The principal task of the principal in carrying out his leadership includes three dimensions, namely leading a group of people, mobilizing material resources, and carrying out work with other people. Provision of abilities, expertise, and skills is a necessity that must be possessed by school principals in order to be able to run the wheels of the institution. Soekarno Indrafachrudi stated that an educational institution leader must have at least five skills, namely 1) leadership skills; 2) skills to establish working relationships with fellow human beings; 3) group mastering skills; 4) skills in managing personnel administration; and 5) judging skills. (Soekarto Indrafachrudi, 1994)

One of the main emphasis in today's world of education is the demand for educators to be more responsible in improving the performance of their students. National and regional expectations require schools to ensure that their students are able to master curriculum objectives well, and schools can focus on meeting this requirement. As a result, leadership tasks in teaching activities in schools develop into the main task or role for school principals.

In order to meet the demands related to these expectations, current school principals need to focus more on teaching and student learning, especially in measuring and determining student progress, than in the past. Consequently, current principals must concentrate on building the school's vision, sharing leadership with other teachers, and encouraging schools to operate as learning communities. Efforts to achieve the expected improvements require collecting, processing and assessing data to identify what is needed, and monitoring teaching and curricula to determine whether these needs have been properly managed.

METHOD

This type of research is library research, namely research that focuses on research using data (Kartini, 1996) which is then followed by writing, editing, clarifying, reducing and presenting. (Noeng Muhajir, 2002) According to Noeng Muhadjir, library research requires more philosophical and theoretical preparation than empirical testing in the field. (Noeng Mujadjir, 1996)

RESULTS AND DISCUSSION

1. Definition and Types of Leadership

The concept of leadership is very complex and has developed. Therefore, the definition of leadership is also experiencing development, although generally they have basic similarities. C.A. Weber in his book Fundamentals of Educational Leadership expresses his views on leadership as follows: "leadership is the process by which people are induced to move forward some goal or purpose" (Weber.C.A and Mary E.Weber, 1955) Kimball Willes said "Leadership is any contribution to the establishment and attainment of group purposes. (Kimball Wiles, 1961) Meanwhile Tead said "Leadership is the process of helping the group to achieve goals which seem desirable to the group".

When we compare the three definitions of leadership as above, the three are almost the same. Leadership is an activity in guiding a group in such a way that the group's goals are achieved. These goals are common goals. Therefore, George Terry formulated that leadership is an activity to influence people so that they are directed to achieve organizational goals. (George R. Terry, 1966)

From these several definitions, there are two key words in terms of leadership. The first, leadership is an attempt to influence other people, either in the form of inviting, guiding, even within certain limits can also influence by coercion. The second, directing or carried out to achieve common goals or organizational goals. With these two keywords, in every leadership there will always be activities and efforts to move, direct or guide group members in order to achieve the desired goals.

Discussion about leadership in an organization is very important. An organization's success or failure is largely determined by leadership. A noble expression that says that the leader is responsible for the failure of the implementation of a job, is an expression that puts the position of the leader in an organization in the most important position.

In Islam, as in the hadith of the Prophet SAW, it is stated that every person is a leader and every leader will be held accountable. This expression of the Prophet means that a leader, whatever his form, wherever he is, will always have the burden of being responsible for his leadership. Leadership is needed by humans, because there are certain limitations and advantages in humans. On the one hand humans have limited ability to lead, on the other hand there are people who have the advantage to lead. This is where the need for leaders and leadership arises.

There is a saying "a good leader is to serve not to ask to be served". This expression illustrates that a leader has duties and responsibilities that are not light because they must be willing to work for the common good and goals. The leader is not just to sit and ask to be respected and served, but instead he is the one who should work and serve the people he leads. But in fact the character of a leader in each person is always different both in his leadership style and type of leadership.

The type of leadership is a pattern of behavior of a typical leader when influencing his subordinates, what the leader chooses to do, the way the leader acts in influencing group members to shape his leadership style..(Marlina 2013) Based on the method of implementation, there are four types of leadership, namely: 1) Autocratic leadership, 2) Pseudo-democratic leadership, 3) Laissez-faire leadership, and 4) Democratic leadership. (Soekarto Indrafachrudi, 1994)

The types of leadership as above are the types of leaders that are closely related to the personal character of a leader. In practice, it turns out that these types vary. Depending on the maturity situation of the subordinates (guided) who will be fostered. Besides that, it also depends on the maturity of the guided will which has elements of internal motivation and self-confidence. Challenges and situations from outside can also have an influence on the way and style of leadership. This is what is then called situational leadership, where a leader tries to adjust the type and way of leadership to the existing situations and conditions.

An autocratic leader shows his power and wants to be in power. He thinks that his responsibility as a leader is enormous. Only he is responsible for his leadership. The success of the school he leads depends on him. In this regard, he works hard, meticulously and in an orderly manner, he wants and expects that his subordinates must also work hard and earnestly. He was afraid and worried that the work his subordinates did was not as expected. Therefore, the supervision must be very strict. As a result, the atmosphere at school is always tense. The instructions given must be obeyed. He is the one who makes the rules that must be obeyed. He is also the one who supervises and evaluates the work of his subordinates. his creative power. He is very decisive about what to do and how to do it. What he thinks is right is what is right. This opinion cannot be disputed by the teachers.

A pseudo-democratic leader is different again, he often wears a "mask". He pretended to show democratic nature in his leadership. It gives the right and power to the teachers to determine and decide things, but in fact it works with calculations. He devised a tactic to make his wish come true in the future. With his behavior, language used, and attitude, he wants to give the impression that he is a truly democratic leader. Likewise with his work at school. He tries to be liked and respected in the community. He is very polite and always wants to help his subordinates, but these traits and attitudes are highlighted in order to gain the trust of the teacher he loves. For this kind of leader, democratic leadership means giving gentle guidance in doing the things he wants them to do. He is actually autocratic, but in his leadership he gives the impression of being democratic.

The leader who is laissez-faire wants his subordinates to be given a lot of freedom. Give them trust. Appreciate their individual efforts. Do not hinder them in their work. They do not need to be supervised in carrying out their duties. Everything will be all right. He is sure that the teachers will work with joy. This type of leader works without a plan. Some plan would curb the teacher's freedom. No guidance was given to them. That's why he let the teachers work as they pleased, their work was certainly not regular. Since the work of teachers is irregular, the overall work in schools is generally also very irregular. The leader is indifferent to his duties and obligations at school, he is ignorant.

The kind of leadership that is good and appropriate today is democratic leadership. All teachers work to achieve a common goal. All decisions are taken through deliberation and consensus and must be obeyed. Leaders respect and respect the opinions of each teacher. Leaders provide opportunities for teachers to develop initiative and creativity. Leaders encourage teachers in terms of developing their skills related to their efforts to try something new that suits the demands of the times, for example trying new methods and new strategies in teaching. He is friendly and always willing to help his subordinates by giving advice, suggestions, and instructions, if needed. He wanted his teachers to move forward and try to achieve success in their respective endeavors.

2. Leadership in Education

Leadership in education is a very important part in achieving the quality of education. Definitively, leadership has various differences in various ways, however, leadership is generally understood as a process to exert social influence on others, so that other people carry out a process as desired by the leader.

Although the definition of leadership always starts from giving influence to others to carry out what the leader wants to achieve a goal effectively and efficiently, it turns out that the process of influencing it is carried out differently. The process of implementing these different influencing activities then produces levels in leadership. Muhaimin, et al quoting Kasali, suggested 5 stages of leadership which include: (1) level 1, the leader because of things that are legal, such as being a leader because of a decree (SK); (2) level 2, a leader who leads with love, at this level is already leading people, not leading work; (3) level 3, leaders who are more result-oriented, at this level leader work performance is very important; (4) level 4, at this level the leader tries to grow individuals in the organization to become leaders; and (5) level 5, a leader who has extraordinary charm. At this last level people want to follow him not only because of what the leader has personally provided or benefits, but also because of the values and symbols attached to the person. (Muhaimin, et al, 2012)

According to Kasali, as cited by Muhaimin, et al, in order for school/madrasah principals to be able to move from level 1 leaders to level leaders above, up to level 5 leaders, four elements are needed, namely: vision (vision), courage (courageness), reality (reality). , and ethics (ethics).

The first element that a principal must have to become a great leader is to have a vision. To be able to have a good vision, a principal must have an open mind, so that he is able to accept new things that may be contrary to what he has believed, so that the experience will enrich the principal's perspective on something.

The second element is courage. Principals who love their work will have high courage, because with a love for their work, it means that they do it with their heart. With this courage, leaders will voluntarily take various initiatives to seek new breakthroughs which are sometimes full of risks. With the radiance of courage and dedication to the work, the principal will be able to motivate his followers or provide a clear example and direction.

The third element is the ability to work in a realistic world. The principal must be able to distinguish between opinions and facts. He must be able to live in reality. If the condition of the school still does not have sufficient resources, then the principal must be able to use the existing facilities, however, he must always strive to meet these various resources on an ongoing basis. In relation to the process, the principal must be able to create a system that is able to flow the various facts that exist to him, so that the various decisions taken are decisions related to development, so that development is prioritized and strategic.

The fourth element is having a high concern and sensitivity towards humans. The principal works by basing on noble human values, instilling them and punishing them for those who violate these values. Instilling values in schools will make institutions more productive at work. As an educational institution, the implementation of values in the workplace is not only to increase productivity but also to strengthen the essence of the school as a social institution that carries out the mission of educating and enlightening the community.

In essence, the duties and responsibilities of a school principal are very heavy. Even though he has distributed tasks to his subordinates and is the first person to be responsible for the success of his school in achieving its goals. Success in achieving goals cannot be separated from the style or "style" of leadership applied by the principal. (Hendiyat Soetopo, 2010) To be able to influence the effectiveness of school organizations, leadership itself must show its effectiveness. The principal as an educational leader in carrying out his duties must know his leadership function. By knowing the function of leadership, the principal can carry out tasks based on his function.

3. Qualities of an Effective Principal

A school principal as a leader of an educational institution if he wants to succeed in his leadership period must be serious, have a clear vision for the future and carry out his mandate as well as possible. Hamzah B. Uno conveyed several issues to identify effective leadership, including (1) leadership is part of management that relies on interpersonal relationships, and aims to tap submerged human abilities, (2) leadership does not have to be an individual responsibility, and (3) leadership can be an instrument to improve the organization. (Hamzah B. Uno, 2013) In order for the leader's collaboration with his subordinates to be more effective, the leader must carry out the leadership principles as follows:

1. The principle of individual contribution/contribution towards the achievement of goals.
2. The principle of harmony with the target.
3. The principle of efficiency of direction.
4. The principle of unity of command.
5. The principle of direct supervision.
6. The precise principle of giving direction.
7. Principles of managerial communication.
8. The principle of understanding.
9. Information principle.
10. The principle of using informal organizations strategically.
11. Leadership principles. (Hamzah B. Uno, 2013)

James H. Stronge, et al based on existing research and empirical studies on principal practices related to student achievement, have made eight parameters to measure the quality of effective principals, (James H. Stronge, 2013) is as illustrated below.

Principal Quality	Description
Quality 1 **Teaching Leadership**	Principals promote the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence.
Quality 2 **School Climate**	Principals encourage the success of all students by advocating, maintaining, and maintaining a safe and positive school climate for all stakeholders.
Quality 3 **Human Resources Administration**	Principals encourage effective administration of human resources through the selection, induction, support and maintenance of qualified teaching and support staff.
Quality 4 **Teacher Evaluation**	Principals carry out evaluations of teachers and other staff in an appropriate, meaningful, and productive manner with the aim of supporting the effectiveness of school performance and improvement.
Quality 5 **Organizational Management**	Principals promote the success of all students by encouraging, managing, and overseeing school organization, operations, and resources.
Quality 6 **Communication and community relations**	Principals promote the success of all students by collaborating effectively with all stakeholders.
Quality 7 **Professionalism**	Principals promote the success of all students by demonstrating integrity, fairness and ethical behavior.
Quality 8 **The role of the principal in student achievement**	Principal leadership results in acceptable and measurable progress against existing standards

Of the eight categories of effective principal leadership as mentioned above, James H. Stronge then determined that there were five principal profiles seen from their level of effectiveness as a school/educational leader, namely:

1. Master: The principal shows the quality where other parties can place the principal as an expert in leading the school. The principal not only looks qualified, but also able to show an understanding of the meaning of quality.
2. Professional: The principal shows high quality all the time.
3. Beginners: The principal shows quality at the level of being able to do the things needed to keep the school running. The principal may be less flexible, but his work can be categorized as effective.
4. Ineffective: The principal's performance is unacceptable and this principal must focus on efforts to improve his performance.
5. Not Observable: There is no evidence of the quality of the principal either by demonstration or by observation.

CONCLUSION

There are eight parameters to determine whether the heads of madrasah ibtidaiyah have displayed an effective leadership pattern in carrying out their duties. The eight parameters are: the principal has played a role in teaching leadership; create school climate; perform the administration of human resources, conduct teacher evaluations; perform organizational management; carry out communication and community relations; act professionalism ; and play a role in student achievement.

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