Leadership and Capacity Building; The Construction of Madrasah Quality Improvement

Dian[1], Irawan Faizal[2], N Dewi Hasanah[3]

Islamic Educational Management Department, Universitas Sunan Gunung Djati Bandung, Indonesia
Email: Dian@uinsgd.ac.id[1], irawanfaizal96@gmail.com[2], dewibarosy@gmai.com[3]

Abstract:

This study aims to understand the construction of madrasah quality improvement through a leadership system in building human resource capacity building in one Madrasah Tsanawiyah in Bandung Regency. The researcher tries to understand the meaning behind school quality assurance activities by using a case study qualitative approach. Researchers conducted interviews, observations, and documentation to obtain accurate and valid information related to the research theme. Collecting, reducing, presenting data, and drawing conclusions are carried out in data analysis. The research results show that the construction of improving the quality of madrasas through a leadership system in building human resource capacity building in one Madrasah Tsanawiyah in Bandung Regency is carried out through policy analysis organizational commitment, management support system, workforce development, and continuous innovation improvement. This research has implications for the importance of leadership and capacity building that must be adequately managed to increase the competence and skills of existing personnel, thus giving birth to commitment, loyalty, and good performance quality.

Keywords: *Leadership, Capacity Building, Quality, Madrasah*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang konstruksi peningkatan mutu madrasah melalui system kepemimpinan dalam membangun capacity building sumberdaya manusianya di salah satu Madrasah Tsanawiyah di Kabupaten Bandung. Peneliti berusaha untuk memahami makna di balik aktivitas penjaminan mutu sekolah dengan menggunakan pendekatan kualitatif jenis studi kasus. Peneliti melakukan wawancara, observasi dan dokumentasi untuk mendapatkan informasi yang akurat dan valid terkait dengan tema penelitian. Pengumpulan, reduksi, penyajian data, dan penarikan kesimpulan dilakukan dalam proses analisis data. Hasil riset menunjukkan bahwa konstruksi peningkatan mutu madrasah melalui system kepemimpinan dalam membangun capacity building sumberdaya manusia di salah satu Madrasah Tsanawiyah di Kabupaten Bandung dilakukan melalui; analisis kebijakan, organizational commitment, management support sytem, workforce development, and continous innovation improvement. Penelitian ini memberikan implikasi tentang pentingnya kepemimpinan dan peningkatan kapasitas yang harus dikelola secara baik, agar mampu meningkatan kompetensi dan skill personalia yang ada, sehingga melahirkan komitmen, loyalitas dan mutu kinerja yang baik.

Kata Kunci: *Kepemimpinan, Capacity Building, Mutu, Madrasah*

INTRODUCTION

As formal Islamic educational institutions, Madrasas continue to face extraordinary challenges in the implementation of their education, as well as Madrasah Tsanawiyah Al Ihsan Baleendah Bandung, which is the site of this research. Along with the dynamics of the times and the complexity of the demands of society, madrasas are required to constantly improve, make improvements in various aspects, strengthen managerial and service aspects, and make innovations to survive and exist amid very tight competition between educational institutions.

All components at Madrasah Tsanawiyah Al Ihsan are aware that to achieve all of this, everyday awareness from all components of the madrasa is needed to strengthen the quality of education, given the existence of madrasas which are underestimated by the community. In other words, madrasas are the second choice and are perceived negatively by some people because many madrasas are implemented as they are and are unable to meet community expectations (Nata & Sofyan, 2020; Eviyana, Diana, Kholid, & Masykur, 2021).

Therefore, strengthening the quality of madrasas is necessary for Madrasah Tsanawiyah Al Ihsan because it is essential to strengthening public trust in madrasas. Theoretically, the concept of quality in educational institutions is universally adopted from the industrial world (Dudin et al., 2017; Sameena, 2020). The concept of quality that was born from various domains, especially from the industrial world, can be understood as an entry point for improving the quality of Islamic education (Ilyasin, 2017). The quality developed by educational institutions is identical to products that are measured and tested according to standard parameters (Farooq, 2018; Masyitoh, 2020).

In the context of education quality, quality refers to input, process, output, and impact (Liu, 2020). Input quality can be seen from several aspects; first, the situation and condition of the input of human resources, such as leaders, teachers, and students (Babatunde & Victor, 2018; Sasmito et al., 2020). Second, whether or not it meets the input criteria in software such as; regulations and organizational structure. Third, the quality of input is of the nature of expectations and needs, such as vision, mission, and ideals (Baharun, 2017). Process quality is the ability of existing resources in Islamic boarding schools to transform multiple types of inputs and conditions to achieve added value for students, such as the value of health, safety, discipline, intimacy, and satisfaction (Leonnard, 2018). Furthermore, the scholarly output is of high quality if it can give birth to academic and extra-curricular excellence for students for one level of education. Usually, academic excellence is expressed by the grades achieved by students, and extra-curricular excellence is expressed by the various types and forms of skills that students perform.

To realize the quality of education that meets the expectations of all parties, innovative and transformative leaders are needed in realizing the expectations of all parties through behavior that is always quality-oriented and cultivates quality in every organizational activity (Jabbar & Hussin, 2019). A good leader is a leader who is willing to change for the better. Leadership has a

strong influence on the survival of the organization. Leadership is the process of influencing others to achieve a common goal (Miroj et al., 2020). Leadership is an attempt to motivate individuals to complete some goals of an organization (Lowe et al., 2020).

The research results show that the presence of a leader is expected to bring about change for madrasas through their touch and thoughts (Hill-Berry, 2019; Abowitz & Kathleen, 2019; Samsu et al., 2021). Such a leader can make existing human resources into an organizational force to make extraordinary changes by the expectations of all parties (Imhangbe et al., 2019; Lowe et al., 2020; Wahyudin et al., 2021; Salim & Hasanah, 2021). Leaders who can increase the capacity of all components of the madrasa to make changes and equip them with the competencies and skills expected to accelerate quality improvement at Madrasah Tsanawiyah Al Ihsan. Through these competencies and skills, it is hoped that their performance can improve and do the best for their institution.

Performance issues are closely related to capacity building. Capacity building is a strategic parameter for the realization of good governance (Puranti et al., 2020; Hasan, 2020). Development is an effort to develop various strategies to improve the efficiency, effectiveness, and responsiveness of organizational performance (Utami et al., 2021). The principal's capacity building as the highest leader in Madrasah Tsanawiyah Al Ihsan is an absolute must, considering that superior quality can be achieved when supported by good leadership and superior performance from all madrasa residents.

This research is based on the research results from Dunst et al., (2019); the capacity building must be carried out seriously to achieve organizational goals. Roumell et al., (2020) say that employee capacity development can be carried out by conducting policy analysis, needs assessment, and evaluation. Isiaka et al., (2020) said that increasing capacity building is carried out by providing the infrastructure needed by all parties so that the funding aspect must be robust. Karimi et al., (2021) said that stakeholder capacity building is part of the Participatory Monitoring and Evaluation process, so it must be observed at all stages to ensure educational programs are implemented to the latter by bringing on board all the key stakeholders in education, particularly in literacy and numeracy skills aspects.

As stated by these researchers, the importance of capacity building for organizational development needs to be carried out and managed adequately and correctly. Therefore, the synergy between management and a sound leadership system is needed. This research is here to fill the space of some of the studies mentioned above, where the researcher tries to present the construction of improving the quality of madrasas through a leadership system and capacity building of existing human resources so that they become a mutually reinforcing unit in building the quality of madrasas. The focus of this research is how the construction of improving the quality of madrasas through a leadership system in building human resource capacity building at Madrasah Tsanawiyah Al Ihsan Baleendah Bandung

RESEARCH METHODS

This research uses a qualitative approach with a case study type. The researcher attempts to analyze and understand the construction of improving the quality of madrasas through a leadership system in building human resource capacity at Madrasah Tsanawiyah Al Ihsan Baleendah Bandung. As a research instrument, researchers are present in the field to observe various activities at the research site.

The data collection technique was carried out through interviews with several purposively selected informants, as many as eight people, consisting of the Head of Madrasah, Deputy Head of Madrasah, Teachers, and students. The basis for determining the informants is because they master and understand various information needed by researchers related to the theme being studied. In addition, the researchers also observed various leadership activities, strengthening capacity building and strengthening the quality of education at Madrasah Tsanawiyah Al Ihsan Baleendah. Furthermore, researchers also document various activities related to quality assurance activities carried out and some other supporting data.

As for the data analysis technique, referring to the concept of Milles & Huberman (2014), namely collecting data from the research results as a whole, then followed by data reduction, where the researcher in this case sorts and selects the existing data to suit the research focus. Furthermore, the researcher presents the data from the reduction results into a conclusion which is the result of the findings of this study.

RESULTS AND DISCUSSION

The results showed that the construction of improving the quality of madrasas through a leadership system in building human resource capacity building at Madrasah Tsanawiyah Al Ihsan Baleendah Bandung was carried out through;

Madrasah Development Policy Analysis

In improving the quality of education at Madrasah Tsanawiyah Al Ihsan, the head of the madrasa at every opportunity, constantly analyzes the various policies made. The policy analysis is carried out so that the decisions made are by what all madrasa residents want. AL conveyed this as the deputy head of the madrasah who said that; We always obey the decisions of the head of the madrasah together because the decisions made are based on the results of a mutual agreement. Of course, the joint decision is based on various considerations that we have thought about together.

The principal, in this case, understands very well that the decisions taken must be truly aspirational and accommodating. In their implementation, they do not experience significant obstacles; even all parties in the madrasa support the strategic policies made by the leadership of the nature of the decisions. It accommodates all parties' various needs and interests, or the decisions are buttoned up (Yahdiyani et al., 2020).

This participatory decision-making model provides opportunities for subordinates to always show their potential in conveying their ideas and ideas

and possible for organizational development. Decision-making by optimally involving subordinates is not easy. Therefore, strategies and expertise are needed from leaders to manage their subordinates so that the decisions made are effective, efficient, and effective.

Likewise, with the statement from SM as a teacher at the madrasa. He said that all components of the madrasa were invited to consult to produce a joint decision. In these deliberation activities, many opinions were expressed by all meeting participants in solving various kinds of problems, such as how to make learning effective, improve teacher performance, overcome problem students, and so on, where it aims to improve the quality of madrasas.

In every decision making, the leader must always consider several things obtained as a strategy before making a decision, namely; 1) the philosophy of the person concerned, 2) the context in decision-making activities, 3) the information used, 4) participation and decisions are taken.

The policies carried out by madrasah principals are realized in several strategic policies that lead to efforts to improve the quality of education in madrasas. Policy analysis is understood as an applied social science discipline that uses rational argumentation by using facts to explain, assess, and generate ideas to solve organizational problems (Sari et al., 2020).

IF, as the head of the madrasa said, to improve the quality at this madrasa, we use logic and rationality, where we must do our best, be innovative, optimize existing potential, serve the community, serve students and continue to make improvements. From this, then we make it part of the management of the organization and make quality with the work culture in this madrasah.

Theoretically, policy analysis is one of the methods or techniques used by madrasah principals to provide information and choices for formulators in the policy-making process. The policy is a technical matter and leads to the role of knowledge in processing (compiling and implementing) policies. Therefore, policy studies are designed to transcend various disciplines, including political science, sociology, anthropology, administration, psychology, and other sciences (Agustino, 2020).

The policies made at Madrasah Tsanawiyah Al Ihsan are based on internal and external analysis. According to SF, the internal analysis carried out by the madrasa is several activities in analyzing matters relating to the strengths and weaknesses in the madrasa. Vice versa, external analysis of madrasas is several activities to analyze matters relating to the advantages and disadvantages outside the madrasa, such as community needs, dynamics of technological development, economy, politics, etc.

This shows that the involvement of school residents is essential from the preparation of concepts, policies, provision of supporting materials to the target of achieving the desired quality so that the policies made can be implemented according to shared expectations and needs (Safitri et al., 2020). The policy is strongly influenced by the context that surrounds it, in this case, called endogenous factors (referring to changes in the composition of actors, relationships between actors, and so on that are internal) and exogenous factors

(economic, ideological, political, and knowledge factors that also influence policy).

Organizational Commitment

Improving the quality of madrasas through the leadership system of the madrasah principal in building capacity further is the strengthening of organizational commitment. Commitment to all madrasah components is significant for the dynamics of madrasa development by fulfilling customer expectations. This is as conveyed by IF as the head of the madrasa, which states that every madrasa personnel must carry out the tasks they carry out, both as individuals and groups. In addition, the commitment to carry out their duties and show their best performance is a part that the residents of this madrasa must carry out. If they do not follow the rules that have been applied, then we will give a warning, warning and come to a stop.

AK conveyed the same thing as the deputy head of the madrasa, who stated that to build work commitment from all components of the madrasa, we carried out various strategies so that the quality of human resources in this institution was as expected. The leadership builds capacity for all personnel here to get good work performance.

Organizational commitment is seen as good if employees show feelings of pleasure and pride in their work, desire to continue working, and have a loyal attitude to the organization. Organizational commitment is seen as one way to achieve the organization's vision. To build this commitment, visionary, inspirational, and capable leadership is needed to make changes according to the times' dynamics and society's demands.

Organizational commitment is the identification and involvement of a relatively strong person in the organization. That is, an employee who has a high commitment has a strong desire to maintain his membership in the organization and is willing to work hard to achieve organizational goals (Meutia & Husada, 2019). This is by the statement from GS, which said that to strengthen the commitment and performance of all personnel in this madrasa, the principal usually takes a personal approach to several people who are considered "problematic" in their performance. Through this approach, he can lead his subordinates to change their mindset and make their work a devotion worth worship.

Organizational commitment is formed because of the belief, willingness, and desire to achieve a goal to maintain its existence as part of the organization in excellent or stormy conditions (Cilek, 2019). Commitment plays a vital role in employee performance, motivating or encouraging someone to be responsible for their obligations so that employees can face every challenge and difficulty they face (Tumwesigye et al., 2020).

Organizational commitment is measured using three dimensions, including; 1) Affective commitment, namely emotional attachment, identification, and involvement in an organization (Tumwesigye et al., 2020); 2) Continuity commitment, a namely individual commitment based on consideration of what must be sacrificed when leaving the organization; and 3)

normative commitment, namely individual beliefs about responsibility to the organization (Onia, 2021; Jeon & Choi, 2020).

Management Support Sytem

The improvement of the quality of education at Madrasah Tsanawiyah Al Ihsan is carried out in a planned and systematic manner by implementing an open management system to implement management that takes place in the institution. The application of open management is intended to establish strong cooperation between leaders and their subordinates so that they continue to participate and find bright ideas for educational development.

This is as conveyed by AK, who said that, in school activities here, we carry out managerial functions, here there are planning, organizing, evaluation, which is open management. The open management applied at Madrasah Tsanawiyah Al Ihsan is carried out using the madrasa head informing his subordinates about the state of the organization so that subordinates know within certain limits the state of the organization. SW conveyed this to the deputy head of the madrasa, who said that all madrasa residents knew what was happening here. At every meeting or meeting, the principal usually conveys the problems faced by the madrasa, the achievements obtained by the madrasa, the working conditions of all existing personnel, and so on so that all madrasa residents fully understand the current conditions.

This shows that what is done by the head of the madrasah shows the importance of participation from all madrasa elements to improve the institution's quality. As an education staff at Madrasah Tsanawiyah Al Ihsan, AL said that to get input on the direction of madrasa education development, the school leadership always held deliberations by involving all in more advanced direction components of the madrasa in every decision making about the development of education in their schools. The principal is not in a hurry to make decisions. He not only considered logically some of the inputs received from the results of deliberation with his member personnel but more than that, he used his most profound conscience, praying to Allah using *istikhoroh* in every decision-making process.

Madrasah Tsanawiyah Al Ihsan applies integrated quality management in developing its educational institutions so that the processes in it become effective and efficient and lead to improving the quality of the education they carry out. The implementation of the quality-based education process applied at Madrasah Tsanawiyah Al Ihsan is based on customer satisfaction. Efforts to meet customer expectations are carried out through strengthening and increasing the capacity of existing resources, which are carried out through education and training activities, workshops, delegation, and delegation of authority.

The next step is to hold continuous improvement in the educational process that takes place at Madrasah Tsanawiyah Al Ihsan. This continuous improvement is an effort made to fulfill the needs of education consumers (the community) (Rusdi, 2018). Continuous improvement is defined as an activity carried out by madrasas to improve various things so that educational and

learning activities can provide the best quality and are by community expectations (Dudin et al., 2017). The existence of continuous improvement, as stated by GS, said that there was a suggestion from the parents that the institution should not only develop physically but also be able to improve the quality of education in it. Therefore, we must maintain the quality of management and services. In connection with continuous improvement efforts, various efforts to improve the education sector continue to be carried out, one of which is by making breakthroughs in the world of education in it and strengthening the capacity of its personnel resources.

While the evaluation carried out at Madrasah Tsanawiyah Al Ihsan has a vital role in finding out various things related to the institution's development, progress, and setbacks to be followed up as a step to improvise the organization towards a better direction. Evaluation as a management function is carried out continuously by the madrasah in order to obtain information from the success of a program that has been carried out, to be followed up with an improvement based on the facts and data that have been obtained previously in order to create a better order than before (Al-Alawi et al., 2009). AL said that the evaluation in this madrasa was carried out in two stages; first, an evaluation carried out internally at the madrasa which involved all administrators and leaders of educational institutions in Madrasah Tsanawiyah Al Ihsan; second, evaluation of educational development carried out jointly by involving madrasa administrators, guardians of students and the community who are concerned about further school development.

Of course, the evaluation will be expected if the implementation is carried out continuously and takes accountability into account. If this is not implemented, then implementing the following evaluation will experience a problem, especially in the further organizational development efforts.

CONCLUSION

The construction of madrasa quality improvement through a leadership system in building human resource capacity building at Madrasah Tsanawiyah Al Ihsan Baleendah Bandung is carried out through policy analysis, organizational commitment, management support system, workforce development, and continuous innovation improvement. Improving the quality of the madrasah must be supported by all parties so that what is a program can be easily achieved by all units and organizations. The results of this study have implications for the importance of synergy between leadership and capacity building, which must be appropriately managed so that employees have the expected competencies and skills to give birth to commitment, loyalty, and good quality performance.

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