



MADRASAH HEAD LEADERSHIP IN UPGRADING TEACHER WORK ETHOS

Asmaul Hasanah

Universitas Nurul Jadid, East Java, Indonesia

Email: uularief4@gmail.com¹

Abstract:

This study aims to analyze how the leadership of the madrasa principal improves the professional teacher work ethic at MA Nurul Amin. This research is qualitative (case study). Research instruments using observation guides and interview guidelines. Data processing and analysis techniques were carried out through three stages: data reduction, data presentation, conclusion drawing, and data verification. The results of the study showed (1) the leadership of the madrasa head affected the work ethic of teachers (2) the improvement of the work ethic of teachers at MA Nurul Amin was quite good.

Keywords: *Leadership, Head of Madrasah, Teacher Work Ethics*

INTRODUCTION

In education, the leadership of the madrasa head is critical in the implementation of teaching and learning activities, and his role is not only to understand the theory of leadership but he must be able to apply his abilities in the actual application of the theory. Global developments heavily influence, especially education. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023), where heads are required to understand and master the science of leadership in terms of education. The principal of the madrasa is a leader who has a vast and challenging task in carrying out the quality and quality of education in madrasahs. Leadership is part of the management function that takes a strategic place in the organization's work systems, components, and responsibilities (Baidan & Aziz, 2014, p. 126). Leaders have the task of giving an order, dividing tasks, how communicating, how to work enthusiasm, how to provide guidance and supervision, how to foster work discipline, how to lead meetings among its members, how to make a decision (Purwanto, 2017, p. 84). The madrasa head is a person who is given the mandate and responsibility to take care of the madrasa by collecting, utilizing and building full enthusiasm to achieve what is desired (Sagala, 2011, p. 88).

Leadership plays such an important role and is a determinant of any group or organization's success (okoroji, anyanmu & upper, 2014). Meanwhile, Igwe Dn Odike (2016) emphasized that just like any other organization, the success and failure of schools are closely related to the quality of leadership possessed by school principals. Therefore, schools or madrasahs as educational organizations must be led by madrasa heads who can adequately function in their leadership roles. In more detail, Tan (2016) states that school principals as educational leaders have four functions, namely

1. managing the teaching-learning program,
2. designing the organization emphasize collaborative decision-making processes among different stakeholders,
3. developing an academic school vision and giving directions,
4. understanding and developing teachers.

The principal of the MA Nurul Amin school seeks to devise a strategy to improve

the teacher's work ethic so that the output of quality education. This education management strategy will work well if it considers the conditions that influence it: social factors, economy, geographical conditions, politics, security, science and technology development and others. MA Nurul Amin is in Sumberejo village, Besuki sub-district, Situbondo Regency. The location of school is close to residential communities. Community interest in going to MA Nurul Amin is quite good, as evidenced by the increase in the number of students each year, some even from outside the province. This phenomenon may be because MA Nurul Amin is the only MA in the Besuki sub-district which requires students to live in Islamic boarding schools' dormitories. This is one of our highlights in the learning process because students will be supervised 24 hours daily. Communities who send their sons and daughters to MA Nurul Amin believe that the school has adequate services in various fields and is supported by a conducive environment for student learning activities. The santri guardians desire to mould their sons and daughters into knowledgeable and moral children.

The purpose of this study was to find out the leadership the head of the MA Nurul Amin madrasah applied to improve the work ethic of educators or teachers and also to find out whether the work ethic of teachers at MA Nurul Amin was good.

RESEARCH METHODS

Researchers use a qualitative research approach, where the results are sufficiently presented descriptively or as is. According to Noor (2009: 32), qualitative research is a process of research and understanding based on a methodology that investigates a social phenomenon and human problems, emphasizing the socially constructed nature of reality and the close relationship between researchers and the subjects studied. Noor (2009: 34)) also said that this research was conducted if the problem was still apparent, knowing the hidden meaning, understanding social interactions, developing theories, ensuring the correctness of the data, and researching the history of development.

Creswell (2010: 20) explains that qualitative research can be carried out using various approaches, including participatory research, case studies, phenomenology, discourse analysis, ethnography, grounded theory, and narrative. From the figures above, it can be understood that qualitative research involves various vital efforts, such as asking questions procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting data.

In this research, a case study approach was used. Case studies focus on the specifics of an event, both regarding individuals, cultural groups, and portraits of life. Creswell (2010: 20) explains that a case study is a method of research in which the researcher carefully investigates a program, event, activity, process, or group of individuals. Yin (2011: 1) explains that case studies are empirical investigations investigating contemporary phenomena in real-life contexts, especially when the boundaries between phenomena and contexts need clarification.

There are two ways to source research in determining this data, which are collected by researchers, including Primary Data, which is data taken directly from the research subject by using a data retrieval tool directly to the subject as the source of information sought. This data is taken from a source, namely the head of the madrasa or related to the madrasa. Secondary data is taken indirectly from the source, usually through documents or others. This secondary data will be obtained from journals, theses, and books related to the leadership of the madrasa head in improving the work ethic.

The data collection method taken in this study was oral statements through direct communication with research subjects. One of the interviews with madrasah heads and teachers in the field of study of aqeedah morals related to implementation in improving the work ethic of education teachers. Observation Method According to NgalimPurwanto, as quoted by Basrowi&Suwandi (2008: 93-94), observation is a method or way of analyzing and making systematic records of behaviour by seeing or

observing individuals or groups directly.

According to Saryono&Anggraeni (2013: 182), observation results from active and attentive mental actions to be aware of stimuli. Observations were carried out in a systematic (framework) starting from the method used in the observation to the ways of recording it. In this case, what is observed is regarding the implementation of the attitude process of the work ethic of teachers in the field of aqidah moral studies in schools.

The data analysis technique used in this study was systematically searching for and organizing interview transcripts, field notes, and documents the researcher had compiled. Analysis activities are carried out by examining data, organizing, dividing into units, synthesizing, looking for patterns, obtaining meaningful data, and reporting the research results systematically (Moleong, 2013: 103).

Data were analyzed on research objects at MA Nurul Amin BesukiSitubondo. Analyzing activities, researchers interpret data in words, behaviour, and documents so that meaning is obtained. Qualitative research consists of three streams of activities that co-occur, namely data reduction, data presentation, drawing conclusions.

RESULTS AND DISCUSSION

As a madrasah leader, the principal of a school or madrasah must be kept from sharing the duties he carries out, for example, as an administrator, manager of various resources in the madrasah, and teaching leader. Madrasah heads who serve as operational staff must have professional competence as madrasa leaders. Referring to the Decree of the Minister for Control of State Apparatuses Number 296 of 1996 concerning Teacher Positions, it is stated that school principals are teachers who receive additional assignments. In other words, school principals must have managerial and leadership skills so that schools become educational institutions that are effective and efficient in carrying out the learning process. Alternatively, schools as learning centres must be of high quality. In improving the quality of schools, the principal's leadership is the most critical component in making decisions related to various school activities (Yunus, Andari& Islam, 2017).

Even though the madrasa head has complex responsibilities, efforts to improve teacher performance must still be made. Madrasa principals must focus more attention and make various efforts to teach leadership. This is because the principal, as a teaching leader, is a model, trainer, facilitator, and mentor, not a guardian or teaching regulator (Bredeson& Johansson, 2000). When the principal comes to supervise teacher teaching, the principal cannot act as an evaluator or judge. However, when the principal supervises, he must apply five essential principles, namely (1) consultative, collegial and not hierarchical relationships, (2) implemented democratically, (3) teacher-centred, (4) based on needs, and (5) the existence of professional assistance (Mulyasa, 2005).

Bredeson and Johansson (2000) found four critical areas that have an impact on teacher teaching in schools that need to be carried out by school principals, namely

1. school principals as teaching leaders,
2. school principals as creators of the learning environment,
3. school principals directly involved in designing, delivering and determining teacher professional development content, and
4. school principals assess the results of teacher professional development.

These four areas can be implemented by the head of the madrasa properly if the head of the madrasa understands and carries out his roles and responsibilities wholeheartedly.

In education, the principal is crucial for school success (Suhardiman, 2012 Wiyono, 2017). Progress or decline in the quality of learning in madrasahs is influenced by the quality of leadership carried out by the head of the madrasa. The more adequate the understanding of the madrasa head in carrying out his role as the head of the madrasa, the teacher's performance and the quality of learning also tend to improve.

Apart from being a catalyst and mediator who translates central government

policies, the madrasa head must also be able to convey the aspirations of the school community or stakeholders to the government. This aims to make policy conformity with the reality on the ground. With the action of the head of the madrasa that is appropriate to bridge this, the condition of the madrasa becomes stable and progressing.

The leadership of the madrasa head in improving teacher performance is so important. Principals must focus more on paying attention to activities to improve and improve the quality of learning by improving the performance of the teachers they handle (Susanto, 2016). The results of a study by Emmanouil, Osia and Paraskevi-Ioanna (2014) stated that the school principal's leadership is a mediator who generates inspiration, motivation, support and guidance to direct the maximum potential of teachers and the achievement of improving school quality. Hasan's (2017) study shows that the principal's leadership influences teacher performance.

In essence, the concept of performance focuses more on individual abilities in carrying out their duties and responsibilities to achieve organisational goals (Siburian, 2014; Pangaribuan, Siburian, Manullang, 2016). Pangaribuan (2016) states that performance leads to assessing knowledge, attitudes and behaviour in work oriented towards quantity, quality and accountability by established work standards. From this understanding, the performance includes the cognitive, affective and psychomotor that a person has in carrying out the tasks that have been given.

Arman, Thalib and Manda (2016) state that teacher performance is a presentation of the work done by teachers in carrying out their duties as professional educators. A broader definition is presented by Igwe and Odike (2016), which states that teacher performance can be described as tasks carried out by the teacher at a given time at school to achieve daily school goals, class goals and all educational goals and objectives. Thus, teacher performance includes tasks that are carried out based on the tasks given at the madrasah.

There are various tasks or responsibilities possessed by the teacher, the support from the head of the madrasa is needed by the teacher in carrying out these duties and responsibilities. If the madrasa principal pays serious attention to teacher performance, the teacher can complete various tasks. Therefore, teacher performance can be improved by school principals (Hasan, 2017) as part of educational leaders' role to improve the quality of learning in schools. The importance of improving teacher performance as a component of improving the quality of learning in schools is in line with Anugraheni, I. (2017), which states that improving teacher performance can be developed through teacher competency training.

Improving teacher performance can be carried out by school principals by improving teacher competence. Teacher competence is a skill or ability the teacher must possess to do various tasks. Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency states that teachers must have four main competencies: pedagogic, personality, social, and professional. If the teacher's competency is getting better, of course, the teacher's performance is also getting better. Thus, based on the role of the madrasa head, six efforts can be made by the madrasa head to improve teacher performance.

First, school principals must be highly committed to school improvement, focus on curriculum development, and facilitate and support teachers in developing their competencies (Hermينو, 2016). Efforts that can be made by the head of the madrasa to improve teacher performance are to direct teachers to take part in education and training activities to improve their competence, for example, attending seminars or workshops. Hosnan (2016) states that training must be tailored to each teacher's competence to increase teacher competency. Furthermore, Mulyasa (2005) suggests that improving teacher performance can be carried out by school principals by involving teachers in the activities of Subject Teacher Consultations (MGMP), Teacher Advisory Conferences (MGP), and Teacher Working Groups (KKG).

Second, the role that school principals can play in efforts to improve teacher

performance is to allocate a budget for improving teacher competence (Hermino, 2016). The madrasa head must be able to prepare a budget for the school's needs, including developing teacher professionalism. With the optimization of funds for teacher competency development, the education and training process and activities related to the development of teacher professionalism can run smoothly. Madrasa heads can strengthen funding to improve teacher performance by applying for government and private sector financial assistance.

Third, school principals can advise and guide teachers on their performance in learning (Hermino, 2016). That is, when the teacher faces various obstacles in learning, the madrasa head must assist so that the teacher can solve their learning problems. Assistance to teachers can be done by the head of the madrasa, for example, by providing clinical supervision or further training for teachers.

Fourth, school principals must create a conducive school organizational culture so that the performance of teachers and education staff are not disrupted. Principals must also be able to create an organizational culture in schools as conducive as possible so that student learning achievement and teacher performance can increase (Lumba, 2017). Susanto (2016) concluded that organizational culture is the rules of the game or reference (values, norms, philosophies and beliefs) of a particular organization or community, which are understood by all members of the organization and are manifested in mindsets and behaviours that are integrated internally and there is adaptation internally. External parties to achieve organizational goals. Furthermore, Wibowo (2016) states that the organization's internal and external environmental conditions, including organizational culture, primarily determine the performance of human resources. The feeling of comfort experienced by the teacher will increase their commitment and loyalty motivation in carrying out the tasks (Hasan, 2017). Thus, the head of the madrasa has a vital role and must be able to create an organizational culture and a conducive working climate.

Fifth, madrasa heads can create innovation and comparative advantage and take advantage of various opportunities to improve the learning process.

Sixth, giving awards for achievements obtained by teachers must become a school culture. That is, the head of the madrasa must pay serious attention to the achievements that have been fought for by the teacher.

The six leadership roles of the madrasa head described earlier are solutions for improving teacher performance in madrasas. Even though this is not so easy to do, the madrasa head can work together with education stakeholders to realize the goals of the madrasa.

Madrasa Principal Strategy in Improving Teacher Work Ethics

Based on the description of the research results above, the authors can conclude some research findings related to the strategy of the madrasah head in improving the teacher's work ethic at MA Nurul Amin Sumberejo, Besuki District, Situbondo Regency, as follows: efforts to raise the spirit of the performance of teachers by fostering a sense of belonging to the institution so that a high sense of responsibility grows and reminds of the values of the struggle for a teacher. Collaborating with other institutions in participating in workshops and training to improve competence which in turn can increase performance. Motivating teachers to be more active in their work by reminding them that the teacher's job is to transfer knowledge and values. The form of motivation is intrinsic and extrinsic. Carrying out development and mentoring of teachers by bringing in a team of experts in their fields to conduct coaching. Conduct persuasive communication with teachers. Give awards to teachers who excel and Provide welfare outside the basic salary according to the institution's ability. Strategy to give orders by the duties and functions and strategies to reprimand, Strategies to receive suggestions, and strategies to create group discipline.

The Impact of the Principal's Strategy in Improving Teacher Work Ethics The ability to manage classes includes;

1. If at least 85% of the percentage the competence of the teachers is getting better, especially in terms of the ability to manage classes,
2. All teachers can be active in making worksheets and writing exam questions that are ISSN: 2614-6754 (print) ISSN: 2614-3097(online) Pages xxx-xxx Volume 6 Number 1 the Year 2022 4659 Journal of Education, indeed in this madrasah become the centre or the leading actor in making district-scale questions for reference for teachers in other schools, especially a group of them. Skills in teaching include; 1. from this control the teachers are almost 100% able to make learning administration according to the desired target, especially teachers who are already certified, 2. from the discipline of working hours the teachers come in every day at 07.10 go home at 12.30 even though there are no hours teach,
3. From giving rewards, the teachers are more enthusiastic about improving them, even though the level of enthusiasm from these rewards does not reach 50% of the impact,
4. Of the existence of sanctions, teachers are afraid to leave assignments or violate madrasa rules even if they sleep at their desks,
5. From having to be able to operate their laptops, teachers are effective in making learning tools as well as student evaluation processes and learning planning by predetermined targets,
6. Teachers can independently make learning tools and evaluation techniques from special training for waka curricula,

Ability in class arrangement includes;

1. MA Nurul Amin Sumberejo students, Besuki sub-district, Situbondo regency, get a satisfactory UAS score, which means that they exceed the minimum standard set by the institution,
2. from the program to restrict communication of different sexes, there is an increasing number of enthusiasts from parents to send their children to this institution; even this year, students exceed the predetermined target,
3. From the program to limiting gadgets, students are more focused on carrying out the teaching and learning process in class. This research is in line with research conducted by Syukri, Nuzuar, &Warsah (2019), and Rachmawati (2013), which states that madrasa heads play an active role in efforts to improve the teacher's work ethic, namely by establishing harmonious relationships with fellow teachers (teachers), providing welfare to teachers who support, control and evaluate teachers in carrying out their duties so that they can change the mindset in building teacher character, so that teachers can help build madrasas to be at the forefront by their vision and mission.

CONCLUSION

The leadership of the Head of Madrasah MA Nurul Amin Sumberejo, Besuki sub-district, Situbondo district plays an active role in efforts to improve the teacher's work ethic, namely by establishing harmonious relationships with fellow teachers (teachers), providing adequate welfare to teachers, controlling and evaluating teachers in carrying out their duties so that can change the mindset in building teacher character. While the teacher's work ethic at MA Nurul Amin Sumberejo, Besuki sub-district, Situbondo district is quite good, the motivation and performance of teachers in implementing the KBM program are high.

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