



LEADERSHIP OF THE SCHOOL PRINCIPLE IN THE DEVELOPMENT OF ISLAMIC EDUCATIONAL INSTITUTIONS CREATIVE SCHOOLS MTs

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Abstract:

This study aims to reveal the type of school leadership, creative efforts in developing creative and superior educational institutions, with sub-focuses including: (1) What type of leadership is applied by the principal in the development of MTs Mikhrajul Ulum Creative Islamic educational institutions, (2) what efforts are made by the principal in developing MTs Mikhrajul Ulum Creative Islamic educational institutions, and (3) the desired output of MTs Mikhrajul Ulum Kreatif targets. This research uses qualitative research in the form of case studies. Data collection is done by interviews, observation, and documentation. While data analysis techniques, researchers use interactive models that contain four related components, namely: data collection, data simplification, data exposure, and conclusion drawing and archiving. The results showed that: (1) the type of principal who applies MTs Mikhrajul Ulum's creative leadership, namely democratic leadership (aspirational, accommodating, assertive and open), where the principal during the lead is able to make changes and has a vision for the future. Islamic educational institutions to develop MTs Mikhrajul Ulum Kreatif towards creative and superior schools; (2) what efforts the principal made in the development of the Islamic educational institution MTs Mikhrajul Ulum Kreatif to build a school system; (3) how the desired output targets of MTs Mikhrajul Ulum are creative, which include: initial output (Preliminary Results) and general output targets.

Keywords: *Development, Creative school, Leadership*

INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching, and training for their future roles. The basic concept and its implementation also determine the course of education in human life. However, at the level of implementation, education begins to face social change. Because planning the implementation of education requires a good organizational structure, including the leadership of the school principal as one of the most important factors.

Education which in its implementation creates a concept of transferring experience to students, the activity of transferring experience and developing it then occupies a special place in the teaching and learning process. Based on the functions and responsibilities mentioned above, as stated in the Law on the National Education System article 3 of Law No. 20 of 2003, "The goal of National Education is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen" (Wahyudi, 2012:2).

Based on these national education goals, the school curriculum is expected to be able to lead students to achieve the expected goals. That is, education must be oriented not only to create smart and skilled human beings but also to have faith, piety, have noble

character and be cultured (Syafaruddin, 2002: 7). Meanwhile, achieving the goals of National Education will not be possible without the support from the leadership of the school principal in the development of quality and effective educational institutions. MTs Mikhrajul Ulum Creative School in its development process has experienced many changes, of course this is inseparable from the ups and downs of the school's progress from its establishment until now. The MTs Mikhrajul Ulum Creative School was originally a school that almost died, losing in competition with other schools in Jember Regency. Because the MTs Mikhrajul Ulum Creative School with the previous principal's leadership type still applies the old pattern, namely the curriculum that is applied is the same as other schools. So there are no differences or new offers from the school program. With the change of school principals in the last three years, the pattern of leadership has been able to make effective changes and developments in the MTs Mikhrajul Ulum Creative School educational institution.

The leader can be a variable that determines the success and failure of a joint effort, such as the MTs Mikhrajul Ulum Creative School educational institution which is under the auspices of the Ministry of Religion of Jember Regency, in its implementation it shows progress in both quality and quantity. School progress is very dependent on the school principal as the main person in charge of the existence and dynamics of the school, it is the principal who will drive the school engine, including where to direct the school, what goals to achieve, what strategy to use, who is invited to work together to realize the big aspirations of the school and what systems are built to achieve great achievements in the future. (Asmani, 2012: 9-10)

The principal as the leader of an educational institution with various functions and roles, is of course the person who is most responsible for all his activities as well as progress or decline, good or bad, the quality or not of the education he leads. So it is not surprising that he is called the first and foremost person for his existence and the quality of education he leads. Moreover, until now we are still having difficulty getting rid of the impression, perception and image of society, that schools labeled as Islamic are called second class education and not first class institutions or superior institutions that are really needed by the community. Moreover, in facing such tight competition, both between educational institutions and their output, educational steps and innovations are something that cannot be offered anymore and must be realized. Leadership is the spirit that becomes the center of the movement of the organization to achieve goals. Developing Islamic educational institutions The Creative School of MTs Mikhrajul Ulum is a creative and unique school in many ways. This shows the success of the principal as a leader in carrying out his duties and responsibilities as an organizational leader.

Starting from the background described above, the author is interested in further researching and describing what type or model the principal of the MTs Mikhrajul Ulum Creative School has in his leadership process, the creative efforts that are applied, and the targets out put Creative School MTs Mikhrajul Ulum. This study aims to describe: (1) the type of leadership applied by the principal in developing the Islamic Education institution for the Creative School MTs Mikhrajul Ulum 2) the efforts made by the principal in developing the Islamic Education institution for the Creative School MTs Mikhrajul Ulum and (3) the target output desired by the Mikhrajul Ulum MTs Creative School.

RESEARCH METHODS

This research uses a qualitative approach, in which data can come from interview texts, field notes, personal documents, memo notes, and other official documents (Moleong, 2002: 5). The goal is to understand the empirical reality behind the phenomena that exist in depth, detail and thoroughly. Bogdan and Biklen explained that this qualitative research has the following characteristics: (a) has a natural setting as a direct data source and the researcher is the key instrument, (b) is descriptive in nature, that is, provides a situation and a world view of the world descriptively, (c) pays more attention to processes than mere results or products, (d) tends to analyze data inductively and (e) meaning is essential (Bogdan & Biklen, 1982: 27-28).

This research seeks to find out and examine the types/models of school principal leadership in the development of Islamic educational institutions at the Mikhrajul Ulum MTs Creative School. In qualitative research, humans are the main data source and the research results are in the form of words or statements that are in accordance with the actual situation. Denzin and Lincoln (in Moleong, 2002: 5) say that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. Investigating phenomena within real-life contexts, the boundaries between phenomena and contexts are not clearly defined and multiple sources of evidence are utilized. (Yin, 1997: 18)

This research will be conducted at the Mikhrajul Ulum MTs Creative School, which is one of the schools in Jember Regency that implements and develops creative schools, the implementation and development of Islamic educational institutions, the Mikhrajul Ulum Creative School is very interesting when viewed from the leadership content of the school principal. Because the changes that occur in an institution are largely determined by the leader, namely the principal who is the highest executive in a school. Another consideration is due to the leadership of the headmaster of the Creative School MTs Mikhrajul Ulum making many significant changes and developments to the development of Islamic educational institutions at the Creative School MTs Mikhrajul Ulum both now and in the future. However, the success of a school principal is never separated from the participation of those who are led, as well as the situation, conditions, climate, or space in which the leader leads. That's why a leader is greatly influenced by the leadership he has.

The data collection technique used in this study is used simultaneously in the sense of complementarity between one data and another. Data collection techniques in this study were carried out using three techniques, namely: (1) Observation (observation), (2). Interview (Interview), and (3) Documentation (documentation). The next activity is data analysis, according to Patton (in Moleong, 2002: 57) data analysis is the process of arranging data sequences, organizing them into a pattern, category and basic descriptive unit. Data analysis is the process of systematically searching for and organizing data, transcripts, interviews, field notes. and other materials that have been collected by researchers, carried out by analyzing data, organizing, dividing and becoming manageable units, synthesizing, looking for patterns, finding what is meaningful, and what is researched and reported systematically. The data itself consists of detailed descriptions of situations, events, people, interactions and behaviors. Data analysis in this study, researchers used interactive analysis which contained four interrelated components, namely: data collection, data simplification, data presentation, and drawing and submitting conclusions. (Miles & Huberman, 1992).

RESULTS AND DISCUSSION

The type of leadership possessed by the head of the Mikhrajul Ulum Creative School is democratic leadership, with characteristics that include:

(1) have a strong commitment and belief in achieving the school's vision, mission and goals; (2) often provide guidance and encouragement in carrying out tasks as a teacher; (3) inform any problems and consider teachers as partners, in making joint decisions and preparing school programs; (4) giving trust or delegation and group work to teachers deemed capable of occupying certain positions; and (5) in making policies and implementing work programs, always consult with teachers and are willing to accept suggestions and criticism from teachers, if the suggestions and criticisms are for the betterment of the school and for mutual success.

The success of an educational institution is highly dependent on the effectiveness of the model or type applied by the principal. The leadership applied by the creative school principal of MTs Mikhrajul Ulum in developing superior and favorite creative school educational institutions leads to one of the leadership models, namely the democratic leadership model, because the principal is someone who always provides good guidance for his group starting with himself Alone. The principal realizes that his job is to coordinate the work and duties of all his members, emphasizing a sense of

responsibility and good cooperation with all members. As explained in Kartini, that a democratic school principal considers the institution not a matter of "personal and individual", but the strength of the organization lies in the active participation of each member. Democratic leadership, in developing using a deliberative approach. This type of democratic leadership is indeed most in line with the concept of Islam in that it places a lot of emphasis on the principle of deliberation for consensus.

Based on several types of leadership owned by the head of the Mikhrajul Ulum Creative School which is included in the democratic type (aspirational, accommodative, assertive and open) in accordance with the assertive behavior approach, namely behavior that is an expression/statement of interests, needs, opinions, thoughts, and feelings, which are carried out wisely, fairly and effectively so that our rights can be defended while paying attention to respect for the rights and rights of others. So the type of leadership that is most suitable to be applied is democratic leadership so that in working, awareness grows within oneself without feeling forced. Furthermore, it relates to the creative efforts implemented by the principal in the development of Islamic educational institutions at the Mikhrajul Ulum MTs Creative School, namely:

1. Personnel management, including: (a) Recruitment and selection: recruitment of employees for the MTs Mikhrajul Ulum Creative School refers to the staffing guidelines from the East Java regional leadership. (b) Improvement of Human Resources; The first effort to increase the human resources of the MTs Mikhrajul Ulum creative school was to build the mentality of the existing Human Resources to become a solid and professional teamwork.

When management and teachers are professionally empowered, it is necessary to form truly solid and professional teamwork, so that they can achieve the expected work productivity.

2. Curriculum management, the creative school of MTs Mikhrajul Ulum has attempted to implement a unique curriculum including: (a) Curriculum Planning Management; (b) Organizational Management and Curriculum Implementation; (c) Curriculum Monitoring and Assessment Management; and (d) Curriculum Improvement.

3. Financial management

Financial problems are a fairly basic problem in schools. Because all components of education in schools are closely related to the financial components of schools. Financial management is a series of activities that include planning, organizing implementation, and controlling school finances with the aim of ensuring adequate, transparent and accountable financial management. The implementation of all school financial management policies is an important part in determining the success of achieving the school's vision, mission and goals. (Assembly of Elementary and Secondary Education Regional Leadership of Muhammadiyah East Java, 2012: 9).

The concept of financial management "Creative School" MTs Mikhrajul Ulum began trying to implement financial management issued by the Majelis for Primary and Secondary Education Muhammadiyah East Java regional leadership, although this was not perfect, all of these aimed at financial order and transparency and well-organized financial management so that no leakage and waste in financial management. To support school programs, of course, sufficient funding is needed. Because of that the creative school of MTs Mikhrajul Ulum established a productive economy including: honesty canteen, student pick-up service, catering, and so on.

4. Student management

Student management is the structuring and regulation of activities related to students, from entering to leaving school. Student management aims to regulate various activities in the field of student affairs so that learning activities can run smoothly, orderly and regularly.

The principal of the MTs Mikhrajul Ulum Creative School in managing students at school has made a fundamental change, namely fun learning, namely that children are given excellent service, comfortable, safe and fun. MTs Mikhrajul Ulum uses fun learning, namely learning while playing so that children do not feel constrained but they

get motivated to learn, learn through play to inspire students' emotions through these activities which are then invited to work on the subject matter at that time.

5. Facility and Infrastructure Management

Management of educational facilities is the entire process of planning, procurement, utilization and supervision used to support education so that the attainment of educational goals can run smoothly, regularly, effectively and efficiently. The results of research on educational facilities and infrastructure owned by MTs Mikhrajul Ulum already exist, although they are still incomplete, they always make improvements and try to complement existing deficiencies.

6. Public Relations Management.

In the era of democratic nature, the community is a school partner to carry out education and learning, because schools are an integral part of society. Collaboration between the two is essential to increase engagement, caring, ownership and operational support, both moral and financial. The efforts made by the head of the MTs Mikhrajul Ulum Creative School in developing the Islamic education institution he leads are building partnerships. In building this partnership, the school principal makes work partners who complement each other and benefit both parties.

7. Special service management

Improving special services to students should schools complement them with various services, for example (1) Guidance and Counseling Services,

(2) Library Services, (3) Canteen/Cafeteria Services (4) Health Services, (5) School Transportation Services, (6) Dormitory Services. MTs Mikhrajul Ulum Creative School has provided services including: (1) Guidance and counseling services, this guidance is a process of assistance given to students by taking into account the possibilities and the reality of the difficulties encountered in the framework of optimal development, so that they understand and direct themselves and act and behave in accordance with the demands and situations of the school, family and community environment. (2) Library Services. The library is a unit that provides services to students, with the intention of helping and supporting the learning process in schools, serving the required information and providing recreational services through a collection of library materials. (3) Canteen/cafeteria services, canteens/school stalls are required in each school so that the food purchased by students is guaranteed to be clean and sufficiently nutritious. Another role of the school canteen is so that students do not wander outside the school environment looking for food. (4) Health Services. Health services in schools are usually formed by a forum called School Health Enterprises (UKS). School health efforts are community health efforts that are run by schools. (5) School Transportation Service. Means of transportation (transportation) for students is one of the supports for the smooth teaching and learning process. Transportation is needed especially for students at the basic education level. (6) Dormitory Services. For students, especially at the secondary and tertiary education levels, especially for those who are far from their parents, a hostel is needed. The Target Output (result) of the MTs Mikhrajul Ulum Creative school will be achieved if the school components run as expected. Then the school will have among others:

1. Quality is the overall description and characteristics of goods or services, which demonstrate their ability to satisfy stated or implied needs. In the context of education, the quality in question is the quality of academic and non-academic school output. The quality of school output is influenced by the level of input readiness and teaching and learning processes.

2. Productivity is the ratio between school output compared to school input. Both school input and output are in the form of quantity. The quantity of school inputs, for example the number of teachers, school capital, materials, and energy. The quantity of school output is for example the number of students who graduate from school each year. An example of productivity, for example, if this year a school graduates more students than last year with the same input (number of teachers, facilities, etc.), then it can be said that this year the school is more productive than the previous year.

3. Effectiveness is a measure that states the extent to which objectives (quality,

quantity and time) have been achieved. In equation form, effectiveness equals actual results divided by expected results.

4. Efficiency can be classified into two, namely internal efficiency and external efficiency. Internal efficiency refers to the relationship between school output (learning achievement) and input (resources) used to process/produce school output. Internal efficiency of schools is usually measured by cost-effectiveness. External efficiency is the relationship between the costs used to produce graduates and the cumulative benefits (individual, social, economic, and non-economic) that are obtained after a long period of time outside school. Cost benefit analysis is the main tool for measuring external efficiency.

If it is connected with the implementation of the school components above, the initial output achieved by the Mikhrajul Ulum MTs Creative School has shown good results, namely there is a significant change in the quantity of students every year, more and more and more study groups (groups). While the output of the MTs Mikhrajul Ulum Creative School in general is that the creative system adopted can run and be implemented well, making the MTs Mikhrajul Ulum school a leading and favorite school in Jember Regency and increasing public trust by sending their sons and daughters to MTs Mikhrajul Ulum. The output of the MTs Mikhrajul Ulum Creative School has shown an increase with the already organized system that has been formed and public trust in MTs Mikhrajul Ulum. However, the results are not optimal because to realize a mature system requires a relatively long time, for example 5-10 years.

This is inseparable from all the implementation of the 12 components going well and in accordance with their respective portions/jobs. As for what hinders the acceleration in the development of this institution (MTs Mikhrajul Ulum) it cannot be separated from the many buildings that are not yet available, including the UKS room, the extra room which is still small in size, the library which is still in the same room as the computer laboratory. Insufficient sports facilities, Science Laboratory Room, Language laboratory which does not yet exist, Funds are still minimal, There are still teaching staff who lack discipline in the agreed regulations and the lack of welfare of the teaching staff.

CONCLUSION

Based on the results of research on Principal Leadership in Developing Islamic Education Institutions for Creative School MTs Mikhrajul Ulum, namely the previous principal still applied the old pattern, namely the curriculum applied was the same as other elementary schools. With the change of school principals in the last three years, the pattern of leadership has been able to make effective changes and developments in the MTs Mikhrajul Ulum Creative School educational institution. School progress is very dependent on the school principal as the main person in charge of the existence and dynamics of the school, it is the principal who will drive the school engine, including where to direct the school, what goals to achieve, what strategy to use, who is invited to work together to make it happen the big ideals of the school and what systems are built to achieve great achievements in the future. Especially in the face of such tight competition, both between educational institutions and their output, educational steps and innovations are something that cannot be offered anymore and must be realized. Leadership is the spirit that becomes the center of the movement of the organization to achieve goals.

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