



THE MANAGERIAL ROLE OF THE MADRASAH HEAD IN REALIZING ATTITUDE OF TEACHERS' CONCERN FOR INSTITUTIONS

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Abstract:

This study aims to analyze and understand the leadership role of the madrasa head in growing and realizing a sense or attitude of caring for the teacher towards the institution he leads, knowing and understanding how sensitive and caring the teacher is towards the institution that shelters him, and how much the teacher's concern for his institution increases after the madrasa principal implements several ways. This research uses a qualitative approach with a case study type. The researcher seeks to investigate phenomena in real-life contexts by utilizing several sources closely related to formal educational institutions. In this qualitative research, the researcher acts as the main instrument (the instrument of choice in naturalistic inquiry is the human) and the data collector. At the same time, the data in this study were in the form of words, behaviour, documents and others regarding changes in the conduct of educators, educational staff and other staff, which were obtained using observation, interview and documentation data collection techniques. The results of this study are in the form of main findings, namely: 1) Not forcing teachers to work beyond their abilities. 2) Empathize when the teacher has difficulties in carrying out their obligations. 3) Forgive teacher/employee mistakes. 4) Giving rewards or bonuses to teachers who have carried out their obligations properly. 5) Have a high sense of empathy for teachers who are experiencing a disaster. 6) Be open to subordinates.

Keywords: *Managerial, Madrasah Head, Caring Attitude, Institution*

INTRODUCTION

Madrasah is an organization that is almost the same as other institutional organizations with several complex and unique characteristics, consisting of several individuals to achieve the vision, mission and goals, so it requires good coordination. Human Resources (HR) is the most significant factor in achieving organizational goals. The HR factor is the main driving force in achieving organizational goals effectively and efficiently, but conversely, HR can also inhibit attaining organizational goals. This is because the human factor is an integral part of determining the direction of policy and direct implementation in achieving organizational goals. Seeing how important the role of humans is in the organization, the madrasa head, as the highest leader and policy maker, must pay more attention to the madrasah environment, including the people in it.

As the manager of the madrasa apart from being an educator, the head of the madrasa is also the top manager. That is, the head of the madrasa is the leading manager of all potential activities in madrasahs. Managing madrasahs so that all the potentials of madrasahs function optimally is a challenging job. Maximum managerial expertise is needed in all institutional aspects, especially in managing individuals under their auspices. This is expected to be the foundation for all subordinates, especially teachers, to create awareness of their obligations to work in a good and pleasant environment. If

such a situation has materialized, it will be straightforward for an institution to advance its institution.

Many of the primary things that a leader should own are ignored so that many leaders feel self-righteous without paying attention to the psychic mood of their subordinates so that the relationship between superiors and inferiors is no longer harmonious. Only some parties expect this kind of thing because it will create an unhealthy atmosphere.

Good Madrasah leadership is managing all educational resources to achieve academic goals in terms of learning and human resource development. The point is that the head of the madrasa must have good managerial skills in all fields, including educational and human resources (HR). Here the author focuses on the opinion of Subagio Atmowidiryono in the section on HR management in the field of relations between co-workers and the leadership, in this case, the head of the madrasa. Furthermore, the leadership management of the Madrasah Principal is expected to improve the performance of teachers, students and other educational components. The educational paradigm that gives broad authority to madrasas in developing their various potentials requires increasing the ability of Madrasah Principals in various managerial aspects so that they can achieve goals by the vision and mission of the madrasa.

RESEARCH METHODS

This research uses a qualitative approach with a type of case study in which the researcher seeks to investigate phenomena in real-life contexts by utilizing several sources closely related to formal educational institutions. In this qualitative research, the researcher acts as the main instrument (the instrument of choice in naturalistic inquiry is the human) and the data collector. At the same time, the data in this study were in the form of words, behaviour, documents and others regarding changes in the conduct of educators, educational staff and other staff, which were obtained using observation, interview and documentation data collection techniques. Thus, this study's informants were the madrasa's head and several peer teachers. Researchers mapped the types of research data in this study based on their use of primary and secondary data. Preliminary data were obtained in the form of behaviour and speech from subjects (informants) related to changes in the conduct of educators, education staff and other staff under the institution's auspices. At the same time, secondary data comes from documents, photographs, videos, and other objects that can be used as a complement or support for primary data.

In analyzing, the researcher interprets the data to obtain meaning. Analysis was carried out during data collection in the field and after the data was collected. (Sudarsono, 1992) This is in line with Milles and Huberman's statement that data analysis in qualitative research can be carried out both during the data collection process and after data collection through the stages of data reduction analysis, data presentation, and drawing conclusions or verification. To check the validity of the data, researchers used the technique of extending participation, observation persistence, and triangulation.

RESULTS AND DISCUSSION

In a managerial implementation in a madrasah institution, the head must have several ways to regulate the organisation's running; of course, this refers to existing administrative principles. In its implementation, the madrasa head has several methods that are pretty effective in fostering a teacher's caring attitude towards the institution he leads, namely:

First, only force teachers to work within their abilities. Before starting to carry out their obligations, of course, there are certain agreements between superiors and subordinates regarding the rights and obligations of each. A madrasa head cannot unilaterally violate a contract, for example, about working hours, type of work, amount of salary, hours of rest, entitlements for holidays or leave, etc. Things that are out of agreement cannot be forced, so there must be discussion before reaching an agreement.

Second is compassion or empathy when the teacher has difficulty fulfilling his obligations. A leader must have humanity towards anyone including teachers and employees. Sometimes, the madrasa head forced the teacher to do something beyond his ability. When he refused because he could not do so, the head of the madrasa arbitrarily gave him sanctions such as deductions from wages or other rights. Some teachers could be better at carrying out their obligations. If the problem is that he is not used to specific tasks, then the headmaster must give him many opportunities to practice until he is skilled. But when trained, they are still not experienced enough; this task may be unsuitable. The principal of the madrasa does not need to do things that can make him feel offended and emotional. Emotional people can lose their minds so that they can do anything.

Third, forgive teacher/employee mistakes. To err is human. Therefore without being asked for forgiveness, a leader must have a big heart to forgive him because no matter how much the right (salary) he gives to the teacher, it is still not worth the effort. His willingness to become a teacher is an extraordinary form of self-dedication. The essential thing about this problem is that he has sacrificed the freedom of his life in many ways.

Fourth, giving rewards or bonuses to teachers who have carried out their obligations properly or even to teachers who excel, both personal and institutional tips. That way, the teacher will be flattered and will feel proud because his work has been appreciated.

Fifth, have a high sense of empathy for teachers experiencing disasters and invite other colleagues to participate in helping with the difficulties they are experiencing.

Sixth, be open to subordinates by always expecting criticism and suggestions from various parties, especially from teachers in the academic and non-academic fields.

CONCLUSION

Based on the description above, it can be concluded that the managerial role of the madrasa head in realizing teacher concern for the institution is vital; this can be done in several ways, including by not forcing the teacher to work beyond his abilities, being compassionate or empathetic when the teacher has difficulty implementing obligations, forgiving teacher/employee mistakes, giving rewards or bonuses to competent teachers, having a high sense of empathy for teachers who are in trouble, and being open to subordinates.

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