

SCHOOL LEADERSHIP TO IMPROVE THE EDUCATION QUALITY OF MADRASAH (A Case Study at State Madrasah Tsanawiyah Sragen Indonesia)

Dariyanto¹, Mudofir², Fitri Wulandari³

^{1,2,3}State Islamic Institutes (IAIN) Surakarta Indonesia

Email: ¹Dariyanto1962@gmail.com, ²Mudhofir1527@gmail.com,
³fitriwulandari1172@gmail.com

Abstract- *The purpose of this research is to describe the leadership role of madrasah head master, the results of the leadership role of the head of madrasah, and the supporting and inhibiting factors of school leadership in improving the education quality of madrasah. This research is a qualitative research. The subjects of this study were head of madrasa, vice principals, and teachers. The research was conducted at MTs Negeri Sragen Indonesia. The data collection methods used interview techniques, observation and documentation. The results showed that: (1) The leadership role of the head of MTs Negeri Sragen as a central element has been optimal as a determinant of school success so that the principal has sufficient time to monitor the madrasa activities; (2) The results of improving the quality of madrasah education are in the form of the quality of facilities and infrastructure such as laboratory and library, the students' achievement in reciting Al-Quran and reading of the yellow book, the construction of new classroom buildings, improving the administrative skills of teachers' learning; (3) The supporting factors come from internal and external in form of a democratic madrasah principal type, the solidarity and the unity of madrasah citizens, motivation and morale of teachers, the good support from parents, the hallmark of local wisdom as the hallmark of madrasah. The obstacle factors were related to the limited physical facilities, learning media, library books, information technology, and laboratories, several policies from the madrasah principal that bind and limit schools to innovation, the limited funding sources and a lack of professionalism and discipline of teachers.*

Keywords: *leadership, madrasa, education quality*

1. INTRODUCTION

One indicator of the education success at schools is the management of education personnel by the principal and strong motivation of the teachers in carrying out their obligations optimally for advancing the quality of education. The principal as a manager and at the same time as a motivator is very influential at school progress and it requires administrative management that is highly committed and flexible in carrying out its duties (Juran, 1995). The capability of a school principal greatly determines the quality of education in his school, so good cooperation from various components, especially for teachers and employees, is needed on an ongoing basis and provides motivation to all important academic

sivita to be able to manage the school professionally. The principal must be able to mobilize all available resources, especially human resources to the maximum extent to achieve one goal, namely the achievement of the vision and mission of the school that have been set together (Suryosubroto, 2004).

The principal has an important role as the strategic education component. A quality school principal will be able to answer the challenges of changing times that are increasingly fast. In the future, educational problems will become more complex, requiring school principals to make various efforts on and on to improve the competence of all school components (Abdullah, 2008; Eneng, 2016). Leadership is a person's ability and behavior to lead the activities of a group to influence, guide, direct and or mobilize other people so that they want to work in order to achieve common goals. Leadership is the behavior of an individual who leads the activities of a group to a common goal (Kartono, 2006; Harris & Wilson, 1991; Juran, 1993). Leadership is an interpersonal influence, which is exercised in a certain situation, and is directed through a communication process towards the achievement of one or several specific goals (Mulyasa, 2004).

Among the various levels of educational leaders, the school leader is the most important one due to the direct relation to the implementation of educational programs at schools. The achievement of educational goals definitely depends on the communication and policies of the principal as one of the educational leaders. The school principal plays role as the determinant on the success and quality of education (Pidarta, 2004). The principal is a professional official who is in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals at school organization. In addition to being regulated by the government, the activities of school education institutions are largely determined by the activities of the school principal. The principal is the key to the success of the school in making change (Nurkholis, 2003).

The principal leadership is the significance way or effort in influencing, encouraging, guiding, directing and mobilizing teachers, staff, students, parents and related parties to work or play a role in achieving the goals set (Wahjosumidjo, 2002). It is principal's way of motivating others to achieve school goals is at the core of the principal's leadership. The leadership success of the principal is influenced by the style of the leader towards his subordinates (teacher). This leadership style can be explained in theory path-goal, where the leadership style affects the satisfaction and performance of subordinates. The style of the leader towards subordinates (teachers) is critical to the success of developing a good and quality institution. The commitment and support from leaders and subordinates are the keys to the success of a leader in carrying out his leadership wheel (Azis, 2008).

The quality of education is influenced by the leadership of quality school principals with professional quality (Sallis, 2014). The professional school principals are capable of managing and developing the schools comprehensively (as a whole), therefore the principal has a very important and strategic role in realizing the vision, mission and goals of the school. Professional school principals in carrying out their duties are full of quality improvement strategies, so as to produce quality outputs and outcomes. The professionalism of school principals will have a major effect in improving the quality of school performance (Rahaman, 2006).

The background factors include, among others, the existence of poor school administration, the role of leadership that is not good in developing the quality of education such as "facilities and infrastructure." Then the existence of madrasas in the regions also affects the infrastructure, human resources, or management in schools. In

addition, a significant factor is the principal's leadership factor in improving the quality of education in schools (Sobri, 2009).

Some previous studies have discussed school leadership, teacher motivation and learning quality. Blase & Blasé (1996) examined the perspective on the facilitative school leadership and teacher empowerment. Gunter & Forrester (2008) explored new labor and school leadership 1997-2007. Møller (2009) School leadership in an age of accountability: Tensions between managerial and professional accountability. Reppa et al. (2010) investigated a case study of the school leadership innovations and creativity on the communication between school and parents. Yuen et al. (2009) explored school leadership and teachers' pedagogical orientations in Hong Kong with a comparative perspective. De Grauwe (2005) made a research on the improving the quality of education through school-based management by learning from international experiences. Dehmer & Dean (2007) explored the promoting the quality in education. Bergmann (1996) the quality of education and the demand for education-evidence from developing countries. Mccaskey & Academy (2017) investigated the influence of school leadership on student outcomes. Blau & Presser (2013) investigated the knowledge of effective educational leadership practice. Smith (2002) made research on leadership and policy at schools. Thompson (2005) explored the teachers 'expectations of educational leaders' leadership approach and perspectives on the principalship in identifying critical leadership paradigms for the 21st century.

This study seeks to reveal the leadership role of madrasah head master, the results of the leadership role of the head of madrasah, and the supporting and inhibiting factors of school leadership in improving the education quality of madrasah.

2. METHODOLOGY

This research use approach qualitative (qualitative research) with a model of field research (field research) by promoting research data on the disclosure of what is expressed by the respondents from the data collected in the form of words, pictures, and not numbers (Moleong, 2014:3; Sukardi, 2005:53). Data are grouped into two, namely primary data and secondary data. Primary data is data that is obtained to be collected directly from informants through observations, notes, fieldwork and interviews, principals, deputy principals, and teacher councils. Meanwhile, secondary data is data collected, which is usually presented in the form of references to publications and journals (Arikunto, 2002:114)

The data sources were the principal and teachers at MTs Negeri Sragen. With detailed information about 1 school principal, 1 deputy principal and 3 teachers from MTs Negeri Sragen (Moleong, 2014:157). The researcher used data collection techniques in four ways, namely: (1) Observation, by visiting the research location in order to obtain the widest possible information (Sugiyono, 2014:98); (2) Interviews were conducted with 4 informants, namely the principal, deputy principal, and 2 teachers of MTs Negeri Sragen (Sukmadinata, 2007:220); (3) Documentation, by quoting in writing or notes and pictures to provide evidence of information about an incident in the institution (Sukmadinata, 2007:86); (4) Triangulation, by utilizing something other than the data for the purposes of checking researchers, namely to compare the results of interviews with the contents of a document that are interrelated and the researcher holds conversations with many parties to understand information (Moleong, Metode Penelitian Kualitatif, 2014:330). This study used a research instrument with interview guidelines (Sugiyono, 2014:222). The sampling technique was purposive sampling. Researchers determined a sample of 4 people, namely: 1 principal, 1 vice principal and 5 teachers of MTs Negeri Sragen (Arikunto, 2002:109).

3. DISCUSSION

This field research focuses on the role of principal leadership in improving the quality of education at MTs Negeri Sragen. The research data were obtained through interviews with school principals and teachers, observation, and documentation in the field and interviews.

The Role of School Leadership

The results showed that the role of school principals at MTs Negeri Sragen was identified as educators, managers, administrators, supervisors, leaders, innovators, and motivators. This is in accordance with Mulyasa (2004) theory.

As an educator, the principal plays a role in character building based on educational values, namely the ability to teach / guide students, the ability to guide teachers, and the ability to keep up with the times. As an administrator, the principal has the ability to manage student administrators, personnel, finance, and facilities and infrastructure. As a supervisor, the principal has the ability to prepare educational supervision programs, the ability to carry out the supervision program, and the ability to take advantage of the results of supervision. As a leader, the principal can influence people who work together to achieve a common vision and goal, have a strong personality and the ability to provide clean, transparent and professional services, and are able to understand the conditions of the school community. As an innovator, the principal is a dynamic and creative person who is not in routine, and is able to carry out reforms or changes for the better and the role as an innovator of the principal has the ability to implement the latest policies in the field of education. Meanwhile, as a motivator, the principal is able to provide encouragement so that all components of education can develop professionally.

The principal directly monitors the teaching obligations of the teacher, including learning tools (lesson plans and syllabus), and eight educational standards. In improving the quality of education at MTs Negeri Sragen, the principal creates a comfortable and pleasant working climate and can play an important role as a leader with his central power to always move the veins of life at school. The principal can make decisions and policies even though the decision-making process is based on deliberation and collective consensus. The principal is democratic in nature. As a result, the leadership of the principal was able to construct new buildings and add facilities and infrastructure.

In addition, the ongoing leadership of the principal can create a harmonious working relationship between teachers, students and the environment. The principal can set an example in upholding discipline in school discipline relating to teachers and students, and trying to implement the applicable regulations for the success of education in schools. As a leader, the principal can be trusted to be honest and responsible, and dare to make decisions, looking for new ideas for school progress. As managers, principals are able to empower teachers through collaboration, and provide motivation to teachers and regulate the physical environment and work atmosphere.

In improving quality of madrasa, the principal makes efforts to meet the needs of school facilities and infrastructure and provides direction to teachers and students by conducting class visits. This was done to determine the obstacles experienced by teachers and students in the learning process in class and to improve teacher professionalism. Teachers are asked to follow developments in technology and information by actively participating in various educational events and conducting regular evaluations. The school principal also encourages and facilitates the interest of students' talents by participating in extracurricular activities such as scouts, speech in language, Al-Qur'an reciting competition, and sports. Moreover, the strategies to improve the quality of education are carried out by improving the quality of teachers through learning activities.

The principal's strategy in improving the quality of education is the development of human resources for teachers and education personnel in the form of education and training, supervisor guidance, peer guidance, workshops, seminars, and program socialization, or recreation. This aims to provide opportunities for teachers and education personnel to develop and express themselves according to the needs, talents and interests of each individual according to the conditions needed in school.

Evaluation is carried out after the implementation of supervision by the principal to see whether the implementation planning and assessment of the learning process has met the quality standard as a basic material for follow-up to improve the quality of education.

Results of the Principal's Role in Improving the Quality of Education

The results achieved by the principal's leadership in improving the quality of education at MTs Negeri Sragen are: (1) Madrasahs can compete well with general high schools; (2) adequate building, (3) good human resources, (4) improved teacher and student discipline, (5) better administrative management, (6) graduates can continue their education to a higher level in favorite schools, (7) teachers become accustomed to fulfilling administrative obligations as teaching and learning activities, (8) teacher administration becomes more organized and tidy. The administration of an educational institution is a major source of management and regulates the teaching and learning process in an orderly manner so as to achieve the most important goals in the institution's education.

Most of the madrasah graduates can enroll to private and public MA / SMA schools. This is because the teachers, which are supported by the student's academic achievement, show that the students of MTs Negeri Sragen are able to compete in the academic field with graduates from other schools.

The madrasah can compete in the arena of sub-district, district and national level competitions, such as scouting championships, Arabic speech, Al-Qur'an reciting competition, table tennis and others. At the national level, MTs Negeri Sragen won 1st place in the National Scout Championship in 2015. At the Sragen regency level, MTs Negeri Sragen won 1st place in the Arabic speech competition in the ability and sport (AXIOM) event in 2018 and won the first place as well as to be the first champion of table tennis organized by Madrasah Teachers' Forum KKM level in Sragen regency. At the sub-district level, MTs Negeri Sragen won 1st place in the scouting competition in Gondang sub-district in 2015.

Currently, infrastructure is being built for additional classrooms aimed at improving student learning effectiveness, and maintaining good communication with stakeholders, and creating a working comfortable climate. This madrasah still maintains school holidays on Friday. Students are required to still use a cap, a yellow book, and be able to produce (output) students who read the Al-Qur'an and the yellow book as one of the flagship programs of MTs Negeri Sragen. Other efforts made by the head of madrasah are quality improvement, professionalism, competence, discipline, and teaching tools for teachers.

Supporting and Inhibiting Factors for Improving the Quality of Education in Madrasah

In improving the quality of education at MTs Negeri Sragen there are supporting and inhibiting factors from internal and external. Based on the results of interviews with informants and field observations, the researchers found the following findings:

1. The Supporting factors

The leadership of the principal in improving the quality of education at MTs Negeri Sragen cannot be separated from the supporting factors. A program will not run and succeed optimally if there are no supporting factors that come from internal or external. In

the implementation of improving school quality, broadly and fundamentally, support from various parties is very much needed.

The supporting factors for the principal in improving the quality of education are: First, human resources (HR) are the high morale of teachers in teaching and educating both to make students excel, and the cohesiveness of school members. This motivation influences student learning success.

Second, teacher figures are a supporting factor that plays a central role in the learning process at MTs Negeri Sragen, and teachers are required not only to provide material to students but must be able to instill cognitive, affective, and psychomotor values and students develop according to what expected, namely positive values of the learning process towards students. The learning process can produce quality young generations, and can realize what is expected. MTs Negeri Sragen has advantages in the field of learning such as local content lessons filled yellow book.

Third, there is solidarity and cohesiveness between school principals, teachers and staff. The back and forth of the school cannot be separated from the cohesiveness between the principal, teachers, and administrative staff, and employees. With the cooperation within the institution, work productivity from all fields will increase. The smallest to the biggest problems can be solved easily and smoothly.

Fourth, there is great support from parents who understand the importance of education for children. MTs Negeri Sragen has never held promotions to nearby elementary schools, but there are always many students because madrasas still have a very strong stand with the yellow teaching and learning activities and Islamic behavior such as wearing caps and Friday holidays.

Fifth, there is teacher motivation to make the students' progress and create the achievement. The teachers at MTs Negeri Sragen try to support and encourage students in self-quality development activities because motivation affects student success.

Sixth, there are characteristics of local madrasah wisdom in the teaching and learning process of students studying the yellow book, using a cap to school, and on Friday holidays. This distinctive feature is the superiority of MTs Negeri Sragen that other schools do not have.

2. Inhibiting Factors

The inhibiting factors in improving the quality of education at MTs Negeri Sragen are: First, limited physical facilities in the form of classrooms, low learning media, incomplete library books, inadequate use of information technology and no laboratory.

Second, there are several policies from the principal of madrasah that sometimes bind and limit schools for innovation. Limited funding sources will automatically limit all school needs.

Third, some teachers still lack professionalism in disciplining themselves towards students, lack of motivation to improve teacher quality, and do not have sufficient competence. This is due to the minimal budget which automatically limits the needs of madrasa.

Third, some facilities or infrastructure are out of date and need renovation and additions such as computer laboratories, language laboratories, which have become the standard for schools or related educational institutions. In this case, the principal tries to deal with the limitations of this infrastructure by doing approach to local governments and submit proposals for building construction and other non-binding funding sources.

Fourth, madrasah lack of socialization and training in using madrasah facilities in the form of technology and computers. Some teachers and laboratory staff have not

received training on how to use computer technology equipment and language and science laboratories.

Fifth, in the learning process some madrasah teachers only deliver material in class and cannot instill positive values from the learning process to students because teachers do not have qualified quality in their fields. The principal strives to continue to increase the potential of the teacher council by periodically evaluating, compiling a program every month, and being able to communicate well with its members.

4. CONCLUSION

Based on the results of research and discussion conducted by researchers on the leadership of the head of madrasah in improving the quality of madrasah education at MTs Negeri Sragen it can be concluded as follows:

1. The role of principal leadership at MTs Negeri Sragen in improving the quality of madrasah education has been identified as educators, managers, administrators, supervisors, leaders, innovators and motivators. As a leader, the head of the madrasah is a central element in determining the direction of the success of the madrasah. The role of the head of madrasah has been optimal by having more time at the madrasah, controlling the teachers every morning, then evaluating, and conducting training on the teacher council so that school administration is adequate and because the principal has a democratic character in leading its members.
2. The results achieved in the leadership role of the principal in improving the quality of education at MTs Negeri Sragen are: (1) most of the graduates can continue to school both public and private, and can compete in the competition arena at the sub-district, district, and national levels, (2) madrasahs are able to produce students who can read the Al-Quran and the yellow book, (3) construction of infrastructure in the form of buildings, classrooms, (4) creating a comfortable working climate and good communication with stakeholders, (4) increasing the ability of learning administration teachers, (5) provide facilities for students in developing talent interests in the form of extracurricular activities in the fields of Scouting, PMR, Paskibra, language speeches, MTQ table tennis and others.
3. The supporting factors for the leadership of the madrasah principal at MTs Negeri Sragen come from internal or external, including: a democratic type of madrasah head who accommodates all constructive input for progress, solidarity and integration between school principals, teachers and staff, human resources (HR) teachers with high morale in carrying out their duties, the cohesiveness of school members, student learning motivation, great support from parents who understand the importance of education for students, and the characteristics of local wisdom as the advantages of madrasahs that schools do not have. Obstacle factor Improving the quality of education at MTs Negeri Sragen is: (1) limited physical facilities in the form of classrooms, learning media, library books, information technology, and laboratories are less representative, (2) several policies from madrasah principals that bind and limit schools for innovation, (3) limited funding sources that limit school needs, (4) teacher professionalism is lacking in discipline, lack of motivation in improving teacher quality and do not have sufficient competence, (5) lack of socialization and training in information technology and computers.

Based on the research results and conclusions, the researcher recommends: (1) madrasah principals need to apply other leadership styles according to the needs and conditions of the

school in order to improve the quality of education; (2) principals and teachers should always take part in training workshops, technical guidance and so on so as to encourage school components in realizing the vision and mission: (4) principals, teachers, education staff, and all school elements should help each other and work together to make used the limited funding. The madrassa is more trying to find other sources of funds, perhaps one of them from alumni, approaches to community leaders who care about education.

5. REFERENCES

1. Abdullah, M. (2008). *Menjadi Kepala Sekolah Efektif*. Jogjakarta: Ar Ruzz Media.
2. Arikunto, S. (2002). *Prosedur Penelitian*. Jakarta: PT: Asli Mahasatya
3. Bergmann, H. (1996). Quality of Education and the Demand for Education_Evidence from Developing Countries. *International Review of Education*, 42(6), 581–604.
4. Blase, J., & Blase, J. (1996). Facultative school leadership and teacher empowerment: Teacher's perspectives. *Social Psychology of Education*, 1(2), 117–145. <https://doi.org/10.1007/BF02334729>
5. Blau, I., & Presser, O. (2013). E-Leadership of school principals: Increasing school effectiveness by a school data management system. *British Journal of Educational Technology*, 44(6), 1000–1011. <https://doi.org/10.1111/bjet.12088>
6. De Grauwe, A. (2005). Improving the quality of education through school-based management: Learning from international experiences. *International Review of Education*, 51(4), 269–287. <https://doi.org/10.1007/s11159-005-7733-1>
7. Dehmer, G. J., & Dean, L. S. (2007). SCAI - Promoting quality in education. *Catheterization and Cardiovascular Interventions*, 69(1), 155–158. <https://doi.org/10.1002/ccd.21035>
8. Eneng, M. (2016). *Kinerja Kepala Sekolah*. Jakarta: Haja Mandiri.
9. Gunter, H., & Forrester, G. (2008). New labour and school leadership 1997-2007. *British Journal of Educational Studies*, 56(2), 144–162. <https://doi.org/10.1111/j.1467-8527.2008.00398.x>
10. Harris, B. M., & Wilson, L. (1991). Instructional leadership specifications for school executives: A preliminary validation study. *Journal of Personnel Evaluation in Education*, 5(1), 21–30. <https://doi.org/10.1007/BF00117284>
11. Juran, J. M. (1993). *on Leadership For Quality*. New York: Macmillan.
12. Kartono. (2006). *Pemimpin dan Kepemimpinan*. Jakarta : PT, Raja Grafindo Persada.
13. Mccaskey, K., & Academy, U. S. A. F. (2017). *A Strategy for Character and Leadership Education*.
14. Møller, J. (2009). School leadership in an age of accountability: Tensions between managerial and professional accountability. *Journal of Educational Change*, 10(1), 37–46. <https://doi.org/10.1007/s10833-008-9078-6>
15. Moleong, L. J. (2014). *Metode Penelitian Kualitatif* (30 ed.). Bandung: Remaja RosdaKarya.
16. Mulyasa. (2004). *Menjadi Kepala Sekolah Proesional dalam Konteks Menyukkseskan MBS dan KBK*. Bandung: Remaja Rosrakarya.

17. Nurkholis. (2003). *Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi*. Jakarta: PT Gramedia Widiasarana Indonesia.
18. Pidarta, M. (2004). *Manajemen Pendidikan Indonesia*. Jakarta: PT Rineka Cipta.
19. Rahaman, e. a. (2006). *Peranan Strategi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*. Jatinangor: Alqaprint.
20. Reppa, A. A., Botsari, E. M., Kounenou, K., & Psycharis, S. (2010). School leadership innovations and creativity: The case of communication between school and parents. *Procedia - Social and Behavioral Sciences*, 2(2), 2207–2211. <https://doi.org/10.1016/j.sbspro.2010.03.309>
21. Sallis, E. (2014). Total quality management in education: Third edition. In *Total Quality Management in Education: Third Edition*. <https://doi.org/10.4324/9780203417010>
22. Smith, M. (2002). The school leadership initiative: An ethically flawed project? *Journal of Philosophy of Education*, 36(1), 21–39. <https://doi.org/10.1111/1467-9752.00257>
23. Sobri, e. a. (2009). *Pengelolaan Pendidikan*. Yogyakarta : Multi Pressindo.
24. Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
25. Sukardi. (2005). *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: Bumi Aksara.
26. Sukmadinata, N. S. (2007). *Metode Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya.
27. Thompson. (2005). *Effective Human Resource Management of School District*.
28. Wahjosumidjo. (2002). *Kepemimpinan kepala sekolah*. Jakarta: PT Raja Grafindo Persada.
29. Yuen, A. H. K., Lee, M. W., & Law, N. (2009). School Leadership and Teachers' Pedagogical Orientations in Hong Kong: A Comparative Perspective. *Education and Information Technologies*, 14(4), 381–396. <https://doi.org/10.1007/s10639-009-9091-2>