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MANAGERIAL COMPETENCE OF MADRASAH HEAD IN IMPROVING TEACHER PERFORMANCE

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Abstract

This study aims to find out: 1. planning the madrasah head program in improving the performance of MAN 2 Banyuwangi teachers. 2. knowing the implementation of the madrasah head program in improving teacher performance at MAN 2 Banyuwangi. 3. knowing the evaluation of the madrasah head program in improving teacher performance in MAN 2 Banyuwangi. This research uses a qualitative approach. Data collection techniques in this study used observation, interviews, and documentation. The data analysis uses Miles and Huberman's interactive analysis which consists of data reduction, data presentation and conclusions. The results of this study: 1. Madrasah Head Program Planning in Improving Teacher Performance is prepared at the beginning of the semester, along with the madrasah program by involving teachers. 2. Implementation of performance improvement programs Based on previously prepared program planning, at this stage the head of the madrasah improves teacher competence through training activities, seminars, and the head of the madrasah always motivates teachers. 3. Program evaluation is carried out directly by the head of the madrasah by checking teacher learning in class and by looking at the achievements of students to determine the level of learning implementation.

Keywords: Managerial Competence, Teacher Performance

A. Introduction

Management in an organization is absolutely to be carried out. Likewise, the management of teachers and education personnel is very important to be implemented by the principal so that teachers and education personnel are not wild and can be controlled. In addition, it can maximize the role of teachers effectively and efficiently for the success of educational goals. The performance of teachers in schools also needs to be improved because of their role that affects the learning that will take place in educational institutions. The existence of the leadership

Volume: 1, No.1 (November 2023)

of a madrasah head is needed to bring the institution he leads to the realization of the vision and mission and continuously maintain improvement processes in the madrasah.

The competence of the head of a madrasah is very helpful for the institution to describe how a madrasah head performs. This is certainly related to the knowledge, skills, and abilities of a madrasah head. Competence is an important dimension of the work of the head of the madrasah. From that competence, the head of the madrasah must know how to be responsible, solve problems, and transfer information to the teacher, related to the implementation of the instructed tasks. (Hosnan, 2019).

Managerial leadership assumes that the focus of leadership should lie on functions, tasks, and behaviors and if those functions are fully performed then the work of others in the organization will be facilitated. Leadership with this managerial style requires that every part of the madrasah organization be positioned correctly so that the goals of the madrasah are achieved (Bush, 2008). The managerial competence of the principal greatly affects the motivation of the teacher's work. In this case, work motivation is an effort based on moving, directing, and maintaining one's behavior so that he is encouraged to act to do something so as to achieve certain results or goals. Teacher work motivation occurs if the energy changes in the teacher due to the drive to achieve certain goals, with work motivation a teacher will have new energy because there is an urge to become a professional teacher. (Habibi, 2015).

According to the Law on Teachers and Lecturers Number 14 of 2005, it is stated that competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers and lecturers in carrying out their duties and professionalism. (Law of the Republic of Indonesia number 14 of 2005 concerning teachers and

Volume: 1, No.1 (November 2023)

lecturers, 2006). The term managerial is an adjective related to leadership and management. In some literature, the word managerial is often referred to as the origin of the word *management* which means to train horses, or colloquially means to handle which means *to manage*, handle or control. Management is a noun that can mean management, governance or governance. (Silalahi, 2002).

The head of the madrasah is the leader in the educational institution and is the most important driving force in the educational institution. In addition, it is also a determinant of direction in every policy making in educational institutions that will determine how the goals of schools and education will be realized. (Mulyasa, 2014). Managerial competence in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School / Madrasah Principals, it is affirmed that a principal / madrasah must have personality, managerial, entrepreneurial, supervision, and social competencies. Regulation of the Minister of National Education Number 13 of 2007. (Al Rosid, 2023).

In management practice, the main functions of management as previously stated (*Planning, organizing, directing, Controlling*) are interrelated activities that must be carried out by managers to utilize all the resources owned by the organization, both human resources and other resources effectively and efficiently in an effort to achieve goals and high productivity, as well as individual satisfaction involved in management activities.

Research on the managerial competence of madrasah heads until now can be said to be quite a lot, including Candra Wijaya, Syamsu Nahar, Siti Amrina Hasibuan entitled *Managerial Competence of Madrasah Heads in Building Teacher Work Motivation in State Junior High Schools 2 Bilah Hulu Kabupaten Labuhanbatu*. This research uses a qualitative approach. The results revealed three findings, namely: 1)

Volume: 1, No.1 (November 2023)

Managerial Competence of the Head of SMP Negeri 2 Bilah Hulu Labuhanbatu Regency that the principal applies his managerial competence, 2) The principal's efforts in building teacher motivation in SMP Negeri 2 Bila Hulu Labuhanbatu Regency, namely: with an approach to teachers; build familiarity; giving gifts; hearing input from teachers, 3) Managerial Competence of the Principal in Building Teacher Work Motivation in SMP Negeri 2 Bilah Hulu Labuhanbatu Regency, including The principal has tried hard to manage a good school culture and climate so as to create a harmonious working atmosphere, establish good communication between the principal and other school personnel and can also be seen from the level of teacher attendance in providing teaching in the classroom. (Siti Amrina Hasibuan, Journal, 2020)

So it can be concluded that the managerial competence of the head of the madrasah is defined as the ability of the head of the madrasah in implementing management functions which is realized through various teaching and learning activities in schools starting from the process of planning, implementing, and evaluating coordinated by the head of the madrasah.

B. Method

The approach in this research is qualitative with a case study type of research. Data collection techniques in this study used observation, interviews, and documentation. The data analysis uses Miles and Huberman's interactive analysis which consists of data reduction, data presentation and conclusions.

C. Results and Discussion

1. Managerial Planning of the Head of Madrasah in Improving the Performance of MAN 2 Banyuwangi Teachers.

Volume: 1, No.1 (November 2023)

Managerial planning of madrasah heads in improving the performance of MAN 2 Banyuwangi teachers is applied to human resource management (HR), especially for teachers and education staff well. This management process is carried out by/through several processes such as; planning, recruitment, placement, and evaluation. Before recruitment, madrasahs have made an analysis of teacher needs. Teachers are recruited from undergraduate graduates at least strata 1 who are competent in their fields. Next, the madrasah determines the criteria and proceeds with the selection process. Teachers who have passed the selection and declared accepted will be placed according to their abilities and skills. For example, a teacher who is proficient in religious science, then later he will be given hours teaching religious subjects as well. That is, the teacher will not teach a subject if it is not in accordance with the abilities and skills he has

From the author's interview with Mr. Drs.H.Saeroji, M.Ag as the head of MAN 2 Banyuwangi, he said that: The planning process to improve teacher professionalism at MAN 2 Banyuwangi by attending workshops, parenting, and seminars. Then the head of the madrasah sent several homeroom teachers or maple teachers according to the title of the seminar. But if the seminar is mandatory for all teachers, then all teachers are required to attend the seminar. (Results of an interview with the Head of MAN 2 Banyuwangi, 2023)

In the worksop or seminar, the head of the madrasah will send several homeroom teachers according to the title of the seminar, but for those who have not attended the seminar, they still receive information through MGMP directly informed to the teacher. If it is for a seminar that requires all teachers, all teachers are required to attend it. In the meeting the head of the madrasah provides an opportunity for teachers to express ideas and suggestions related to improving teacher professionalism, for example attending training,

Volume: 1, No.1 (November 2023)

always supporting teachers to conduct workshops and attend seminars that improve teacher performance. (Results of an interview with the Head of MAN 2 Banyuwangi, 2023)

As explained above, at the beginning of each learning year, MAN 2 Banyuwangi holds a meeting to discuss programs that will be planned for the future in accordance with the vision and mission that have been set. MAN 2 Banyuwangi has a strategic plan to improve teacher professionalism with teacher coaching:

- a. Technology guidance
- b. Workshop
- c. Seminars
- d. Subject Teacher Deliberation (MGMP)
- e. Monitoring and evaluation

To meet the desired needs, the madrasah must make selections, starting from ability tests carried out by oral, written and practical. MAN 2 Banyuwangi in recruiting new teachers through several activities ranging from accepting applicants who will take part in the selection, organizing various kinds of tests, interviews, applicant background research, applicants' knowledge and skills.

This is as stated by Mr. Drs.H.Saeroji, M.Ag, as the head of the MAN 2 Banyuwangi madrasah as follows: In MAN 2 Banyuwangi in recruiting new teachers if there is an urgent need and all work can still be handled by teachers and employees, there is no recruitment. MAN 2 Banyuwangi conducts recruitment through a series of activities starting from preparing to receive applicants who will take part in the selection, organizing various kinds of tests, interviews, academic transcripts, insight into applicants' knowledge and skills in the fields needed. (Results of an interview with the Head of MAN 2 Banyuwangi, 2023)

With a rigorous selection, prospective teachers who are

Volume: 1, No.1 (November 2023)

successfully recruited are those who are truly teachers who are in accordance with expectations and who have been planned in advance according to their needs because they have gone through the recruitment process.

2. Managerial Implementation of the Head of Madrasah in Improving the Professionalism of MAN 2 Banyuwangi Teachers

Teacher coaching and professional development is a follow-up to the teacher planning and recruitment process. The form of improving teacher professionalism at MAN 2 Banyuwangi is by involving teachers in scientific forums (seminars, training, training and workshops), MGMP, friendship forums between teachers, providing internet facilities to access new information, purchasing new books that support teacher professionalism. This was explained by Mr. Drs.H.Saeroji, M.Ag, as the head of the MAN 2 Banyuwangi madrasah said that: Always trying to improve teacher professionalism, because in the world of education from year to year must meet the needs of the times, teachers must also be able to serve the needs of children with increasingly advanced and developing technology and I make sure all teachers here are not gaptek. (Results of an interview with the Head of MAN 2 Banyuwangi, 2023)

From the exposure of data from interviews with the head of the MAN 2 Banyuwangi madrasah, it can be seen that the managerial competence of the head of the madrasah in improving teacher professionalism by following the increasingly sophisticated technological age. With the advancement of technology, the head of the madrasah requires teachers to learn more deeply about technology. Likewise, the efforts and development carried out by the head of the MAN 2 Banyuwangi madrasah are to include several selected teachers to attend workshops with the aim of improving teacher performance in teaching and learning activities, besides that

Volume: 1, No.1 (November 2023)

teachers can also gain knowledge related to education, teaching, and new methods for learning. The head of the madrasah in enrolling teachers for workshops, seminars, training and training by fully funding these activities. This is as stated by Amin Taufiq, S.Kom. said that: In terms of funding to include teachers in training, seminars, training or workshops the madrasah finances all costs involving these activities, which means teachers are included free of charge by the madrasah. (Results of an interview with a teacher of MAN 2 Banyuwangi, 2023)

From the description above, it can be concluded that in developing teacher professionalism, the head of the MAN 2 Banyuwangi madrasah involves teachers in training programs, seminars, training and workshops. Furthermore, after the teachers finished participating in training activities, seminars, trainings and workshops, the head of the MAN 2 Banyuwangi madrasah asked the teacher to explain and report the results to the teachers who did not attend it. The goal is that the knowledge gained can be transmitted to other teachers. In educational institutions, it certainly cannot be separated from facilities that support the process of teaching and learning activities (KBM), the provision of infrastructure facilities such as internet access so that teachers can access new information that can support the learning process, the procurement of reading materials for books, journals and internet access that discusses education. Related to this researcher interviewed Mr. Drs.H.Saeroji, M.Ag said that: "I as the head of the madrasah provide supporting facilities such as the internet and libraries that can be used to improve teacher professionalism. With the availability of this facility, it is easier for teachers to get the latest information that can be useful." (Results of an interview with the Head of MAN 2 Banyuwangi, 2023)

3. Evaluation of the madrasah head program in improving the

performance of MAN 2 Banyuwangi teachers.

In general, the purpose of implementing the management of educators and education personnel in a madrasah organization is to utilize educators and education personnel effectively and efficiently to achieve maximum results.

According to Ralph Tyler, evaluation is "a process of collecting data to determine to what extent, in what terms, and how educational goals have been achieved. If not, how hasn't that been and why". Later Cronbach and Stufflebeam argued that "the evaluation process is not simply measuring the extent to which goals are achieved, but is used to make decisions. (Arikunto, 2012)

The evaluation of the madrasah head program in improving the performance of MAN 2 Banyuwangi teachers is carried out directly by the head of the madrasah by checking teacher learning in class and by looking at the achievements of students to determine the level of learning implementation.

D. Conclusion

1. The planning of the madrasah head program in improving teacher performance is prepared at the beginning of the semester, along with the madrasah program by involving teachers.
2. The implementation of performance improvement programs is based on previously prepared program planning, at this stage the head of the madrasah improves teacher competence through training activities, seminars, and the head of the madrasah always motivates teachers.
3. Program evaluation is carried out directly by the head of the madrasah by checking teacher learning in class and by looking at the achievements of students to determine the level of learning implementation.

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