



The Analysis of Managerial Competence of Head of Madrasah in Improving the Quality of Educational Institution

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ABSTRACT

Keywords

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The head of the Madrasah is someone who has the highest position in the education unit. The role of the Head of Madrasah is very important including planning, implementation, activities, and evaluation. This study aims to describe the extent of the competence of MTs. N 5 Klaten principals in an effort to improve the quality of education units. This type of research uses qualitative with descriptive methods. Data collection techniques use observation, interview, and documentation techniques. The results of this study show: First, the managerial competence of the Head of Mts N 5 Klaten, namely personality, managerial, supervision, entrepreneurship, and social competencies. Second, the implementation of managerial competence of the Head of Mts N 5 Klaten towards improving the quality of education units is realized by providing examples to all components of the madrasah, wise, always developing themselves, and firm in making decisions. In the managerial aspect, the Head of Mts N 5 Klaten develops the competence of teachers, develops curriculum, manages finances and manages infrastructure facilities systematically and transparently. In the supervise aspect, the Head of MTs N 5 Klaten directly monitors the teaching and learning process, conducts assertive and associative communication, and develops the potential of teachers in madrasahs. Entrepreneurial competence is realized by improving intra- and extracurricular programs, in collaboration with the surrounding community in providing the needs of all components of the madrasah. Social competence is demonstrated by interacting with the surrounding community, parents, and students. Third, the driving factor of the managerial competency system of the Head of Madrasah in improving the quality of education units is the participation of teachers in improving their professionalism as teachers and the availability of adequate infrastructure. Fourth, the inhibiting factor of the managerial competency system of the Head of Madrasah is the lack of parental support to students and the number of student ratios that are too large.

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Introduction

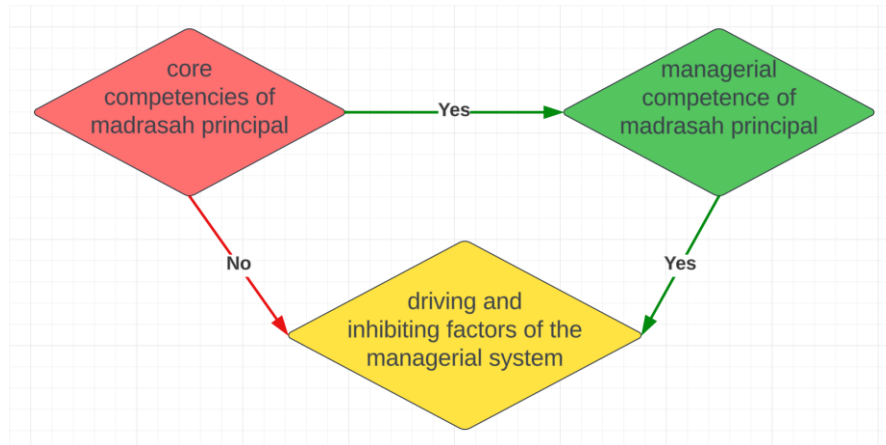
Education is the most important element because education itself is a form of balance and refinement in the development of individuals and the surrounding community, for that every human being must have the awareness to study, because the provision of knowledge is very important in carrying out social and state life (Huda, 2015). Among the important aspects in the continuity of education is the existence of educational institutions. Madrasah Tsanawiyah is an educational institution that has an equivalent position or level as junior high school (SMP). Madrasah Tsanawiyah is a formal education under the guidance of the ministry of religious affairs and in it is held general education with a distinctive Islamic pattern.

The success of an education unit is derived from the extra roles performed by the principal, teachers, and staff of the education unit. Without a leader, education cannot run as it should. Some of these roles have their own duties and responsibilities, such as execution, planning and arrangement. Therefore, each training must have a different management activity planning achieving the planned goals. The head of the madrasah is also the driving force and leader in setting various policies in the madrasa. Some existing policies require madrasah leaders to coordinate with various teachers, staff and staff to achieve goals. In the training session not only individuals, but everyone in the training session must form a whole that is connected and connected to each other (Lumban & Siahaan Prison, 2021). In carrying out various activities in the madrasah, the head of the madrasah should choose the program to be implemented appropriately and wisely. The head of the madrasah must know the problems that exist in the school, then find solutions to overcome these problems. Therefore, the head of the madrasa must work closely with teachers, staff, students, and the surrounding community to ensure a good education (Hasibuan et al., 2019).

In this study, researchers examined the competence of madrasah heads in improving the quality of education units in MTs N 5 Klaten. The reason for the school researchers as the target of research is because the head of the madrasah who is there has a fairly good guideline, the conditions for implementing activities are quite good, and school achievement increases every year. The increase in graphics every year, has its own appeal for researchers as objects and subjects in this study. Researchers argue that this research is needed because it contains a lot of information about the various competencies that must be possessed by a madrasah leader in terms of leadership to improve the quality of education. This research is also very important to know how to manage an education unit, because every decision and policy of the head of the madrasah affects all aspects of the education unit. Based on this, the objectives of this study are 1) describe what competencies the head of the madrasah has in management to improve the quality of education units; 2) managerial competence of the Head of Mts N 5 Klaten in improving the quality of the education unit he leads; and the driving and inhibiting factors of the managerial system of the Head of Mts N 6 Klaten. The

main picture of the focus of this study is illustrated in figure 1.

Figure 1. Study Focus



Some previous studies relevant to this research include first, research in a journal written by Kasim, entitled *The Effect of Management Systems and Managerial Competencies of Madrasah Heads on Student Learning Achievement*. In the journal, it can be concluded that system management carried out by a madrasah head has a fairly positive impact, especially in improving student achievement in schools (Eunuch, 2020). Second, research conducted by Putiha Rakhmaini Indah Sari entitled *Managerial Head of Madrasah in Improving the Quality of Education in Madrasah Aliyah N 1 (Model) Lubuklinggau*. In this study, the author concludes that the head of MAN 1 (Model) Lubuklinggau does managerial quite well starting from curriculum management, personnel management, and infrastructure management (Rakhmaini & Sari, 2016). Third, a journal written by S. Farida, entitled *Leadership of the Head of Madrasah (Managerial Competence of the Head of Madrasah in an Educational Perspective)*. In the research of the journal, it can be concluded that leaders in an education sector are the ability of a person to take policies of an initiative in various activities to attract and organize existing actions to realize good and effective cooperation to achieve the goals in education (Farida & Jamilah, 2019).

Education, as an important instrument in society (Rahman, 2016), has a significant role in the internalization of religious values (Rahman, 2015), as does the role of madrasahs. In this case, education is usually supported by traditional and cultural factors that maintain human, religious and cultural values (Rahman, 2016; Gusman et. al, 2023). This is important to include in Islamic religious learning as a teacher competency (Sari et. al, 2023), especially in the madrasa education system. In this way, it is possible for Islamic education policies with all their challenges to be relevantly considered in the educational process in schools (Rahman, 2023). Religious education values based on Islamic and cultural values have become core values for various Islamic schools and madrasahs such as Muhammadiyah (Rahman, 2019), Ma'arif, Persis, and other Islamic schools.

This picture can actually be understood that Islamic schools such as madrasas source their teachings from the Qur'an (Yusroh, 2018), thus providing encouragement for Muslims, both men and women (Amaliatulwalidain & Rahman, 2020), to practice and carry out the teachings. -Islamic teachings

From the five studies above, it can be concluded that in the previous research above has the same subject of discussion, namely about the managerial of madrasah heads, but in the sub-subjects they have their respective perspectives and objectives in managerial carried out by each madrasah head. Thus, this research becomes very relevant to be carried out with new findings about the strategy of madrasah heads in an effort to improve the quality of education units. In the future, the results of this research are expected to be a reference for leaders of other educational units to develop the educational institutions they lead.

Method

This research is qualitative descriptive research by observing and understanding various things that happen in the field directly. Qualitative research aims to find out various phenomena such as human and social to describe it in a complex and comprehensive manner then presented using words, explaining in detail that can be from informants, and carried out in a natural setting and setting. This research is qualitative descriptive research by observing and understanding various things that happen in the field directly. Qualitative research aims to determine various phenomena such as human and social to describe in a complex and thorough manner then presented using words, explaining in detail that can be from informants, and carried out in a natural setting and setting (Fadli, 2021). In this study, researchers explored primary data through principals, teachers, students, staff, and employees. Some secondary data is obtained through documents in schools, series of activities in schools, and documentation of activities in schools.

Result and Discussion

The main subjects in this study are 1) describe what competencies the head of the madrasah has in the management of quality improvement of education units; 2) managerial competence of the Head of Mts N 5 Klaten in improving the quality of the education unit he leads; and the driving and inhibiting factors of the managerial system of the Head of Mts N 6 Klaten. In order for the discussion to be more systematic, the following are some of the main points of the findings of this research.

1. Core Competencies of Head of Madrasah

The head of the madrasah is required to master knowledge, skills, attitudes and leadership values comprehensively. Without a madrasah leader who has the skills and abilities, the madrasah

will undoubtedly not be able to develop properly. Below are some of the fundamental competencies that must be attached to every madrasah head (Astika et al., 2020).

a. Personality Competencies

The head of the madrasah should ideally be virtuous, develop noble moral culture and traditions, and be a role model for noble morals for the community in the madrasa. As a manager, it is required to be honest in private. The head of the madrasa must have a strong desire to progress. Be open about key duties and responsibilities. Self-discipline in dealing with work problems as a madrasah leader. In addition, you should also have talents and interests in leadership positions in education.

b. Managerial Competence

This competence is shown by the existence of a priority scale plan for madrasah development. Develop school or madrasa organizations as needed. Management of madrasah as part of optimal utilization of school or madrasah resources. Organize the change and development of a school or madrasah towards effective learning organization. Creating a conducive and innovative madrasah culture and atmosphere for student learning. Lead curriculum development and learning activities in accordance with the direction and objectives of national education. Manage school or madrasah finances in accordance with the principles of responsible, transparent and efficient management. Manage school or madrasa administration to help achieve madrasah goals

c. Entrepreneurial Competence

From the head of the madrasah should emerge innovations that are useful for the development of the institution. Work hard to achieve the success of your school or madrasah as an effective learning organization. Leaders must have a strong motivation to successfully fulfill your most important duties and responsibilities as a principal of a school or madrasah. Never give up and always look for the best solution to overcome the obstacles faced by schools or madrasas. Have entrepreneurial instinct in managing the production process or madrasah services as a learning resource for students.

d. Supervision Competence

These competencies outline academic counseling programs to improve teachers' professional skills. Conduct academic supervision of teachers using appropriate supervision methods and techniques. Monitor the results of teacher academic mentoring to improve teachers' professional abilities.

e. Social Competence

The essence of this competence is where a madrasah head is required to have social sensitivity. Cooperate with other parties for the benefit of the madrasa. Participate in social community activities. The most important thing of all is that there is a sense of social sensitivity to the surrounding environment (Rahmadani, 2015).

2. Managerial Competence of the Head of Mts N 5 Klaten in Improving the Quality of Education Units

MTs N 5 Klaten is led by Sunyata. The personality competence of the head of the madrasah that is identical to Sunyata is full desire to develop themselves, openness, and interest in carrying out their position with full emotional control, improving self-quality and being open in carrying out duties, functions and problems in the madrasah (Khoerul Anwar et al., 2022). In the personality aspect, based on the observations, documentation, and interviews that the author conducted during the data collection period, the Head of Madrasah Mts N 5 Klaten is friendly, friendly, patient, wise and humorous, thus supporting his ability to lead the Madrasah. This attitude is what determines how the Head of Madrasah undergoes relationships, utilization and arrangements within the Madrasah. Furthermore, in terms of management capabilities, the head of the madrasah must be able to empower human resources and facilities in order to achieve the goals of the Madrasah as an educational institution. To achieve this, Sunyata did several important things, namely 1) Maximum Management of Madrasah Resources; 2) carry out periodic development; 3) manage Madrasah finances transparently; and 4) utilize all facilities and infrastructure optimally for learning activities.

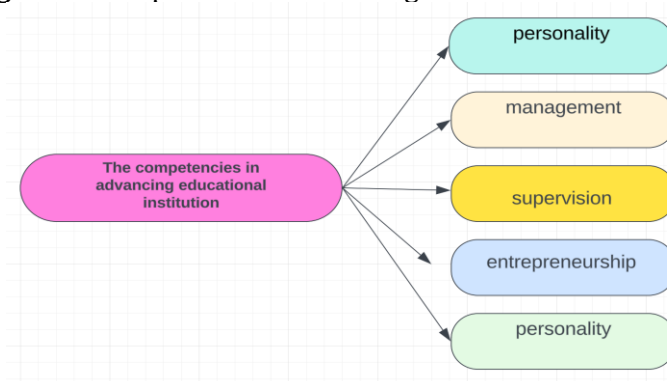
Next, in the aspect of competence, supervision is carried out by planning academic programs in order to improve teacher professionalism is closely related to the quality of educational units. The Head of Madrasah as a strategic position has the role of planning academic supervision programs to improve teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques, and follow up on the results of teacher professionalism supervision and approaches to teachers. Supervision competence is the ability to carry out educational activities, supervision of school physical and material, and supervise academic activities in the form of teaching and learning processes, supervision of teachers in teaching (Nurfatah & Rahmad, 2018).

Another competency that needs to be possessed by a madrasah leader is entrepreneurial competence. The entrepreneurial skills of the head of the madrasah are one of the indicators of the success of the madrasah in achieving its organizational goals. The head of the madrasah who has an entrepreneurial spirit has the ability to lead his own madrasa. On the other hand, madrasah heads who do not have entrepreneurial skills will find it more difficult to face obstacles and challenges in

achieving organizational goals. Based on Permendiknas No. 13 of 2007, entrepreneurial competencies required of the Head of Madrasah include, First, creating innovations that are useful for the development of madrasahs. Second, work hard to achieve success as an effective learning organization. Third, have a strong motivation for access in carrying out their main duties and functions as Head of Madrasah. Fourth, never give up and always look for the best solution in facing the obstacles faced by madrasahs. Fifth, have an entrepreneurial instinct in managing production or service activities as a source of student learning. In addition to working hard to achieve the success of madrasah as an organization, the Head of Madrasah is required to create products or services to optimize the use of schools that are used as infrastructure facilities for students for entrepreneurship. The above is in line with the opinion of experts that what is meant by entrepreneurial competence in educational institutions is the ability to prioritize social education, for example collaborating with the surrounding community in trying or providing the needs of students and teachers, and not for personal interests (Mulyani, 2012). In the modern era like today, every madrasah must think innovatively and adaptively in order to achieve maximum quality of education in the midst of globalization. Fast and appropriate adaptation will have a positive impact on the world of education as a whole (Hanafiah, 2020).

Finally, in an effort to improve the quality of education units, madrasah heads have social competence. Social competence is an ability of the Head of Madrasah in terms of communicating, associating and cooperating effectively with students, teachers, the community, and guardians (Baharudin, 2017). The cooperation of educators, educators and the community or parents of students for the benefit of Madrasah greatly determines the quality of education. This means that the Head of Madrasah is required to adapt to the social environment, especially to form a parent meeting program together with all elements of the school. From the interviews, the author found that the interaction of the Head of Madrasah with all parties went well with the community around the school, parents and students in an effort to improve the quality of the education unit. The global picture of the five competencies above can be seen in figure 2 below.

Figure 2. Competence in Advancing Educational Institutions



3. Supporting and Inhibiting Factors of the Managerial System of the Head of Mts N 5 Klaten in Improving the Quality of Education Units

The process of improving the quality of the MTs N 5 Klaten education unit is proven by the existence of various activities related to teacher professionalism, working hand in hand to improve technological skills, infrastructure facilities that are sought to be fulfilled, student guardian meetings with teachers at school, to the achievements achieved by students. These achievements and activities cannot be separated from encouragement from all parties, both external and internal factors. External factors are external factors that affect the improvement of the MTs 5 Klaten education quality unit. The factors in question are the participating guardians who ensure their children do the tasks given by the school, and guide their children at home (Kholil, 2021). From the information obtained by the researchers, teachers find it helpful to involve guardians in supervising their learning, so that students contribute according to their respective capacities and expertise. In addition to the involvement of parents, the school environment is far from monkeys and is very strategic as a place for teaching and learning, because it borders community gardens and rice fields. In addition to external factors as supporters, there are also internal factors that provide positive encouragement. Internal factors are factors from internal Madrasah in an effort to improve the quality of the education unit itself. The participation of teachers in improving their professionalism as teachers greatly determines the quality of education units (Putr & Danim, 2022). From the results of the interview, there are driving factors in improving the quality of education units as one of the factors is teachers who continue to improve professionalism and the availability of adequate facilities.

In addition to supporting factors, of course, there are also inhibiting factors for the managerial system of the head of MTs N 5 klaten in improving the quality of education units. The Head of Madrasah is required to have managerial competence in developing various things in Madrasah, so that the capability and quality of the educational unit. However, beyond all that, of course, there are few or many obstacles faced by the Head of Madrasah in improving the quality of education units. Theoretically and in human experience, every organization in the form of any institution, has constraints in carrying out every process. Likewise, the Head of Mts N 5 Klaten is experienced in improving the quality of education units. These factors, both from external schools and internal schools. Some obstacles in improving the quality of education units are the existence of some low student learning interest, the presence of some teachers who are still stuttering technology.

Conclusion

The success of an education unit is derived from the extra roles performed by the principal, teachers, and staff of the education unit. Without a leader, education cannot run as it should. The main discussion in this study is 1) describe what competencies the head of the madrasah has in the management of quality improvement of education units; 2) managerial competence of the Head of Mts N 5 Klaten in improving the quality of the education unit he leads; and the driving and inhibiting factors of the managerial system of the Head of Mts N 6 Klaten. The head of the madrasah is required to master knowledge, skills, attitudes and leadership values comprehensively. Without a madrasah leader who has the skills and abilities, the madrasah will undoubtedly not be able to develop properly. In the aspect of personality competence, based on the results of observations, documentation, and interviews conducted during the data collection period, the Head of Madrasah Mts N 5 Klaten is friendly, friendly, patient, wise and humorous, thus supporting his ability to lead the Madrasah. In terms of management capabilities, the head of the madrasah must be able to empower human resources and facilities in order to achieve the goals of the madrasah as an educational institution. To achieve this, Sunyata did several important things, namely 1) Maximum Management of Madrasah Resources; 2) carry out periodic development; 3) manage Madrasah finances transparently; and 4) utilize all facilities and infrastructure optimally for learning activities. The Head of Madrasah as a strategic position has the role of planning academic supervision programs to improve teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques, and follow up on the results of teacher professionalism supervision and approaches to teachers. The entrepreneurial skills of the head of the madrasah are one of the indicators of the success of the madrasah in achieving its organizational goals. The head of the madrasah who has an entrepreneurial spirit has the ability to lead his own madrasa. On the other hand, madrasah heads who do not have entrepreneurial skills will find it more difficult to face obstacles and challenges in achieving organizational goals. Finally, in an effort to improve the quality of education units, madrasah heads have social competence.

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