

MANAGERIAL COMPETENCY OF MADRASAH PRINCIPAL IN DEVELOPING TEACHER MOTIVATION AT MAS PAB-2 HELVETIA

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Abstract

This study aims to describe the application of managerial competence in madrasah principals in the context of building teacher work motivation in MAS PAB-2 Helvetia. This research uses a qualitative approach. Data collected through observation, interviews, and documentation. The object of research is the headmaster of the madrasah of teachers and staff employees at MAS PAB 2 Helvetia. Based on the research analysis, the following data are obtained: (1) The madrasah head is not fully able to implement his managerial competence maximally. (2) The madrasah head always tries to approach and create a harmonious atmosphere among the teachers; find out what are the obstacles faced by teachers in teaching; routinely involving teachers in various development potentials of teachers; always motivating teachers in the form of rewards or punishments. (3) It is found that there are comfort and enthusiasm for the work of the teachers in carrying out their daily tasks of teaching and educating in the madrasah.

Keywords: *Managerial Competence, Principal of Madrasah, Teacher Work Motivation*

I. INTRODUCTION

As an education manager, the Head of Madrasah has a very influential role in coordinating, mobilizing, and harmonizing all available educational resources in schools. Principal/madrasah leadership is one of the factors that can encourage madrasah to be able to realize the vision, mission, goals, and objectives of the madrasah through programs that are implemented in a planned and gradual manner. School/madrasah principals are required to have adequate management and leadership capabilities to be able to take initiatives and initiatives to improve the quality of schools/madrasahs. As Danim and Suparno stated that the headmaster/madrasah is responsible for looking after and motivating teachers, students, and school/madrasah administration staff to be willing and able to implement the provisions and regulations that apply in schools/madrasahs. This is the essence that the principal of the school/madrasah must be able to carry out the role of the head of school and his ability in the field of school/madrasah management (Sudarwan Danim, Khairil, 2012).

A manager in this case is the principal/madrasah, besides having to be able to carry out management processes that refer to management functions (Planning,

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organizing, actuating and controlling), it is also required to understand and apply all the substance of educational activities.

In Minister of Education Regulation No. 28 of 2010 concerning the Assignment of Teachers as Principals Madrasah explain that Principal Competence Madrasah is knowledge, attitudes, and skills on the dimensions of competence in personality, managerial, entrepreneurship, supervision and social. Therefore the principal's managerial ability/ madrasah is a set of technical skills in carrying out duties as a school manager to utilize all available resources to achieve school goals/ madrasah effectively and efficiently (Kompri: 2017)

A leader, namely the principal madrasah, must have relevant leadership competencies. Because leadership is a mandate, it is better than those who are capable of carrying it are capable (competent) in their fields.

In this case, the headmaster must be able to design, organize, evaluate, and improve the school management process properly and professionally. There is a clear job description delegatively, autonomy of each section, intensive communication patterns, information disclosure, and active participation in designing, implementing, evaluating, and following up on the program. That is why managerial competence is needed to sharpen the vision, mission, goals, and strategies for the principal so that it is easy to mobilize the existing potential to achieve school goals.

Without competence, a madrasah head will find it difficult to determine the right vision and strategy and move his subordinates namely the teachers and other education personnel. The managerial competency that must be possessed by a madrasah head at least includes making strategic plans, developing and influencing his subordinates (teachers and other education personnel), as well as making creative and rational decisions.

A teacher can be said to have high work motivation if he is satisfied with his work, has a motivation, a sense of responsibility, and enthusiasm. Motivation is the attitude or behavior of a group of people to work together actively and consistently in achieving goals with full responsibility and discipline, so that work can be carried out easily, can be achieved what is the goal (Engkay Karweti: 2010).

Principal's managerial competence greatly influences the work motivation of teachers. In this case, work motivation is an effort that is based on moving, directing, and maintaining one's behavior so that he is compelled to act to do something to achieve certain results or goals. In the concept of management related to organizational life, motivation is defined as work motivation that arises in a person to behave in achieving the goals that have been determined. Teacher work motivation occurs when the energy changes in the teacher due to the drive to achieve certain goals, with the work motivation of a teacher will have new energy because there is a drive to become a professional teacher (Beni Habibi: 2015)

Abraham Sperling argued that "*Motive is defined as a tendency to activity, started by a drive and ended by an adjustment. The adjustment is said to satisfy the motive.* (Motivation is a tendency to move, starting from self-motivation and ending with adjustment).

William J. Stanton defines that "*A motive is a stimulated need which is a goal-oriented individual SEEK to satisfy*". (A motivation is a simulated need that is oriented towards an individual's goal of achieving satisfaction). The Fillmore H.

Standard explains the definition of motivation as follows, "motivation as an energizing condition of the organism that serves to direct that organism toward the goal of a certain class". (Mangkunegara: 2017).

The principal is a leader who must always motivate the ranks of his subordinates. This motivation will give birth to optimism, unyielding spirit, and always enjoy the process that is passed, even though challenges and obstacles continue to confront. Success and failure are two sides of a coin that cannot be separated in the life story. When facing success, he is not arrogant. He continues to be eager to achieve greater success. When tested with failure, he does not despair.

According to E. Mulyasa, school principals can motivate by setting a physical environment that is conducive to work, setting a pleasant work atmosphere and generating performance, discipline, giving encouragement in various interesting ways, and giving awards. With a conducive environment, it will arouse the motivation of teachers to excel (Abdillah and Ahmad Sulaiman: 2019; E. Mulyasa: 2007).

According to Herzberg in Siagian revealed that the factors that influence teachers are motivated to work are caused by two factors, namely:

- 1) Intrinsic factor, which is the driving force that arises from within each employee; and
- 2) Extrinsic factors are driving factors that come from outside oneself, especially from the organization where he works.

If these two factors are present, it can provide a strong level of motivation and satisfaction in a person, but if there is not, then it causes a sense of dissatisfaction. Someone (teacher) works based on their abilities and skills. Motivation will become a problem, if the capabilities possessed are not utilized and developed in carrying out their duties (Rahmat Hidayat and Candra Wijaya: 2017).

Characteristics of school/madrasah principals who can organize teachers and staff include:

1. Able to place the teacher under the potential and abilities possessed in learning;
2. Able to regulate the use of existing facilities and infrastructure under needs so that good cooperation is established;
3. Able to provide solutions to various problems faced by teachers and other school personnel;
4. Able to arrange cooperation with other parties or agencies to succeed in school / madrasah programs.

Meanwhile, principals who can mobilize teachers and staff include:

- a. Able to motivate teachers so they feel able and confident to carry out school/madrasah programs;
- b. Able to lead and direct teachers well;
- c. Able to encourage teachers to develop their professionalism;
- d. Able to encourage teachers to work with the aim of achievement.

Then, the ability of principals/madrasah to control teachers and staff includes:

- 1) Can evaluate the implementation of school programs;
- 2) Can evaluate the performance of teachers and school personnel;

- 3) Can reinforce the success achieved by the teacher;
- 4) Can correct mistakes/weaknesses that have been made by teachers and other school personnel.

In improving the quality of education, the principal must place the teacher in a professional position by fixing his education, making measurements of teacher performance, improving the system, providing appropriate sanctions for the failure of teachers to carry out their main duties and functions, as well as giving appropriate rewards to teacher achievement.

To carry out its role and function as a manager, the headmaster must have the right strategy to empower education staff through cooperation or cooperation, provide opportunities for education personnel to improve their profession and encourage the involvement of all teaching staff in various activities that support school/program madrasah includes:

- a) Empowering education staff through cooperation or cooperation means that in improving professional education staff in schools/madrasahs.
- b) Providing opportunities for education personnel to improve their profession, as the principal's manager must improve the profession persuasively and heart-to-heart.
- c) Encourage the involvement of all education personnel in every activity in the school (participatory).

According to Husein Umar, some steps in the management of teachers and staff carried out by the principal as a form of implementing managerial competencies, including planning, recruitment, selection, placement, work performance, training and development, compensation, work safety, career development to improve professionalism, and continuation (retirement).

Someone (teacher) works based on their abilities and skills. Motivation will become a problem, if the abilities possessed are not utilized and developed in carrying out their duties. In this situation, the teacher's perception of the conditions of the work environment also plays an important role in motivation.

Based on some of these descriptions, implicitly the teacher's work motivation appears through:

- a. Responsibility for doing work.
- b. The achievement he achieved.
- c. Self-development.
- d. Independence in acting. (Rahmat Hidayat, Candra Wijaya: 2017)

II. Research methods

In this study, researchers used descriptive qualitative research methods, namely research that seeks to describe a phenomenon, event, event that is happening now. Descriptive research focuses on the actual problems in which there are attempts to describe, record, analyze, and interpret the conditions that currently occur. In essence, descriptive qualitative research is a method of examining the status of a group of people, an object to make descriptive, systematic or factual descriptions or paintings of facts or phenomena investigated (Convelo G. Cevilla, at all .: 2006). This research was conducted at MAS PAB-2 Helvetia. The researcher chose this school as revealed by Anselm Straus that to gain insight into something new it must be little known and understandable that the social situation itself is of the three elements namely place, actor, and activity

which are the main dimensions in the totality of the background of the ongoing research. (Anselm Straus and Juliet Corbin: 2006). The setting place in this research situation is the madrasah headroom, study room, teacher's room, etc., which allows researchers to conduct interviews so that the recording of data and information relies more on monitoring activities. The behavioral background of the study was the Head of MAS PAB-2 Helvetia, and the teachers. Data collection procedures carried out by observation, interviews, and studies. The implementation of data analysis in qualitative research is carried out with a cycle starting from organizing the data, organizing it into a pattern, and creating categories. Since the beginning of the research, the details of meaning, behavior patterns of the subjects, explanations, and noting their regularity have been carried out. (Emzirani: 2008). To strengthen the validity of the findings and maintain the validity of the research, here the researcher refers to the four validation standards suggested by Lincoln and Guba, which consist of credibility, intelligence, dependability, and firmness (Rosady Ruslan: 2008). 2008). To strengthen the validity of the findings and maintain the validity of the research, here the researcher refers to the four validation standards suggested by Lincoln and Guba, which consist of credibility, intelligence, dependability, and firmness (Rosady Ruslan: 2008). 2008). To strengthen the validity of the findings and maintain the validity of the research, here the researcher refers to the four validation standards suggested by Lincoln and Guba, which consist of credibility, intelligence, dependability, and firmness (Rosady Ruslan: 2008).

III. Research Results and Discussion

1. Managerial Competency Head of MAS PAB-2 Helvetia.

Principal/madrasah leadership is one of the factors that can encourage madrasah to be able to realize the vision, mission, goals, and objectives of the madrasah through programs that are implemented in a planned and gradual manner. Principals/madrasah are required to have adequate management and leadership skills to be able to design, organize, evaluate, and improve school management processes properly and professionally.

The results of the first research findings Managerial Competence Head of MAS PAB-2 Helvetia that madrasah head who is an education manager, where an organization must have name management in which managerial activities are ranging from planning to evaluation. The madrasah head in this case has been trying very hard to implement his managerial competence. Although he realized that he had not fully been able to apply the competencies he had to manage the madrasah he led to the maximum.

The managerial competency of the madrasah head who has been able to be applied by the madrasah head, among others: a). Develop madrasah planning for various levels of planning to develop madrasah towards an effective learning organization; b). Creating a culture of work climate that is conducive to safe and secure and building good communication with the personnel of the madrasah; c). Managing teachers and staff in the context of empowering human resources optimally; d). Manage madrasah facilities and infrastructure that is limited in the context of efficient utilization; e). Control the implementation of the curriculum; f). Managing madrasah administration; g). Always monitoring, evaluating, and

reporting the implementation of madrasah program activities; h). Always control and supervise madrasahs.

As a leader, of course, the headmaster of madrasah is required to be able to move every school personnel to be able to carry out their respective duties so that school management is expected to run well. However in its efforts to improve and develop the competencies that exist in itself, the madrasah head will always be faced with various challenges that require the madrasah head to be more competent in carrying out his responsibility to manage the system that is in the madrasah so that it is not impossible to improve his managerial competence he will be confronted by various problems that may come from the teachers or from the management of the madrasah system that is running poorly. So, this is where the headmaster must be able to use his competence and make it an opportunity to be used optimally.

2. Madrasah Head's efforts in building a teacher's work motivation in MAS PAB-2 Helvetia.

A madrasah head as a leader is required to be able to strive so that the teachers and madrasah personnel he leads remain motivated in carrying out his role as a teacher. The madrasah head's effort, in this case, is to realize quality education. Because teachers are the main spearhead of the success of an education carried out in every school and madrasah.

To realize a quality madrasah, the madrasah head must be able to empower teachers and build the work motivation of teachers in the madrasah. Based on the results of the research found in MAS PAB-2 Helvetia regarding the efforts of the headmaster in building teacher work motivation, including the following: a). Approach and create a harmonious atmosphere among the teachers; b). Build familiarity and good communication; c). Finding out what are the obstacles faced by teachers in teaching; d). Regularly hold meetings; e). Allow the teacher to give ideas or suggestions towards improving the madrasah in the future; f). Routinely involving teachers in activities such as seminars/workshops, MGMP (Consultation for Subject Teachers), BIMTEK K13, even in upgrading activities; g).

Besides, other forms of motivation pursued by the headmaster of madrasah are forms of reward and reprimand. As for the form of rewards given by the madrasah head according to his remarks, including:

- 1). Give praise or flattery for the work well done by the teacher.
- 2). Giving new uniforms every year on teacher's day or at school farewell.
- 3). Provision of certificates and placards for teachers who have served for more than 25 years.
- 4). Giving gifts or THR when approaching Eid al-Fitr

In addition to the form of rewards, the madrasah head also does not hesitate to give a warning (punishment) to teachers who make mistakes as a form of assertiveness that must be enforced so that teachers do not repeat the same mistakes.

Motivation is not always in the form of material, because a word of appreciation is also able to arouse the weak work motivation of teachers. No matter how small the award is given without us knowing it can encourage the spirit of someone to work even better. Because appreciation is necessary and everyone needs to be appreciated.

3. Managerial Competence of Madrasah Heads in Building Teacher's Motivation in MAS PAB-2 Helvetia

In improving the quality of education, the madrasah head must be able to place teachers in professional positions by improving their education, measuring teacher performance, improving the system, providing appropriate penalties for the failure of teachers to carry out their main duties and functions, as well as giving appropriate appreciation for teacher achievement. All of that was done to build teacher work motivation that began to weaken.

Based on the results of the research found regarding the Managerial Competence of Madrasah Heads in Building Teacher Work Motivation in MAS PAB-2 Helvetia, including the following:

The principal has worked hard to manage the culture and a good school climate to create a harmonious working atmosphere, good communication between the headmaster and other madrasah personnel and can also be seen from the level of teacher attendance in teaching in the classroom. Also, the madrasah head always helps in managing and supporting the preparation of madrasah programs so that in this case the madrasah head does not simply take his hands off and continue to coordinate with each madrasah personnel. In terms of planning school plans for various levels of planning the headmaster is also made so structured that the madrasah personnel understands what their duties and responsibilities are.

In the management of teachers and staff in the context of optimizing human resources, the headmaster of madrasah always strives for teachers to participate in various activities in the context of empowering the existing potential of teachers optimally. Besides, the madrasah head also coordinated with other madrasah personnel namely the administrative section to manage administration and correspondence.

In applying managerial competence to build teacher motivation, there are certainly many obstacles faced by madrasah principals, especially in terms of inadequate facilities and infrastructure. However, the madrasah head always cooperates both with the school committee and the madrasah personnel in solving these problems.

IV. Conclusion

Based on the research findings and discussion of research results regarding the Managerial Competence of Madrasah Heads in Building Teacher's Work Motivation in MAS PAB-2 Helvetia, the Researcher concludes that:

1. Madrasah head leadership as an education manager has worked so hard in applying his managerial competence. Starting from compiling madrasah planning for various levels of planning; creating a conducive work climate culture; building good communication with the madrasah personnel; manage teachers and staff in the context of optimizing human resources; maximizing the facilities and infrastructure of limited madrasahs; monitoring, evaluating, and reporting on the implementation of madrasah program activities; to control and supervise madrasahs.
2. The headmaster of madrasahs always approaches and creates a harmonious atmosphere among the teachers; find out what are the obstacles faced by teachers in teaching; regularly hold meetings; routinely involving teachers

in activities such as seminars/workshops, MGMP, BIMTEK K13, sending teachers to participate in upgrading activities. Also, other efforts made to build teacher motivation are in the form of rewards or punishments.

3. Managerial competencies that have been applied by the Madrasah Head to build teacher's work motivation in MAS PAB-2 Helvetia include managing the culture and climate of the school well to create a harmonious work atmosphere and can be seen from the level of teacher attendance in providing teaching in the classroom; good communication with the madrasah personnel; assist in managing madrasah planning programs; manage teachers and staff in the context of optimizing human resources; coordinate with the administrative division to manage administration and correspondence; cooperate with the school committee and the madrasah personnel in solving madrasah problems in terms of inadequate facilities and infrastructure.

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