

PERFORMANCE OF MADRASAH HEADS IN IMPROVING THE QUALITY OF LEARNING

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Abstract

The aim of this research is to determine 1) The performance of the madrasa head, 2) Efforts to improve the quality of learning, 3) The performance of the madrasa head in improving the quality of learning at Madrasah Ibtidaiyah Negeri 1 Langkat. This type of research is qualitative with case study management. Research procedures using data collection techniques were carried out using interviews, observation and documentation. The results of this research are 1) The performance of the madrasa head as an Educator, Manager, Administrator, Supervisor, Leader. 2) Efforts to improve the quality of learning at Madrasah Ibtidaiyah Negeri 1 Langkat include providing guidance, motivation, and conducting teacher evaluations. 3) The performance of the madrasa head in improving the quality of learning at Madrasah Ibtidaiyah Negeri 1 Langkat, as a supervisor of the madrasa head's supervision activities to observe the learning process directly, especially in the selection and methods, media used and student involvement in the learning process, Involving teachers to participate in education can add new insights and knowledge, so that teachers are better prepared to carry out learning. The implications of this research are that it is hoped that madrasah heads can contribute more, be creative, innovative and coordinate madrasah residents in an effort to improve the quality of learning, parties involved in cooperation can maintain and hold training by providing opportunities for all teachers to improve their competence.

Keywords: S Performance of Madrasah Heads, Quality of Learning

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INTRODUCTION

Improving the quality of learning is a series of learning activity processes carried out by teachers and students through learning with the aim of improving the quality of learning so that it runs effectively and efficiently, in order to add value to the quality of learning and the quality of an educational institution. The main key to improving the quality of learning is commitment to change. If all teachers and school staff as well as the madrasa environment are committed to change, leaders can easily encourage them to find new ways to improve productivity and quality of educational services (Hidayat and Martina, 2022: 207-208). Teachers will use new approaches and learning models in teaching and assist in the development of students (Ryan, Cooper, and Tauer, 2013: 20).

According to Garvin and Davis quoted (Hadis & Nurhayati 2010: 86) it is a dynamic condition related to products, labor, processes and tasks as well as the environment that meets or exceeds customer needs. In the context of education, the definition of quality refers to the process and results of education. A quality educational

process involves various inputs, such as teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the teacher's abilities),

Facilities, schools, administrative support and infrastructure and other resources as well as creating a conducive atmosphere. Quality means a process that continues to improve quality in order to achieve excellence in the educational process. Quality is change, meaning that the concept of quality remains valid for life, but the concept of quality will always be dynamic in accordance with developments over time. Learning quality refers to the learning process in schools and learning outcomes that follow the needs and expectations of educational stakeholders. One of the educational problems faced by the Indonesian nation is the low quality of learning at every level and unit of education, especially primary and secondary education (Ryan, Cooper, and Tauer, 2013: 17).

In this case, learning quality is a learning process that has been planned in accordance with existing procedures and also designs what will be taught to students later, in order to obtain satisfactory results in accordance with what is desired (Febriansyah, 2017: 17). In education, educating is not only limited to transferring knowledge, but there are noble values that must be conveyed to students through the educational process, through the learning process in the classroom and outside the classroom using certain teaching and learning strategies.

The quality of learning in the school environment basically supports the implementation of learning in the school. In order for learning quality management to be successful, it requires a concept, planning and organization that is implemented systematically and structured. There is a need for real, planned and evaluated programs to deliver the learning process to the desired learning goals (Febriansyah, 2017).

Madrasah heads must be able to manage their madrasas so that they develop over time. All existing resources must be utilized in such a way. Teachers need to be mobilized effectively and good relationships between them are fostered in order to create a conducive, exciting and productive working atmosphere so as to foster professional work. Likewise, the arrangement of the madrasah environment needs to be developed so that it becomes an educational environment that is capable of generating creativity, discipline and high enthusiasm for learning in students, so that the quality of student learning outcomes is realized well and optimally. This all requires the need for the application of educational leadership by a madrasa head with professional performance in order to improve the quality of learning at the institution (Munawaroh, 2008: 23).

Various efforts have been made to improve the quality of national education. The government has made efforts to improve the quality of education in schools, such as issuing Indonesian Government Regulation Number 19 of 2005 concerning National Education Standards. Educational institutions are also not left behind by holding scientific activities that can develop teacher potential through seminars, training, workshops and others on an ongoing basis so that teachers become professionals who have the ability to improve the quality of learning in schools which ultimately improves the quality of education will be realized and become a reality.

One important component in improving the quality of education is learning. Learning is a process of interaction between educators or teachers and students and learning resources in a learning environment. Learning is very important because through learning, teachers can develop creative thinking which can improve students' thinking abilities, and can improve their ability to construct new knowledge as an effort to improve good mastery of the subject matter. In improving the quality of education, learning is a very important component. Because with learning students can develop their thinking abilities and construct new knowledge about the subject matter.

In general, the low quality of learning can be caused by various factors, both internal and external. Meanwhile, internal school factors that can influence the quality of learning include the low quality of teaching methods and the applicable curriculum, resulting in low effectiveness of the teaching and learning process, inadequate facilities and infrastructure, uneven distribution of teachers, and so on. Meanwhile, external factors that influence the quality of learning include the participation of students' parents, society in general and the government which has not been optimal in working together to support the development of quality education.

The role of the principal in improving teacher performance is very important. School principals must focus more attention on efforts to improve and improve the quality of learning through improving teacher performance. To achieve good performance goals, effective school principal leadership is needed. Effective principal leadership will be able to control, direct and motivate teachers towards achieving work productivity as expected by the school and the principal. Apart from that, the position of teachers or teaching staff is no less important in school institutions, because teachers are also one of the determining factors in developing and improving the quality of schools and school education. In Law No. 20 of 2003 concerning the National Education System article 39, educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as carrying out research and community service, especially for educators at universities. As educators, teachers are required to always carry out their duties with full dedication and self-motivation, be responsible and have high discipline. This is done so that teachers have good performance (Amini, Damanik, and Bahri, 2021: 8669).

Improving the quality of learning must start from increasing the teacher's understanding of the subject matter they teach as a lesson that can develop students' thinking abilities so that they understand various learning models that stimulate the ability to learn with careful teaching planning by the teacher. In learning, teachers must understand the subject matter they are teaching. In order to develop students' thinking abilities and understand learning models that are able to stimulate students to learn with careful planning. One of the educational institutions that is still conventional in conducting learning is Madrasah Ibtidaiyah Negeri 1 Langkat. Based on a preliminary study conducted by researchers, it was found that: (1) learning at Madrasah Ibtidaiyah Negeri 1 Langkat is still carried out conventionally; (2) Teachers still consider students' abilities to be the same; (3) Still using the classroom as the only place to learn; (4) Teachers use the lecture method more in classroom learning activities; (5) Implementation of learning activities that do not vary; (6) In learning activities the teacher still communicates in one direction; (7) Teachers in providing learning in class only use books as teaching materials and only assess learning outcomes from assignment grades; (8) Teachers play an active role, while students tend to be passive. Passive student attitudes can reduce their involvement in participating in the learning process, and can result in decreased student interest in participating in the learning process; (9) The teaching method still used by Madrasah Ibtidaiyah Negeri 1 Langkat teachers is the lecture method; and (10) The infrastructure of Madrasah Ibtidaiyah Negeri 1 Langkat is still inadequate so that the quality of learning is still low.

Efforts to improve the quality of learning include, among other things, revitalizing the performance of madrasa heads, namely activities that must be carried out by madrasa heads and professional leadership of madrasa heads. With this effort, it is hoped that the quality of national education will improve. The madrasa head is one of the educational components that plays the most role in improving the quality of learning. As stated in article 12 paragraph 1 PP 28 of 1990 that: "school principals are responsible for the implementation of educational activities, school administration, development of other

educational staff, and the utilization and maintenance of facilities and infrastructure" as well as the Minister of National Education Regulation number: 13 of 2007 dated April 17 2007 concerning school/madrasah principal standards, article 1 paragraph reads "To be appointed as a school/madrasah principal, a person must meet the nationally applicable school/madrasah principal standards" (Idris, 2018: 3-4).

The head of a madrasah is a functional teacher who is given the task of leading a madrasah which is organized in the teaching and learning process (Akhli, 2022: 1). The madrasa head plays a very important role in moving various components in the school so that the teaching and learning process in the school runs well. Therefore, the school principal must have a clear mission, vision and goals, have effective and efficient steps or strategies to achieve the goals that have been set together.

Regulation of the Minister of Religion of the Republic of Indonesia Number 29 of 2014 concerning school principal standards Chapter V article 9 has stipulated that madrasa principals are required to have five competencies, namely: Personality, Managerial, Entrepreneurship, Supervision and Social. In order to develop the competency of prospective Madrasah heads, they must master these five competencies to help provide support to Madrasah Heads so that they can carry out their duties well (Kasim, Hijrat 2022: 1).

Madrasah principals are successful if they understand the existence of the school as an organization, and are able to carry out their roles and responsibilities to lead the school. The principal is a person who is responsible for carrying out educational activities at school and carries out activities in an effort to influence other people in the environment in certain situations so that other people can work with a full sense of responsibility in order to achieve the goals that have been set (Akhli, 2022: 2).

The role of the principal's performance in improving the quality of learning in schools is an important factor. The performance of the school principal can be demonstrated by how the madrasah principal carries out his main duties and functions so that he can achieve maximum results. Where performance is about doing work and the results achieved from that work. because performance is related to what is done and how to do it. Furthermore, according to Colquitt., Lepine., Wesson (Wibowo, 2016) emphasizes that performance is a series of work behaviors that contribute, both positively and negatively, to achieving organizational goals (Susanto, 2021: 135). Other opinions such as (Gibson., Ivancevich., Donnelly., Konopaske) state that performance is the result of work related to organizational goals such as quality, efficiency and other criteria of effectiveness (Nurgiyantoro, 2002: 11).

The performance of the school/madrasah principal is the work performance or work results achieved by the school principal in carrying out his/her main duties, functions and responsibilities. The principal's performance is said to be good if the school's targets or goals can be achieved. All of this is supported by the competence, attitudes and motivation of the school community which includes the principal, teachers, administrative employees, students and the school committee. Everyone works with the applicable regulations, resulting in achievements (Lestari, 2016: 20).

Based on the madrasa head's work guide, it is stated that a person's performance is always related to the routine tasks they carry out and has certain specifications/criteria for carrying them out, so that it can be measured (Director General of GTK, 2017). Furthermore, in the school principal's workbook (2017) it is explained that the real form of the principal's performance is carrying out management functions, namely planning, organizing, actuating and controlling. The madrasa head as a leader must be able to: (1) encourage the emergence of a strong will with enthusiasm and confidence in teachers, staff and students in carrying out their respective duties; (2) provide guidance and direct

teachers, staff and students, as well as provide encouragement, spur and stand at the forefront for progress and provide inspiration in achieving goals.

The main task of the madrasah head in efforts to develop the madrasah, namely how the madrasah head's efforts are in: (1) compiling and/or perfecting the school's vision, mission and goals; (2) preparing the school organizational structure; (3) prepare a medium-term work plan (RKJM) and annual work plan (RKT); (4) compiling school regulations; and (5) developing a management information system (Kemdikbud, 2017: 7). Based on research results from Suhardiman (2012:35), the role of school principals in the 21st century is as follows: (1) participate in learning as much as 91%; (2) directing teachers to determine learning using formative evaluation as much as 90%; (3) planning, coordinating and evaluating teaching, curriculum and pedagogy (directly involved by visiting classes regularly, and providing feedback on learning) as much as 74%; (4) ensuring teachers receive information about the latest learning practices as much as 64%; (5) managing resources as much as 60%; (6) Determining the status quo by 60%; (7) determine goals and hopes as much as 54%; (8) maintaining an environment that supports learning as much as 49%. The results of this research mean that the role of the school principal places more emphasis on leadership and quality of learning.

According to Mulyasa, factors that can influence a school principal's performance include: mental attitude, in the form of motivation, discipline and work ethics, level of education, skills, including abilities and experience, management, income level, nutrition and health. , social security, work environment and atmosphere, quality of facilities, technology used, and opportunities for achievement (Agustian, 2018: 3). The principal's job is to control and guide teachers in the educational unit and the principal also has a big influence on the direction and goals of the school that were previously planned, including how to optimize teachers so they can work well in the educational unit.

The performance assessment of school principals consists of 5 components, namely: (1) School development efforts, (2) Implementation of managerial duties, (3) entrepreneurship development, (4) Supervision of teachers and educational staff (5) Social. Of the five (5) components, based on the results of researchers' observations at Madrasah Ibtidaiyah Negeri 1 Langkat, there was one component that was not implemented, namely supervision of teachers and education staff. This causes the principal not to know what the quality of learning is in the school. By not implementing supervision of teachers and teaching staff, school principals do not know what the quality of learning is in the school. The principal is also less than optimal in providing supervision and learning direction to teachers due to a lack of socialization and communication between teachers and principals. Based on the results of observations, it was found that the head of Madrasah Ibtidaiyah Negeri 1 Langkat was often not at school so he could not control and guide learning activities at all times, and could not provide motivation to teachers in teaching at Madrasah Ibtidaiyah Negeri 1 Langkat. When the madrasa head is not there, the teachers act relaxed and tend to be passive because no one is directly supervising them.

The madrasa head has a very important role and function in order to improve the quality of learning, because the steps of a madrasa organization are controlled by a madrasa head. However, various indicators of improving the quality of learning are quite encouraging, but most of the others are still worrying (Qonita, 2019: 12). The principal's role is most important to ensure student learning success. The school principal as a leader functions as a driving force for improving the quality of learning and is required to have a broad vision, mission and insight as well as adequate professionalism in planning, organizing, implementing and supervising education (Qonita, 2019: 2-3).

There are many factors inhibiting the achievement of improving the quality of learning if seen from the low performance of school principals, this shows that school

principals still lack academic ability, lack self-motivation, lack enthusiasm and work discipline, and have narrow insight. This phenomenon is caused by the fact that the screening process does not meet competency, is not procedural enough, is less transparent, is not competitive, and internal factors of the madrasa head can be an obstacle to the growth and development of becoming a professional madrasa head. The lack of professionalism has an impact on the low productivity of madrasa heads in improving the quality of education (Alim, 2015: 4-5).

In the Republic of Indonesia Minister of National Education Regulation Number 20 of 2007, it is explained that performance assessment aims to monitor students' learning processes and willingness and increase the effectiveness of learning activities. In this way, the principal of the school/madrasah is obliged to provide guidance to the teachers. School/madrasah principal supervision activities in learning evaluation are carried out by administrative checks. It is hoped that school/madrasah principals will be able to provide encouragement and good examples and familiarize teachers with doing their best (Amini, Aritonang 2022: 22).

RESEARCH METHODS

Research Approaches and Types

This type of research is a case study which is part of a qualitative method that aims to explore a particular case in more depth by involving the collection of various sources of information.

Place and time of research

This research was carried out at Madrasah Ibtidaiyah Negeri 1 Langkat, Padang Tualang District, Langkat Regency. Research time February 2023 to August 2023.

Research Data Collection Techniques

The data collection technique is carried out using the following techniques: 1) Observation; 2) Interview and; 3) Documentation.

Research Data Analysis

Data analysis used in qualitative research is a case study that is carried out interactively and continues until completion, so that the data is saturated. Data analysis activities in this research go through steps such as: data reduction, data presentation, drawing conclusions and verification (Subaidi, 2020: 166).

RESEARCH RESULTS AND DISCUSSION

Research Findings

Performance of the Madrasah Head at Madrasah Ibtidaiyah Negeri 1 Langkat

Based on the researcher's interview with Mr. Syafril Amri, S.Pd.I as Deputy Head of Madrasah at Madrasah Ibtidaiyah Negeri 1 Langkat regarding the leadership performance of the school principal, he stated:

"The performance of the principal is the result of work in improving the quality of learning at Madrasah Ibtidaiyah Negeri 1 Langkat. The performance of the principal can also be seen from the things the principal does to improve the quality of learning, such as: (1) the principal provides guidance or coaching for teachers and other staff to improve the quality of learning at school, so that teachers who have problems in learning can improve self; (2) the principal supervises the class. This is in accordance with the definition of supervision, namely a series of

activities carried out by the leader or principal in order to achieve and develop the process of activities in achieving targets. This supervision is focused on improving learning through systematic methods starting from intensive planning, observation and analysis with the aim of improving the learning process; (3) the principal carries out teacher counseling, with counseling school teachers are expected to be able to achieve development tasks such as learning or academic, personal, social and career aspects."

In line with the opinion above, researchers also found an answer from Mrs. Ratana Sari Sembiring, S.Pd teacher at Madrasah Ibtidaiyah Negeri 1 Langkat who stated:

"The performance of the school principal is good. School principals always use the latest regulations, especially in preparing the administration of learning tools for their teachers. The principal monitors the preparation of learning and monitors its implementation as well as carrying out evaluations and follow-up actions."

Based on the results of the interview above, the researcher concluded that the performance of the principal at Madrasah Ibtidaiyah Negeri 1 Langkat was good. The school principal carries out the latest regulations in administration relating to all aspects of the implementation of education at the school. There are many efforts made by madrasah heads in their leadership as an illustration of efforts to improve their performance. Next, the school principal carries out evaluation and follow-up. So that the principal already includes the roles of the principal. This role is in accordance with the national education policy (Ministry of National Education, 2006) which explains the role of the school principal, namely: (1) The school principal as a leader; (2) The school principal as an Educator; (3) Principal as Managerial; (4) School principal as Supervisor; (5) The school principal as administrator (Daryanto, 2011:30).

Efforts to Improve the Quality of Learning at Madrasah Ibtidaiyah Negeri 1 Langkat

Based on the results of an interview with the Head of Madrasah Ibtidaiyah Negeri 1 Langkat Mr. Zulkifli Hasibuan, M.Pd regarding efforts to improve the quality of learning, he stated:

"Improving the quality of learning is the task of the head of the madrasah as the leader of the madrasah. What he does to improve the quality of learning in the madrasah is the first curriculum, thank God, the curriculum used is the newly established curriculum, namely the independent learning curriculum, the second is assigning subject teachers to MGMP activities, implementing work shop for teachers, and training for teachers, this activity can be very good for teachers to improve their competence who are already competent in their field. With teachers participating in these activities the quality of learning can improve and the madrasah learning process is more effective and efficient"

Furthermore, the results of the answer from the principal are in line with the statement of Mr. Syafril Amri, S.Pd.I as deputy head of Madrasah Ibtidaiyah Negeri 1 Langkat who stated:

"With developments over time, the curriculum implemented by madrasahs is an independent learning curriculum. The head of the madrasah always supports activities to improve the quality of learning, including activities such as MGMP, teacher training, with him doing this, learning in the madrasah can improve and increase students' interest in learning."

Not only that, researchers also found a similar answer from Mrs. Ratna Sari Sembiring, S.Pd teacher at Madrasah Ibtidaiyah Negeri 1 Langkat, who stated:

"There are many things that school principals do in an effort to improve student learning outcomes. The first thing that madrasah principals do to improve the quality of learning in madrasas is to discuss curriculum implementation issues. With the regulations and appeals from the education office, Madrasah Ibtidaiyah Negeri 1 Langkat has used the independent learning curriculum and secondly, involving teachers in activities related to the process of improving learning, namely with trainer activities for teachers and MGMP, KKG and "other activities can increase the quality of learning and make learning more effective in the classroom, although so far the principal has stated that the results are still not as expected."

Improving the quality of learning as suggested by Danim (2014: 75), namely by involving five dominant factors, namely: (1). Leadership of the madrasa head. Madrasah heads must have and understand a clear work vision, be able and willing to work hard, have a high work drive, be diligent and steadfast in their work, provide optimal services, and have strong work discipline. (2). Student. The approach that must be taken is that the child is the center so that students' competencies and abilities can be explored and elementary schools can inventory the strengths that exist in students. (3). Teacher. Maximum teacher involvement, by increasing teachers' competence and professionalism in seminars, MGMP, workshops and training activities so that the results of these activities are implemented in madrasas. (4). Curriculum. The existence of a steady but dynamic curriculum can enable and facilitate the expected quality standards so that goals can be achieved optimally. (5). Collaboration Network. The collaboration network is not only limited to the madrasah environment and the community (parents and the community) but with other organizations, such as companies/agencies so that the output from the madrasah can be absorbed into the world of work (Manik and Tambunan 2019: 121).

Performance of Madrasah Heads in Improving the Quality of Learning at Madrasah Ibtidaiyah Negeri 1 Langkat

Results of the interview with the head of the madrasah, namely Mr. Zulkifli Hasibuan, M.Pd:

"As the head of a madrasah, he has a main task in carrying out his duties as a head of a madrasah. The first activity is to improve the quality of learning, namely carrying out supervision, which is the assessment of the head of the madrasah in the learning process as to whether the quality of learning has improved or not, secondly, the coaching includes mental, moral and artistic development of the teaching staff. is the performance of the madrasah head as a leader in the madrasah for coaching, guidance, and helping teachers develop their abilities in managing the teaching and learning process so that they can improve the professionalism of the teachers themselves, the third is involving teaching staff in training or training, the function of which is to become more professional, so that they can maximize the process learning in the classroom. The training program carried out usually includes learning planning techniques and how to conduct effective learning. "By carrying out these three activities, the quality of learning can be improved and learning more effective and efficient"

This was further supported by the interview by the statement of the deputy head of the madrasah, namely Mr. Syafril Amri, S.Pd.I, namely:

"It is true that to improve the quality of learning, madrasah heads often provide teachers with motivation, guidance and provide opportunities to ask questions in a pleasant atmosphere, bring in resource persons to guide teachers in writing

scientific writing, attend seminars and other things such as involving teachers in training."

Based on the results of an interview with Ratna Sari Sembiring, as a teacher at Madrasah Ibtidaiyah Negeri 1 Langkat:

"Yes, just as the head of the first madrasah said, the head of the Madrasah provides opportunities for teachers to improve their professionalism by taking part in training in making learning media and carrying out academic supervision, the purpose of which is to find out to what extent the learning process and students in teaching and learning have improved, if the coaching is carried out by the head himself. madrasahs to direct teachers to make learning more effective and efficient and aimed at improving the quality of learning in the classroom.

It can be concluded from the interview that the head of the madrasah is an educational and educational staff whose competency is absolutely standardized nationally according to Government Regulation Number 19 of 2005. (PP No. 19 of 2005) The Head of the Madrasah is the educational leader in an agency who, in carrying out the duties of the education minister, covers three aspects, namely supervision, control and educational inspection. In the current era of autonomy, schools must change in a direction that is in line with demands so as not to be left behind in efforts to improve the quality of education (Marisha, 2014: 3-4).

Discussion

Performance of the Madrasah Head at Madrasah Ibtidaiyah Negeri 1 Langkat

The performance of the school/madrasah principal is the work performance or work results achieved by the school principal in carrying out his/her main duties, functions and responsibilities. The principal's performance is said to be good if the school's targets or goals can be achieved. All of this is supported by the competence, attitudes and motivation of the school community which includes the principal, teachers, administrative staff, students and the school committee. Everyone works within the applicable regulations, resulting in achievements. The performance of the school principal cannot be said to be good if there is no support from all school members to achieve the targets that have been determined.

The performance of a madrasa head is the ability to carry out the work or tasks he has in completing a job at the school he leads. The madrasa head must be able to complete his work or duties as a leader in the school, so that his performance can be measured or evaluated.

The main duties and functions of the madrasa head have a broad scope, including being responsible for organizing educational activities, school administration, developing other educational staff and utilizing and maintaining school facilities and infrastructure. In subsequent developments, in accordance with the needs of society and current developments, the head of the madrasah has seven roles, namely: as an educator; manager; administrator; supervisor; leader; innovator; motivator (EMASLIM).

Efforts to Improve the Quality of Learning at Madrasah Ibtidaiyah Negeri 1 Langkat

In accordance with Republic of Indonesia Regulation Number 19 of 2005 concerning National Education Standards, the quality of education is said to be quality if the learning process in an educational unit is carried out in an interactive, inspiring, fun, challenging and motivating way for students to achieve actively and provides sufficient space for initiative, creativity and independence in accordance with talents, interests and physical and psychological development of students. In the learning process, teachers/educators are required to be able to set an example. From this government

regulation, it is very important for every educational institution to pay attention to the quality of learning so that the quality of education in schools is maintained and even developed. This regulation needs to be followed up by educational institutions through various scientific programs and activities that can develop teacher potential, such as seminars, workshops and ongoing training so that teachers become more professional, thereby impacting their ability to manage quality learning (Rahmansyah, 2021: 50) .

Improving the quality of learning is a series of learning process activities that must be carried out by educators and students to continuously improve the quality of learning with the aim that learning can run effectively and efficiently, in order to add value to the results of graduates from an educational institution. In improving the quality of learning, we must pay attention to several components that can influence learning.

In his book, Danim (2007) said that educational institutions in improving quality need to involve five factors which are elements of the institution, namely: leadership of school principals, teachers, students, curriculum and collaboration networks. These five elements must be involved and interconnected in achieving quality education. To improve the quality of learning, it is necessary to transform the curriculum in accordance with Law Number 20 of 2003 concerning the National Education System article 36 paragraph 3 and article 37 paragraph 1.

The school curriculum must be diversified with an independent learning program so that it can run sustainably with applicable laws and government regulations. As well as the need for transformation of national education management which still has problems in overcoming each overlapping education policy. With this transformation of education management through the concept of independent learning, it is hoped that the quality of learning in schools will be of high quality and be able to produce a generation of nations that compete globally (Rahmansyah, 2021: 51).

Performance of Madrasah Heads in Improving the Quality of Learning at Madrasah Ibtidaiyah Negeri 1 Langkat

The principal is also a leader who has a difficult task in order to improve the quality of the madrasah and teachers must also have good competence. Because the quality of education is increasing, this can be seen from teachers who have good quality. So the principal of the madrasah, teachers, employees and All elements of education (stakeholders) have a responsibility to improve the quality of learning in schools, especially teachers as the spearhead in the classroom because they have direct contact with students in the learning process. The leadership of the school principal and the creativity of professional, innovative, creative teachers is one of the benchmarks for improving the quality of learning in schools, because these two elements are figures who are in direct contact with the learning process, these two elements are central figures that can give trust to the community. (parents) of students.

Therefore, the public can see the results achieved because educating is the task of a teacher, therefore teachers must have abilities that cannot be handed over to everyone. In improving the learning process and in order to improve the quality of learning, the head of Madrasah Ibtidaiyah Negeri 1 Langkat is responsible for the supervision activities. Carrying out supervision activities is very important because through the role of the madrasa head as a supervisor he can provide assistance, guidance or services to teachers in carrying out their duties in solving the problems they face in learning. One effort to improve teacher competence is by conducting supervision. This supervision can help teachers to improve teacher competence, through discussions together or in groups regarding the study of development problems to determine solutions in various development alternatives to increase teacher competence. Supervision or supervision carried out by the head of the Madrasah Ibtidaiyah Negeri 1 Langkat is one of the

functions of educational administration, aimed at maintaining and encouraging the improvement of teachers' teaching and learning activities at school to run well, in accordance with applicable laws and regulations.

CONCLUSION

Based on the research results, it can be concluded that the performance of the madrasa head in improving the quality of learning at Madrasah Ibtidaiyah Negeri 1 Langkat is as follows:

1. The performance of the madrasah head is the result of the work achieved by the madrasah head in carrying out his main duties, functions and responsibilities. The main duties and functions of a madrasa head have a broad scope, including being responsible for organizing educational activities, school administration, developing other educational staff and utilizing and maintaining school facilities and infrastructure. In subsequent developments, in accordance with the needs of society and current developments, the head of the madrasah has seven roles, namely: as an educator; manager; administrator; supervisor; leader; innovator; motivator (EMASLIM), Madrasa head performance in managing change and development of the madrasa towards an effective learning organization, creating a madrasa culture and climate that is conducive and innovative for student learning, managing teachers and staff in order to optimally utilize human resources, managing curriculum development and learning activities in accordance with the direction and objectives of national education, managing madrasah resources in accordance with the principles of effective, efficient and accountable management.
2. Efforts to improve the quality of learning, the quality of learning is said to be quality if the learning process in the educational unit is carried out in an interactive, inspiring, fun, challenging and motivating way for students to actively achieve and provide sufficient space for initiative, creativity and independence according to their talents, interests and development physical and psychological of students. Efforts have been made to improve the quality of school education in Indonesia, including through developing and improving the curriculum, evaluation system, educational facilities, quality of teachers and other educational personnel. The head of the madrasah must have and understand a clear work vision, be able and willing to work hard, have a high work drive, be diligent and steadfast in working, provide optimal services, and work discipline that is strong, steady but dynamic, the existence of a curriculum that can still enable and Facilitate the expected quality standards so that goals can be achieved optimally, involving teachers optimally, by increasing the competence and professional work of teachers in seminars, MGMP, workshops and training activities, collaboration networks are not only limited to the madrasa environment and the community alone (parents and the community).) but with other organizations.
3. Performance of the Madrasah Head in improving the quality of learning. The efforts made by the head of Madrasah Ibtidaiyah Negeri 1 Langkat in improving the quality of learning are by first carrying out supervision, secondly developing teachers' professional abilities, thirdly, involving teachers in training. Supervision is a process specifically designed to assist teachers and supervisors in studying daily tasks in the madrasah. This supervision and control is a control so that educational activities in the madrasah are directed towards the goals that have been set. Coaching with the aim of improving the teacher's ability to carry out the learning process. teachers participate in educational and training activities related to curriculum and learning, teachers feel they gain more insight and new knowledge, so teachers are better prepared to carry out learning.

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