

## MANAGERIAL COMPETENCE OF THE PRINCIPAL OF MADRASA IN BUILDING THE MOTIVATION OF TEACHER WORK IN MTS YPI ISLAMIYAH BATANG KUIS

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**Abstract:** The purposes of this research are 1) to describe the application of chief managerial competence of Madrasa in building the motivation of teachers' work in MTs Islamiyah YPI Batang Kuis 2) to know the managerial competence of the principal of Madrasa MTs Islamiyah YPI Batang Kuis 3) to know the efforts of the principal of Madrasa in building the motivation of teachers' work in MTs Islamiyah YPI Batang Kuis 4) to know the motivation that should be built by the head of Madrasa with managerial competence he had. The method applied in this study was a qualitative method. Data were collected through interview, observation, and documentation. The object of this research was the principal of MTs Islamiyah YPI Batang Kuis. Data were analyzed by using the analysis of Miles and Huberman theory. The results of the study were as follows: 1) The principal of the Madrasa has not been fully able to apply its management competence, 2) The principal always seeks an approach and create a harmonious atmosphere among the teachers; finds out what obstacles teachers face in teaching; involves teachers in a wide range of teacher potential development; always provides motivation to the teacher either in the form of award (reward) or strikes (punishment), 3) found the comfort and the working spirit of the teachers to run the daily teaching and educating tasks in Madrasa.

**Keyword:** Principal of madrasa, managerial competence, motivation of teacher work

### INTRODUCTION

The head of Madrasah has a central role in building motivation for the teacher's work, as the education manager of head of Madrasah is very influential in coordinating, moving, and servicing all available resources in Madrasah. The leadership of the Madrasah is one of the factors that can encourage Madrasah to realize the vision, mission, objectives and objectives of Madrasah through programs implemented in a planned and gradual manner. The head of Madrasah is required to have adequate management and leadership skills in order to be able to take initiatives and initiatives to increase the quality of Madrasah. As Danim and Suparno suggests that the principal/ Madrasah is responsible for maintaining and motivating teachers, students, and administrative staff of the school/Madrasah to be willing and able to implement the rules and regulations applicable in the school/Madrasah. Here is the essence that the school principal/Madrasah must be

able to perform the role of school head and its skills in the management of schools/ Madrasah<sup>1</sup>.

A manager in this case is the head of the Madrasah, besides being able to implement management processes that refer to management functions (Planing, organizing, actuating and controlling), also demanded to understand and apply the entire substance of educational activities. As in Permendiknas No. 28 of 2010 on teacher assignment as principal/Madrasah explained that the principal/Madrasah competence is knowledge, attitude and skills on the dimensions of personality competence, managerial, entrepreneurship, supervision and social. Therefore, the managerial ability of the principal/Madrasah is a set of technical skills in performing the task as a school manager to empower all resources available to achieve the objectives of school/Madrasah effectively and efficient<sup>2</sup>. Furthermore, according to Daryanto, the principal/Madrasah is the leader in an education unit. The principal/Madrasah is the leader whose presence process can be directly elected, set by the foundation, or set by the government<sup>3</sup>.

The head of Madrasah should be able to design, organize, evaluate and improve the school management process well and professionally. There is a clearly delegative job description, the autonomy of each part, the intensive pattern of communication, information disclosure, and active participation in designing, implementing, evaluating, and following up the program. Therefore, this managerial competence is necessary to sharpen vision, mission, objectives and strategies for the school principal, so that it is easy to mobilize existing potential to achieve the objectives of the school.

Without competence, a head of Madrasah will find it difficult to determine the right vision and strategy and to move its subordinates to teachers and other educational professionals. The managerial competence that a head of Madrasah must have at least creates strategic plans, develops and influences its subordinates (teachers and other education professionals), and takes decisions creatively and rationally.

Permendiknas No. 13 year 2007 about principal/Madrasah, managerial competence of the head of Madrasah includes: a) to develop school requirements for various levels of planning, b) developing the school organization according to the needs, c) manage the development of the school to an effective learning organization, d) create a conducive and innovative school climate Culture, E) Manage teachers and staff in order to optimally

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<sup>1</sup>Sudarwan Danim, Khairil, *Profesi Kependidikan*, (Bandung: Alfabeta, 2012), p. 79.

<sup>2</sup>Kompri, *Standardisasi Kompetensi Kepala Sekolah; Pendekatan Teori untuk Praktik Profesional*, (Jakarta: Kencana, 2017), p. 36.

<sup>3</sup>Daryanto, *Kepala Sekolah sebagai Pemimpin Pembelajaran*, (Yogyakarta: Gava Media, 2011), p. 136.

empower human resources, f) manage facilities and infrastructure For optimal utilization of the school, G) Manage school and community relationships, h) Manage learners in order to receive new learners, and the placement and capacity development of students, I) Manage curriculum development in accordance with national education direction and objectives, J) Manage school finances in accordance with accountable, transparent, and efficient management principles, K) Manage school administration, L) Manage school service units that support activities Learning, M) manages the school information system in support of program preparation and decision making, N) utilizing the advancement of information technology for the improvement of school learning and Management, O) monitoring, evaluation, and reporting of the implementation of the school activities program.

As a supreme leader in Madrasah, a head of Madrasah is expected to always give motivation to the members. Although the challenges and dynamics are considerable in the motivation organization given directly by a leader, the head of Madrasah will give rise to optimism, unyielding spirit and always enjoy the process through.

According to Mulyasa, the headmaster can provide motivation with the arrangement of a conducive physical environment for the work, setting the work atmosphere fun and generating performance, discipline, giving encouragement in a variety of interesting ways and awarding. With a conducive environment, it will inspire teacher motivation to achieve<sup>4</sup>. Furthermore, according to Gerald Graham in Veithzal Rivai and Sylviana Murni stated the way the principal should do is find a way to know the various behaviors that can motivate teachers to accelerate the encouragement that is in In them, among them are as follows: a) provide regular feedback opportunities to teachers, b) solicit input and involve teachers in making decisions that affect their work, c) Create communication channels That is easy to use by teachers, D) Learn and find out what is capable of raising the motivation of teachers, E) congratulate personally to the teacher who does the job well as a manifestation of appreciation, f) continuously nurture good relationships With teachers, g) appreciate teachers their good work in general, h) to include teachers in every celebration of success achieved together, I) give teachers the opportunity to thrive and learn new abilities, J) Ensuring that the teachers get the best work facilities, K) recognizing the personal needs of teachers because teachers will be more encouraged to work, L) help develop a sense of familiarity so that teachers will feel

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<sup>4</sup>E. Mulyasa, *Menjadi Kepala Sekolah Profesional*, (Bandung: Remaja Rosdakarya, 2007), p. 120.

comfortable in working, m) give Compensation to employees on a competitive basis based on what they do.<sup>5</sup>

Madrasah as an educational institution continues to strive for an increase in resource age. In carrying out the performance of its weakness should consider many things, such as the planning of human resources in a Madrasah, the work procedure of management of teachers and staff in Madrasah. Management of teachers and staff should observe some provisions of the MADRASAH system. They are intended to adapt to the needs of human resources developed with the current developing conditions. A head of Madrasah is instrumental in improving the quality of education so that the head of Madrasah performs its role and function as the manager, the head of Madrasah must have the right strategy to empower education workforce through cooperation Or cooperative, provides opportunities for education professionals to improve their profession and to encourage the involvement of all education professionals in various activities that support Madrasah programs.

## RESEARCH METHODS

This research uses a qualitative descriptive research approach, this study was implemented in the MTs Islamiyah YPI Rod Quiz. Data retrieval uses human data source as informant, while non human data source is data of documentation, archive, photo of activity, and information that supports data from main source. The data collection techniques in this study use observations, interviews, and documentation studies. Qualitative research data analysis techniques are conducted in interviews. Activities in this data analysis are data reduction, data presentation, and conclusion. Checking the validity of the data is proving that what has been experienced by the researchers in accordance with what is actually there, as well as comparing the interviews of one informant and other informant. To determine the validity of the data, researchers use credibility, transferability, dependability, confirmability.

## RESEARCH AND DISCUSSION RESULTS

### Managerial competence of Madrasah MTs Islamiyah YPI Batang Kuis

The head of Madrasah is required to have adequate management and leadership skills in order to be able to design, organize, evaluate and improve the school management

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<sup>5</sup>Veithzal Rivai, Sylviana Murni, *Education Management; Analisis Teori dan Praktik*, (Jakarta: PT Raja Grafindo Persada, 2010), p. 742.

process well and professionally. The leadership of the Madrasah is one of the factors that can encourage Madrasah to realize the vision, mission, objectives and objectives of Madrasah through programs implemented in a planned and gradual manner. The results of research in the field conducted in MTs Islamiyah YPI Batang Kuis that the head of Madrasah which is an education manager, where an organization must be a management that the name of which is in place of managerial activities start From planning to evaluation. The head of Madrasah in this case has been so striving to apply its managerial competence. Although he realized that he was not fully able to apply his competence to manage the madrasah he led to the fullest.

Managerial competence of the head of Madrasah that has been able to be applied by the head of Madrasah, among others: a). To develop the Madrasah for various levels of planning to expand the madrasah to an effective learning organization; b). Create a conducive and safe working climate culture and build good communication with the Madrasah personnel; c). Manage teachers and staff in order to optimally empower human resources; d). Manage the limited facilities and infrastructures in order to optimally utilization; e). To Mengntrol the implementation of the curriculum; f). Manage the administration of Madrasah; g). Continuously monitoring, evaluation, and reporting of the implementation of Madrasah program activities; h). Always control and supervise the Madrasah.

The head of Madrasah as a leader is required to be able to drive every Madrasah personnel to be able to perform their respective duties so that the expected management of Madrasah is able to run properly. But in his efforts to improve and develop the competencies that exist within him, the head of Madrasah will always face a variety of challenges that demands the head of the Madrasah to be more competent in carrying out its responsibilities Manage the system that is in the Madrasah, so it is not impossible in the effort to increase the management competence of the head Madrasah will be faced by various problematics that could be coming from the teachers or from the management of the system The Madrasah are running less well. Then the head of the Madrasah must be able to use its competence and make it as an opportunity to be utilized optimally.

### **The Efforts of The Head of Madrasah in Building Motivation Work Teachers in MTs Islamiyah YPI Batang Kuis**

A quality Madrasah is a Madrasah who is able to empower his teachers, as the supreme leader of the head of Madrasah is required to be able to pursue the teachers and personnel of his Madrasah to remain motivated in carrying out his role as a teacher. The

effort of the head of Madrasah to realize a quality education. Because teachers are the main spear of the success of an education that is conducted in every school or Madrasah. The head of Madrasah must be able to empower teachers and build motivation to work teachers in the Madrasah. Based on the results of research found in MTs Islamiyah YPI Batang Kuis About the efforts of the head of Madrasah in building the motivation of working teachers, including the following: a) approach and create a harmonious atmosphere among the teachers; b) establishing good familiarity and communication; c) Find out what obstacles teachers face in teaching; D) regularly convene meetings; e). Give the teacher an opportunity to give ideas or suggestions to improve the madrasah in the future; f) Routine involving teachers in activities such as seminars/workshops, MGMP (discussion of teacher subjects), BIMTEK K13, even in the activity of upgrading though; g) empowering all potential in teachers through activities both in Madrasah and outside Madrasah.

Furthermore, another form of motivation sought by the head of Madrasah, namely the form of appreciation and strikes (punnishment). As for the form of appreciation (reward) given by the head of Madrasah according to his narrative, including: 1) giving praise or flattery on the work completed by the teacher, 2) new dress uniform each year when the teacher's Day or during school separation, 3) the provision of charter and plaque for teachers who have served for more than 25 years, 4) The gift of gifts or THR when approaching Hari Raya Idul Fitri. In addition to the award form (reward), the head of the Madrasah also do not hesitate to give a strike (punnishment) to the teacher who made the mistake as a form of firmness that should be applied so that the teacher does not repeat the same Motivation is not always in the form of material, because the word apresiasipun able to inspire the motivation of working teachers weakened. As small as any award given without us realizing it is in fact able to encourage one's spirit to work better again. Because the award is necessary and everyone needs to be appreciated.

### **Managerial Competence of The Head of Madrasah In Building The Motivation of Teacher Work in MTs Islamiyah YPI Batang Kuis**

Head of Madrasah should be able to put teachers in professional position to improve the quality of education by improving their education, making teacher performance measurements, improving the system, giving equal sanctions on teacher failure Carrying out its main tasks and functions, as well as providing appropriate recognition of the teacher's achievements. All that is done in order to build motivation



work teachers who are beginning to weaken. The results of the research found about the managerial competence of the head of Madrasah in building the motivation of working teachers in MTs Islamiyah YPI Batang Kuis, the principal has strived to manage the culture and climate of a good Madrasah so the creation of the atmosphere Harmonious work, good communication between the head of Madrasah and other Madrasah personnel and can also be seen from the level of teacher attendance in providing teaching in the classroom. In addition, the head of Madrasah also always help in managing and supporting the preparation of Madrasah programs so that in this case the head of the Madrasah not only hands off and continue to coordinate with each of the Madrasah personnel. In terms of planning the school plan for various levels of planning is also made the head of Madrasah with so testruktur that the Madrasah personnel understand what their duties and responsibilities are.

The head of Madrasah always seeks teachers to participate in various activities in order to optimize the potential of the teachers. In addition, the head of the Madrasah also coordinate with other Madrasah personnel, the administration to manage the administration and the governance. In the application of its management competence to build the motivation of teachers, certainly many obstacles faced by the head of Madrasah especially in terms of inadequate facilities and infrastructure. However, the head of Madrasah always cooperate well with the school committee and Madrasah personnel in solving the problem.

## **CONCLUSION**

Based on the findings of the research in the field on the managerial competence of the head of Madrasah in building motivation work teachers in MTs Islamiyah YPI Batang Kuis, then the researcher concluded that: 1) The leadership of the Madrasah head as education manager has been so labors in implementing his managerial competence. Starting from arranging madrasah for various levels of planning; Create a culture of conducive working climate; Establishing good communication with the Madrasah personnel; Managing teachers and staff in order to optimally empower human resources; Maximize the limited facilities and infrastructures of Madrasah; Monitoring, evaluation, and reporting of the program activities of Madrasah; To control and supervise Madrasah, 2) The head of Madrasah always approaches and creates a harmonious atmosphere among the teachers; Find out what obstacles teachers face in teaching; regularly holding meetings periodically; Routine involving teachers in activities such as seminars/workshops, MGMP, BIMTEK K13, send teachers to participate in the activity of upgrading. In addition, another

effort was made to establish the motivation of the teacher in the form of award (reward) or reprimand (punnishment). 3) Managerial competence that has been applied to the head of Madrasah in order to build the motivation of working teachers in MTs Islamiyah YPI Batang Kuis, managing the culture and the climate of the school well so create a harmonious working atmosphere and can be seen from the level of teacher attendance in providing teaching in the classroom; Good communication with Madrasah personnel; Assist in managing Madrasah planning programs; Managing teachers and staff in order to optimally empower human resources; Coordinate with the governance part to manage the administration and the administration; Cooperate with the school committee or with Madrasah personnel in solving the Madrasah problematics in the lack of adequate facilities and infrastructures.

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