

THE EFFECTIVENESS OF MADRASA PRINCIPAL PERFORMANCE IN IMPROVING TEACHER MOTIVATION IN MIS AL MUSLIMIN

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Abstract: The purpose of this research is to determine the Effectiveness of Madrasa Principal Performance in Improving Teacher Work Motivation in MIS Al-Muslimin with the scope: 1) to find out the role of the madrasa principal as educator in MIS Al-Muslimin, 2) to know the role of madrasa principal as manager in MIS Al-Muslimin, 3) to find out the role of madrasa principal as administrator in MIS Al-Muslimin, 4) to find out the role madrasa principal as supervisor in MIS Al-Muslimin, 5) to find out the role of madrasa principal as leader in AL-Muslimin MIS, 6) to find out the role of madrasa principal as innovator leader in MIS AL-Muslimin, 7) to find out the role of madrasa principal as motivator at MIS AL-Muslimin. This study applied qualitative research methods. Data were collected through interview, observation and document study techniques. Data analysis techniques were data reduction, data presentation and drawing conclusion. The results of the study found that the role of the madrasa principal as a motivator at MIS AL-Muslimin is to create work atmosphere settings and encouragement to improve the morale of the teachers. Setting the work atmosphere is to foster a good and harmonious work atmosphere. The madrasa principal also fosters openness towards the teacher by being friendly to the teacher, greeting the teacher regardless of rank. Thus, the teacher does not feel afraid because he considers as superiors with subordinates, but the teacher can assume as people who have the same goals which can then unite to achieve these shared goals. Moreover, encouraging to increase the morale of the teachers, the principal provides vacation time for teachers and other staff, by taking trips to the beach, waterboom and other recreational areas which is done every early semester of new student admissions. Those ways help the teachers to be more motivated in carrying out their duties and responsibilities.

Keyword: Effectiveness, Madrasa Head Performance, Work Motivation.

INTRODUCTION

The effectiveness of an organization has a different meaning for each person, depending on the terms of reference used. Madrasa effectiveness is a phenomenon that contains many aspects, very few people can maximize effectiveness in accordance with effectiveness itself or can be said to be a very elusive conception that must be clearly defined. As According to Komariah and Triatna states that Effectiveness shows the achievement of the goals/objectives that have been set. School effectiveness consists of school management and leadership dimensions, teachers, education personnel, and other personnel; students, curriculum, infrastructure, class management, school and community

relations; other special field management results in fact refer to the expected results and even show the closeness / similarity between the real results and expected results¹.

According to Jacob and Hisbanarto, argues that effectiveness is achieving the right goals or choosing the right goals from a series of alternatives or making choices from various other choices. Effectiveness can also be interpreted as a measurement of success in achieving goals that have been determined. Effectiveness is a phenomenon that contains many aspects, so very few can maximize effectiveness. Effectiveness as an elusive concept (difficult to achieve), so that organizational effectiveness has different meanings, depending on the terms of reference achieved.²

Furthermore, according to Syafaruddin and Asrul, it is of the opinion that one of the deciding pillars in the advancement of education in Indonesia is the effectiveness of the school principal's leadership. To achieve school effectiveness requires professional principals to carry out educational leadership effectively. In this case the effectiveness of educational leadership needs to be developed the role of principals in the era of educational autonomy more proactively creative and professional. The principal's authority developed in school autonomy needs to get support from the community for accountability education can run well through communication built by the school principal.³

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The effectiveness of Madrasah Head leadership is managerial behavior in a Madrasah. Therefore, the role of the Madrasah Head as a leader is an educational leadership process that is inseparable from efforts to carry out effective school management. It is also influenced by an effective educational decision making approach. The Head of Madrasah as the leader of an educational institution is responsible for

¹Aan Komariah dan Cepi Triatna, (2010), *Visionary Leadership menuju Sekolah Efektif*, (Jakarta: Bumi Aksara), p. 7-8

² Yakub dan Vico Hisbanarto, (2014), *Sistem Informasi Manajemen Pendidikan*, (Yogyakarta: Graha Ilmu, 2014), p. 99

³ Syafaruddin dan Asrul, (2013), *Kepemimpinan Pendidikan Kontemporer*, (Bandung: Cita Pustaka Media, 2013), p. 155-156.

motivating teachers, staff and students to take action in accordance with the vision, mission and goals of education. Madrasah Head Leadership must also lead to the effectiveness of leadership in carrying out its duties. Madrasah principals influence and provide opportunities for teachers and staff personnel to lead themselves the most effective leadership of Madrasah leaders.

The Head of Madrasa is a leader in an educational institution whose attendance process can be directly elected, determined by a foundation or determined by the government. As According to Danim in Asmani, school principals are teachers who get additional duties as school principals. Meanwhile, according to Wahjosumidjo: stated that the principal is a functional teacher who is given the task to lead a school, where the teaching and learning process is held or the interaction between the teacher who gives lessons and students who receive lessons.⁴

According to Priansa, stated that the school principal is one of the educational components that has an influence in improving teacher performance. The principal is responsible for organizing educational activities, school administration, fostering other education personnel, and the utilization and maintenance of facilities and infrastructure. Every school principal dihadapkan faced with the challenge to carry out development in a directed, planned and sustainable manner. The principal as the highest leader who is very influential and determines the progress of the school must have administrative abilities, have a high commitment, and be flexible in carrying out their duties. A good headmaster's leadership must be able to strive to improve teacher performance through education staff capacity building programs.⁵

Performance is the level of achievement of the results or implementation of certain tasks in the range of achievement of organizational goals. In this case, Simanjuntak asserted that performance is something important in the context of achieving organizational goals, because every individual or organization naturally has a goal to be achieved by setting targets or targets.

Meanwhile, according to Prawirosentono in Susanto, defines performance as the work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities in order to achieve the objectives of

⁴ Jamal Ma'mur Asmani, (2012), *Tips Menjadi Kepala Sekolah Profesional*, (Yogyakarta: DIVA Pres, 2012), p. 16-17.

⁵ Donni Juni Priansa, *Kinerja Dan Profesionalisme Guru*, (Bandung: Alfabeta, 2014), p. 33-34.

the organization concerned legally, not violating the law and in accordance with morals or ethics.⁶

According to Mulyasa, as a leader, the functions and duties of the madrasa head are very complex in order to realize the quality madrasa as follows: a) As an educator by increasing the professionalism of the teaching staff in their schools, creating a conducive school climate, giving advice to school members, encouraging all staff education, implementing an interesting learning model, as well as holding an acceleration program for students who are above average smart, b) As a manager by empowering educational staff through cooperation, providing opportunities for educational staff to improve their profession, and encourage the involvement of all teaching staff, c) As an administrator by managing the curriculum, students, personnel, infrastructure, archives and finance, d) As a supervisor by taking into account the principles, such as consultative, collegial, and not hierarchical relationships, carried out democratically, centered on and educational staff (teacher), done based on the needs of the teaching staff (teacher), and is a professional help, e) As a leader by providing guidance and supervision, increasing the willingness of the teaching staff, opening two-way communication, and delegating tasks, f) As an innovator with the right strategy to establish good relationships harmonious with the environment, looking for new ideas, integrating every activity, setting an example to all teaching staff in school, and developing innovative learning models, g) As a motivator with the right strategy provides motivation to education staff in carrying out various tasks and functions. This motivation can be fostered through the regulation of the physical environment, setting the working atmosphere, discipline, encouragement, effective appreciation, and the provision of various learning resources through the development of learning resource centers.⁷

Madrasah Head Leadership as one of the determining pillars of educational progress, to achieve Madrasah effectiveness requires professional Madrasah Heads to carry out educational leadership effectively. In this case the leadership effectiveness of the Madrasah Head needs to be developed by the roles of the Madrasah Head in an era of educational autonomy in a more proactive creative and professional manner.

⁶ Ahmad Susanto, *Manajemen Peningkatan Kinerja Guru*, (Jakarta: Kencana Prenadamedia Group, 2016), p. 69-70

⁷ E. Mulyasa, (2017), *Menjadi Kepala Sekolah Profesional*, (Bandung: Remaja Rosdakarya, 2017), p. 98-120.

RESEARCH METHODS

This study uses a qualitative approach that serves to give meaning in depth to existing data or facts. The approach was chosen because this research does not aim to test hypotheses, but rather describe data, facts, and circumstances or trends that exist, and conduct analysis and predictions about what must be done to achieve the desired state in the future. The method used in this research is descriptive method that is a research method that seeks to describe and interpret objects according to what they are. In this study, the authors describe what it is about the Effectiveness of Madrasa Head Performance in Improving Teacher Work Motivation in Mis Al-Muslimin.

RESULTS AND DISCUSSION

The Role of the Madrasa Head as Educator in MIS Al-Muslimin

The results of research in the field are related to the role of the Head of Madrasah as an educator in the MIS Al-Muslimin. That the role of the Madrasah Head as an educator is by increasing the professionalism of the teaching staff Madrasahs, creating a conducive Madrasah climate, giving advice to Madrasahs, encouraging all education personnel, implementing attractive learning models, and conducting acceleration programs for intelligent students who are above average.

The Head of Madrasah MIS Al-Muslimin in carrying out his duties and role as an educator namely, Increasing teacher professionalism, Increasing teacher professionalism by providing training such as the madrasa head father invites external speakers to provide materials that can enhance teacher professionalism. So it is hoped that after the teacher who is given the training can apply what he gets and learns during the training. Because of the training, teachers certainly felt cared about by the school and that was also to motivate teachers to be more active in their work. Building a conducive work climate, by creating a conducive work climate by paying attention to a neat and clean work environment. Involving teachers and students in maintaining a clean and neat school environment, in order to provide comfort for teachers in carrying out their duties. Involving the teacher here is the madrasa head making a teacher picket list. Teachers who are picky that day will be responsible for environmental cleanliness that day. So of course it also aims to make teachers discipline in carrying out their duties and responsibilities.

The Role of the Madrasa Head as Manager at MIS Al-Muslimin

The results of the research in the field are related to the role of the Madrasah Head as manager at MIS Al-Muslimin. That the role of the Madrasah Head in Al-Muslimin MIS as

a Manager can be seen by the Head of Madrasah managing everything related to Madrasahs, be it the administration of teaching staff, student administration and learning process activities. Related to the learning process activities, the Madrasah Head makes a schedule of learning activities that last for 1 year for two semesters.

The Role of the Madrasa Head as Administrator at MIS Al-Muslimin

The results of research in the field are related to the role of the Head of Madrasah as an administrator at MIS Al-Muslimin. That the Role of the Head of Madrasa in MIS Al-Muslimin as an administrator in managing administration is: a) Financial administration, namely by the principle that the stake is not greater than the pole, which means that expenditure does not exceed income because it can result in organizational shock, b) Optimization in utilizing facilities and infrastructure, financial administration of facilities and infrastructure as needed by Madrasahs. And more priority to routine expenditures that are mandatory, for example to buy administrative needs for administration such as stationery, attendance books, paper for print-outs, and others. Shopping in this field is a must because Madrasahs are very dependent on this field. Whereas the nature of development such as buying a fan, office cabinets, dispensers, and others see the existing financial condition, c) Administration of the curriculum according to the existing procedures from the Ministry of Religion or curriculum development center. Because later there will be curriculum developers coming to school to supervise the applicable curriculum, whether or not it has been applied. And also evidence will be asked for such as RPP. Here, the madrasa headmaster himself does not like to look for problems or take risks with the field of curriculum, what is there is applied while it is good for the progress of the madrasa.

The Role of the Madrasa Head as Supervisor at MIS Al-Muslimin

The results of research in the field are related to the role of the Madrasah Head as a supervisor at MIS Al-Muslimin. That the role of the Madrasah Head as a supervisor at MIS Al-Muslimin in carrying out his duties as a supervisor is seen from the way he disciplines the teacher by looking at the teacher's picket book once a month, is there a teacher who is late and is late. If there are later teachers who are late and a few times late in a month, they will be called into the room of the Madrasah Head to be asked for reasons why they are late. Depending on how later the answer or reason given by the teacher. The Madrasah Head provides solutions or solutions to problems faced by the teacher so that they arrive

late and are also given some advice. In addition, the Madrasah Head himself supervises the learning process that takes place in the classroom. The Madrasah Head observes his class while the lesson is taking place and pays attention to how to teach the teacher in the class.

The Role of Madrasah Heads as Leaders at MIS Al-Muslimin

The results of research in the field are related to the role of the Madrasah Head as a leader in MIS Al-Muslimin. That in the MIS Al-Muslimin the Head of Madrasa in carrying out its role as a leader in the leadership sciences which he has adopted is applied at MIS Al-Muslimin. For the sake of Madrasah progress, Madrasa principals themselves make programs such as providing training, evaluating, and making programs Madrasas, achieve vision and mission and create teacher work programs. As far as researchers find that the Madrasah Head himself is very open and his leadership style is also democratic. The leadership style that is widely applied by several institutions both education and companies.

The Role of the Madrasa Head as an Innovator at MIS Al-Muslimin

The results of research in the field are related to the role of the madrasa head as an innovator in MIS Al-Muslimin. That the role of the Madrasah Head in carrying out his duties as an innovator or carrier of change is seen in terms of, a) Development, such as the construction of worship spaces, the addition of Wc buildings, improvement of the Madrasah Head's room, b) Providing new ideas / ideas to teachers, such as giving ideas to teachers in teach it try before starting learning for yells or something that can increase children's enthusiasm for learning, c) And maintain good relations with the environment. As we can see the madrasa headmaster is very welcoming, maintaining good relations around him. Without being aware of the madrasa head also increases the teacher's work motivation through what he gives in the change in madrasa progress.

The Role of the Madrasa Head as Motivator at MIS Al-Muslimin

The results of research in the field are related to the role of the Madrasah Head as a motivator at MIS Al-Muslimin. That the role of the Head Madrasah as a motivator at MIS Al-Muslimin is by creating work atmosphere arrangements and encouragement to improve the morale of teachers. Setting the work atmosphere is to foster a good and harmonious work atmosphere. The Madrasah Head also fosters openness towards the teacher by being friendly to the teacher, greeting and greeting the teacher regardless of rank. Thus the teacher does not feel afraid because he considers as superiors with subordinates, but

teachers can think of as people who have the same goals which can then unite to achieve these shared goals. And encouraging to increase the morale of the teachers, the principal provides vacation time for teachers and other staff, by taking trips to the beach, to waterboom and other recreational areas, and that is done every early semester of new student admissions. That way teachers are more motivated in carrying out their duties and responsibilities.

CONCLUSION

Based on the research results of the Effectiveness of Madrasa Head Performance in Improving Teacher Work Motivation in Al-Muslimin MIS it can be concluded that:

- 1) The role of the madrasa head as educator in MIS Al-Muslimin by creating a conducive madrasa climate such as keeping the environment clean and increasing teacher professionalism by providing teacher training such as inviting speakers from outside.
- 2) The role of the madrasa head as manager at MIS Al-Muslimin u by supporting and providing opportunities for educators to improve their profession through various education and training activities, as well as providing opportunities and support for continuing education.
- 3) The role of the madrasa head as administrator at MIS Al-Muslimin Batu by managing the curriculum, infrastructure, and finance.
- 4) The role of the madrasa head as a supervisor at MIS Al-Muslimin by disciplining the teacher by looking at the teacher's picket book, giving solutions or solving problems faced by the teacher and giving advice for future teacher improvement.
- 5) The role of the madrasa head as a leader in Al-Muslimin MIS by applying the leadership knowledge he has and making several programs for madrasa progress, such as providing training, evaluating, making school programs, making vision and mission and making work programs for teachers and personally.
- 6) The role of the madrasa head as an innovator in MIS Al-Muslimin in terms of development, providing new ideas / ideas for teachers in teaching, and maintaining good relations with the environment.

The role of the madrasa head as a motivator at MIS Al-Muslimin by creating a good and harmonious working atmosphere arrangement, as well as encouragement to increase the morale of the teachers such as giving vacation time together.

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