



RESEARCH ARTICLE

THE PERFORMANCE OF MADRASAH ALIYAH PRINCIPALS IN LAMPUNG SELATAN REGENCY, INDONESIA

Untung Sunaryo, Idham Kholid, Meriyati and Ahmad Fauzan

Post-Graduate Program of Islamic Education Management Study Program, Raden Intan State Islamic University of Lampung, Indonesia.

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Abstract

One of the problems within the reform era in Indonesia is the low quality of madrasa education, both in the process and outcomes. This study aims to determine the performance of the principals of madrasa in the development, implementation of managerial tasks, entrepreneurship development, and supervision of teachers and staff in the South Lampung Regency. This study uses the qualitative descriptive approach. The data has been collected through observations, interviews, and documentation. The sources of data are the principals, vice-principals, teachers, and staff. The results of this study indicate that, first, the public madrasah development efforts in South Lampung Regency are carried out through the principals' planning by making annual activity plans at the beginning of each academic year. Second, implementing the managerial duties of the madrasah principal is carried out by making a time schedule. Third, through company visits, entrepreneurship development is carried out through study tours where the students are introduced to produce and market their products. This activity also aims to introduce students to career possibilities according to their aspirations. The supervision of teachers and education staff has been running well, although many teachers are not very good at learning media.

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Introduction:-

Indonesia has reformed all fields, including education, through the law of national education by focusing on the implementation and opportunities of Islamic education [1]. In article 1 paragraph 2, national education is rooted in the nation's culture, which automatically makes Islamic education an inseparable part of national education. Meanwhile, Article 11 states that religious education is included in the school education structure. In Article 39, paragraph two, religious education is considered a curriculum content that must exist in every type, path, and level of education. Islamic education has a strategic position in Indonesian national education. According to Baharuddin, Islamic education requires a lifelong process. It must be carried out in three forms: education in the family as the responsibility of parents, education in schools as the responsibility of teachers, education in the community as the responsibility of Islamic religious leaders, and all community members. Therefore, the combination of the three educations is essential and must be integrated so that Islamic education can run effectively [2].

Corresponding Author:-Untung Sunaryo

Address:-Post-Graduate Program of Islamic Education Management Study Program, Raden Intan State Islamic University of Lampung, Indonesia.

Madrasah is an inseparable part of the National Education System based on Article 17 (2) of the National Education System Law. Madrasah has the same educational goals and functions as other educational units, especially in developing abilities and shaping the character and civilization of the nation. Madrasah helps develop the students' potential to become human beings who believe and fear God the almighty, have noble characters and healthy, knowledgeable, capable, creative, independent, democratic, and responsible. Madrasah is often referred to as "schools characterized by the Islamic religion" because it teaches general subjects and religious subjects. Therefore, the word "madrasah" is often connoted with "religious school" [3].

According to Saifullah, madrasah aims to develop their students to be obedient to God the almighty and achieve just and civilized humanity. Madrasah contains noble contents as the superstructure of knowledge. Therefore, madrasah should have a position according to their dignity. Besides, as an educational institution, a madrasah is an institution that elevates the degree of religious education and Islamic society [4]. However, many madrasahs have problems regarding the learning process and learning outcomes qualities. These problems must be solved immediately.

Hilmansyah describes that most people still consider the graduates of madrasah to be inadequate. They do not master general sciences and are not good at religious sciences [5]. Some people still view the madrasah lowly or consider it as a second-class educational institution. Even though it is legally recognized and equal to other formal education, madrasah is only in demand by students whose parents have low intelligence and economic level. Therefore, the efforts to improve the quality of education in madrasah always face obstacles. One of the madrasah problems that has not been resolved until now is the management condition which is quite alarming, either in terms of teacher quality and performance or management and administration systems,

Other studies have concluded that madrasah principals play an essential role in school effectiveness. A study conducted by Gilberg Austin on all Madrasah Principals in Maryland, United States, showed that the principals influence the difference between high and low achieving madrasah [6]. The results of this study are in line with the opinion of Ruth Love in Edward Deroche "I have never seen a good school without a good principal." Almost the same thing is stated by James B. Conant, who stated that the difference between a good and a poor school is often the difference between a good and a poor principal [7].

The demands for high-performances of madrasah principals are increasing in line with the community's increasing demands for madrasah accountability. They are expected to carry out their functions, both as managers and leaders. The Indonesian government has shown goodwill to improve the ability of madrasah principals and other education personnel by paying attention to welfare through several steps, including the provision of adequate salaries, authority, and autonomy to strengthen their managerial roles in schools. Through the new policy instruments, madrasah principals will soon receive increased compensation, professional support, and autonomy. For this reason, the researchers are interested in examining the performance of public madrasah principals in the South Lampung Regency.

Research Method:-

This study used the descriptive-qualitative method with an interpretive paradigm and a naturalistic phenomenological approach. Descriptive qualitative research aims to reveal facts, conditions, phenomena, variables, and circumstances during the research [8]. The research data were obtained from predetermined informants: the principals of madrasah, the vice-principals, teachers, and staff. The data were collected through observation, interview, and documentation methods. The data analysis steps in this study are collecting data, compiling data systematically, and presenting research results [9]. To obtain the validity of the data, the researcher carried out four data checking techniques, namely credibility, transferability, dependability, and confirmability.

Results and Discussion:-

The principal of the madrasah is a functional teacher who is given the task of leading the madrasah to organize the teaching and learning process¹. The principal of madrasah, according to Mulyasa, is a component that plays a vital role in improving the quality of education [10]. The principal of the madrasah has the responsibility to develop the madrasah, carry out managerial tasks, develop entrepreneurship, and supervise teachers. The research results are presented as follows:

Madrasah Development Efforts

Related to the development of education, each region requires education based on its characteristics. The curriculum as the heart of education needs to be developed and implemented contextually to respond to the needs of the regions, educational units, and students. The strategic planning of the Ministry of Religious Affairs shows a clear direction that a new curriculum needs to pay attention to aspects of human potential related to the attitude domain to develop the soft skills and the hard skills based on the spirit of Islamic religious education. The design of the new curriculum development must be based on a complete educational pattern for a certain level of education. This design places the subject as an organization of curriculum content that is open and influencing each other. Curriculum design that will develop a new curriculum must link among curriculum contents, both horizontally and vertically. Furthermore, the development of the overall dimensions of the curriculum, namely the idea, design, implementation, and evaluation, must be planned within one unit. This is the core of curriculum development.

Madrasah principals can develop madrasah by starting curriculum development according to regional needs. Therefore, the principals of public madrasah in South Lampung Regency prepare curriculum and learning programs to bring positive results for teachers and students. Teachers or students can develop the program. Based on the results of the interviews, every teacher must practice the curriculum well. The teachers will get rewards to be even more enthusiastic in doing the tasks given by the principals of madrasah through the curriculum. On the other hand, there will be punishment for teachers during coordination meetings to deter and be aware of their duties.

Furthermore, madrasah principals develop the madrasah by improving the infrastructure, including academic and non-academic facilities. Academic facilities are developed by improving multimedia skills and fashion programs, participating in Olympic tournaments (volleyball and table tennis), and organizing workshops for teachers once a semester. Facilities for new classes and rooms, such as laboratory equipment and computers, are also provided because complete facilities and infrastructure will give students enthusiasm in learning. Teachers are required to operate electronic devices properly, such as operating an LCD projector for presentations so that learning becomes more effective and efficient. Therefore, the planning process for educational facilities and infrastructure is carried out to meet the needs effectively and efficiently[11]. The principals of madrasah build facilities and infrastructures by coordinating with the school treasurer during coordination meetings. The vice-principal of facilities and infrastructure provides goods as needed. The facilities and infrastructure are purchased and then distributed to each class and workspace[12].

The Implementation of Managerial Tasks

A manager is someone who works to organize activities to achieve organizational goals. The manager's tasks in education are to plan or find the best strategy in organizing educational resources and controlling the implementation and outcomes of education. The principal of the madrasah has the authority to make decisions in his role as manager.

The principal of madrasah must have the right strategy to utilize educational staff through collaboration. The principal must provide opportunities for education personnel to improve their profession and encourage the involvement of all education personnel in activities that support madrasah's programs.

The principals of madrasah in the South Lampung Regency have performed well based on the research findings. In planning, the principals make annual activity plans at the beginning of each academic year in a time schedule that includes various types of activities and plans. To determine whether the planned activities are carried out according to the time schedule, the madrasah principals also make a checklist.

As teachers and staff leaders, the principals of madrasah have taken various ways to optimally empower all human resources in their environment by guiding the teachers and staff to carry out their respective main functions and duties and build good cooperation between internal schools components (teachers and staff).

Based on the explanation, the principals of the public madrasah in the South Lampung Regency have performed their managerial roles by making an activity plan every academic year. As the person in charge of the program, the principal cannot carry out his duties properly without prior planning. Every activity plan (time schedule) needs to be in place. This time schedule functions as a controller for the activity implementations and as a reminder for the principal to stay focused on the activities that have been scheduled. A checklist is also needed to check the planned activities contained in the time schedule.

Entrepreneurship Development

The principal of madrasah is the leader who leads an Islamic educational institution and acts as an educational leader. Madrasah leaders who are creative, innovative, and useful to society are needed to create a generation that is ready to face global challenges, as stated by Caldwell and Spinks: "An appraisal of the current context of schooling suggests that entrepreneurial schools and entrepreneurial leaders are precise. What is called for the original meaning of entrepreneurship, one which emphasizes creativity, confidence, and an enduring contribution to the community".

Madrasah nowadays needs principals as entrepreneurial leaders. Principal entrepreneurship is an effort to build creativity, trust, and continuous contribution to the interests of society and the community [13].

The development of science and technology and the rapid changes create a responsibility for every Islamic educational institution or madrasah to develop students' potential to be ready and responsive to all changes. Each madrasah has various programs to realize the vision, mission, and goals, starting from the madrasah, teacher, and student quality improvement programs. The principals of public madrasah in South Lampung Regency have their way so that the students become superior so that later they can compete well wherever they are. The principals of public madrasah in South Lampung Regency have prepared an entrepreneurial program useful when the students have graduated. The program can foster an entrepreneurial mentality. The principals implement entrepreneurial programs for the long term. Students are taught to create a job and be entrepreneurs to not become unemployed after graduating from the madrasah.

Madrasah in the South Lampung district is known for its national-level achievements in a healthy environment through ecopreneurs. The principals of madrasah have developed entrepreneurial programs by creating entrepreneurship classes. An entrepreneur must be creative because entrepreneurs are created from the process of thinking and acting creatively. Creative people think outside the box and have an open and free mind to approach things in new ways. At the same time, innovation is implementing creativity to become a new combination called novelty and improvement.

The ecopreneurship program is an environmental-based entrepreneurship program that converting waste or used goods into useful goods. Entrepreneurship subjects aim to enable students to actualize themselves in entrepreneurial behavior by internalizing entrepreneurial values into subjects. The results are the awareness of the importance of values, the formation of entrepreneurial characters, and the habituation of entrepreneurial values. Besides making students master the targeted competencies (materials), it is also designed to make students recognize, realize, care, and internalize entrepreneurial values and turn them into behavior.

The principals state that a leader in an educational institution must have the ability as an entrepreneur who can generate external sources of funds for the madrasah [14]. It also aims to find alternative sources of income to meet the needs related to entrepreneurship and other needs. It means that the madrasah does not only rely on funds from within the committee, the government, or donations from parents to meet their needs.

Supervision of Teachers and Education Staff

Supervision is an effort to ensure that planning and implementation are performed properly. Supervision has a strategic role in the context of improving the quality of education in madrasah. Principals are required to have supervisory competencies to carry out academic supervision to teachers. In the field, the principals supervise teachers on a scheduled and periodic basis to harmony in the implementation. On the other hand, the supervision is sometimes unscheduled without understanding the meaning of supervision, principles, and supervision techniques so that the results achieved are not on target. This problem can ultimately lead to a less effective learning atmosphere and less harmonious cooperation between the principals and the teachers. Thus, efforts to improve the quality of education in the madrasa will not be achieved as expected.

This study found that the principals do not perform supervision and academic supervision programs appropriately. They do not invite teachers to discuss the program and schedule the supervision. This problem shows that the supervision carried out by the madrasah principals is not programmed. If academic supervision is not programmed, then the supervision program cannot be carried out systematically, and the results will not be as expected. The follow-up process has low yields. The average value of the four indicators is still low. Madrasah principals are still not optimal in carrying out the follow-up process of programmed and implemented academic supervision. This low score is also

influenced by the leadership style of the madrasah principals, who are not democratic and tend not to have a positive enthusiasm in managing education in the madrasah they lead.

The explanation above shows that the madrasah principals do not supervise programmatically. The supervision carried out by the madrasah principals is merely administrative that might be done by staff. The problem lies in the competence of the principals, which starts with the principal recruitment procedure. Although only rarely, teachers do not demand supervision. Furthermore, based on the results of interviews with the teachers (informants), the inhibiting factors of the academic supervision are the teachers who are not ready to be supervised, the principals who are too busy, weak supervisory competence of the principals, the uneasy feeling when supervising friends, especially senior teachers or former madrasah principals [15].

Supervision purposes are not achieved due to the principals' poor knowledge and ability. They assume that supervision only assesses teacher performance using supervision instruments and considers their duties as supervisors to have been completed and have proof of supervision when asked by their superiors later. Some follow up on the results of supervision, but it is only limited to administrative completeness, both class administration and learning administration [16]. Many other things need to be considered, such as classroom management, implementation of learning, learning methods and media, assessment, and follow-up of student learning outcomes. If the weak supervision process occurs on an ongoing basis, teachers will feel bored because they don't get new knowledge to improve their teaching abilities. Also, many factors hinder academic supervision. Academic supervision will be achieved properly if all parties understand the purpose of supervision.

Conclusion:-

The results of this study indicate that there are several public madrasah development efforts in South Lampung Regency. First, the principals plan annual activities at the beginning of each academic year. Second, the principals perform managerial duties by making a time schedule. Third, entrepreneurship is developed through study tours. Students are taught to make and market their products through company visits. This activity also introduces students to possible career paths that they can pursue according to their dreams. Fourth, the supervision of teachers and education staff is quite well, but many teachers are not well versed in learning media.

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