



ROLE OF THE HEAD OF SCHOOL AS A MANAGER IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION IN MA FATHUL HUDA SIDOREJO SAYUNG DEMAK

Ulil Aydi

Department of Islamic Education, Faculty of Islamic Religion
Universitas Islam Sultan Agung
Email: aydi.yu5@gmail.com

Abstract: There are 2 main problems in this research, namely, first, the role of the head of school as a promoter in improving the quality of Islamic education with the function, second, the role of the head of school as a promoter in improving the quality of Islamic education with function. This research was conducted at MA Fathul Huda Sidorejo Sayung Demak. This type of research is field research using descriptive qualitative analysis research method, namely the researcher observes and interacts with the head of school, teachers, employees and students in MA Fathul Huda Sidorejo Sayung Demak with interviews and observations and reviews the documentation. The results of this study indicate that the role of the head of school as a manager in improving the quality of Islamic Education with administrative functions that include planning, organization, implementation and supervision can work well based on theoretical basis. The role of the head of school as manager in improving the quality of Islamic Religious Education with an operative function focused on their respective fields such as administration, library, laboratory and student affairs. From the fields already mentioned, there are several fields that are in accordance with the theoretical basis and there are also obstacles or obstacles in its implementation, including: not all employees and teachers master the work in accordance with their fields, lack of teaching staff, facilities and infrastructure.

Keywords: *manager, quality of Islamic education, role of head of school*

Abstrak: Terdapat 2 masalah utama dalam penelitian ini, yaitu, pertama, peran kepala sekolah sebagai promotor dalam meningkatkan kualitas pendidikan Islam dengan fungsi, kedua, peran kepala sekolah sebagai promotor dalam meningkatkan kualitas pendidikan Islam dengan fungsi. Penelitian ini dilakukan di MA Fathul Huda Sidorejo Sayung Demak. Jenis penelitian ini adalah penelitian lapangan dengan menggunakan metode penelitian analisis deskriptif kualitatif, yaitu peneliti mengamati dan berinteraksi dengan kepala sekolah, guru, karyawan dan siswa di MA Fathul Huda Sidorejo Sayung Demak dengan wawancara dan observasi serta tinjauan dokumentasi. Hasil penelitian ini menunjukkan bahwa peran kepala sekolah sebagai manajer dalam meningkatkan kualitas Pendidikan Islam dengan fungsi administrasi yang meliputi perencanaan, organisasi, implementasi dan pengawasan dapat bekerja dengan baik berdasarkan teori. Peran kepala sekolah sebagai manajer dalam meningkatkan kualitas Pendidikan Agama Islam dengan fungsi operatif difokuskan pada bidangnya masing-masing seperti administrasi, perpustakaan, laboratorium dan urusan kemahasiswaan. Dari bidang yang telah disebutkan, ada beberapa bidang yang sesuai dengan landasan teori dan ada juga hambatan atau hambatan dalam implementasinya, antara lain: tidak semua karyawan dan guru menguasai pekerjaan sesuai dengan bidangnya, kekurangan tenaga pengajar, sarana dan prasarana yang kurang.

Kata Kunci: *kualitas pendidikan Islam, manajer, peran kepala sekolah*

Introduction

Education is a major factor in the formation of the human person. Education is very instrumental in shaping the good or bad of the human person. As stated in RI Law number 20 year 2003 in chapter II article 3 states that: National education functions to develop capabilities and shape the nation's character and civilization that is dignified in the context of educating the life of the nation aims to develop the potential of students to become human beings who have faith and character to a God who is almighty, of good morality, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Thus, national education will be able to shape the personality of students while at the same time be able to develop abilities and can improve the quality of life and dignity of the Indonesian people in order to realize the goals of national education. Schools are complex and unique institutions. Is complex because the school as an organization in which there are various dimensions that are interrelated and determine each other. While the unique nature, shows that the school as an organization has certain characteristics that are not owned by other organizations. The characteristics that place the school have

its own character, in which the teaching and learning process takes place, the place in which the culture of human life takes place. (Wahjosumidjo, 2005).

In order for the educational process to run effectively and efficiently, teachers are required to have sufficient competence. However, if it is understood, that it is not easy to be a competent teacher, hence it takes real effort from the government and other education managers. One effort that can be made is through optimizing the role of the head of school, namely that the head of school as the manager of education has the task of developing the performance of his subordinates, one of which is to increase the professional competence of teachers.

The head of school is one of the education components that has the most role in improving the quality of education. Each head of school has full responsibility for all aspects of operational school administration, from planning, organizing, implementing, to supervision. In order to carry out this task, a head of school is required to have personal, managerial, entrepreneurial, supervisory, and social competence (Permendiknas number 13 of 2007).

The success of the head of school in carrying out his duties can be seen from the form of leadership of the head of school. Leadership is the most important factor in supporting the achievement of school organizations. The success of head of schools in managing offices, managing school infrastructure, fostering teachers or managing other school activities is largely determined by the head of school's leadership. If the head of school is able to influence, mobilize, guide, and direct members appropriately, all activities in the school organization will be carried out effectively. Conversely, if they cannot move members effectively, they will not be able to reach their goals optimally.

In managing education staff, one of the tasks of the head of school as a manager must be carried out is to carry out the activities of strengthening and professional development of educators. In this regard, head of schools should be able to facilitate and provide broad opportunities for teachers to be able to develop their professionalism through increasing competence and levels of education and training.

The head of school as manager of formal institutions has an important role and full power in the institution he leads. Therefore, the head of school must be responsible for the overall management behavior that occurs in the school. Control and correction are responsibilities that must be carried out continuously and systematically to the conditions of the schoolroom and its equipment including the yard, toilets, and playgrounds. The slightest thing must be the target of supervision and this is inseparable from the responsibility of the head of school and his staff in creating a comfortable, effective school environment and of course must attract students to internalize within the school, so that a manager or head of school must work as optimal as possible and have a commitment to quality processes and work results.

In fact, there are still many roles of head of schools that are not in accordance with the theory written by education experts, especially regarding the role of head of schools as managers, there are still many head of schools who have not involved all stakeholders about the steps taken in formulating elements of education so that achieving the head of school as a manager.

Thus, the head of school is required to have superior competence in order to achieve his role as a manager. Based on the foregoing, the author seeks to examine more deeply the issue and set forth in the form of writing entitled "The role of head of school as managers in improving the quality of Islamic religious education at MA Fathul Huda Sidorejo Sayung Demak".

Researchers focus on two things that are considered important to be investigated, namely: first to describe the role of the head of school as a manager in improving the quality of Islamic Religious Education as an administrative function in Madrasah Aliyah Fathul Huda sidorejo sayung demak. Secondly to describe the role of the headmaster as a manager in improving the quality of Islamic Religious Education as an operative function in Madrasah Aliyah Fathul Huda sidorejo sayung demak.

Materials and Method

The author takes the location of the study in MA Fathul Huda Sidorejo Sayung Demak. Taking into account the relatively close distance to the researcher. Therefore, researcher conducted research studies at MA Fathul Huda Sidorejo Sayung Demak. This research was conducted in 4 months.

This research is a qualitative study, which is focused here on the type of field research. Field research itself is a study in which researchers go directly to the field to look for materials that are close to the truth (Arikunto, 1993). Therefore, researchers conducted research in Madrasah Aliyah Fathul Huda to obtain concrete data. Then the approach in this research is qualitative research by trying to carry out a study of descriptive data that will be outlined in the form of a report. The data collection techniques that researchers use are: observation, interview and documentation.

a. Observation

This observation method the researcher used to obtain data about the state of MA Fathul Huda Sidorejo Sayung Demak and the role of the head of school as a manager who was in the school as well as improving the Quality of Islamic Religious Education in MA Fathul Huda Sidorejo Sayung Demak by observing non-participants in the researcher's sense see firsthand how the head of school performs his role as a manager in the school. The implementation of observations uses three main methods, namely:

- 1) Direct Observation
- 2) Indirect Observation
- 3) Participatory Observation

b. Interview

Interviews conducted by the head of school, PAI teacher and students are as follows:

- 1) Interview with the head of school asking about his role as a manager and asking whether the head of school involves all stakeholders.
- 2) Interview with PAI teacher about the quality of Islamic Religious Education in MA Fathul Huda Sidorejo Sayung Demak.
- 3) Interviews with students about the direction and support of the head of school for the academic community.

There are several types of interview methods that can be used, namely:

- 1) Structured Questions
- 2) Unstructured Questions
- 3) Mixed Questions

c. Documentation

This documentation method is used to obtain data on the general description of the school and physical evidence relating to the head of school as a PAI manager at MA Fathul Huda, by documenting everything deemed necessary in this study.

d. Data analysis

In this research, the data analysis used is qualitative analysis. The data analysis process used is descriptive method. Descriptive method according to John W. Best is an attempt to describe and interpret what is there about the conditions, opinions that are taking place and the effects that occur or trends that are developing (Faisal & W, 1982). In other words, descriptive analysis is a method of researching a group of people, an object, a condition setting, a system of thought, or a class in the present. The aim is to make a description (picture / picture) systematically, factual, and accurate about the facts, the characteristics and the relationship of the phenomenon under investigation.

Thus, this descriptive analysis is carried out when the researcher is in the field by describing all the data that has been found, then analyzed in such a way in a systematic, careful, and accurate manner. While qualitative is stated in a predicate that refers to the statement of the state of quality measures (Arikunto S., 2003). Thus a qualitative descriptive analysis can be interpreted as an analysis of a study to tell and interpret existing data, then described with words that can finally be drawn a conclusion.

Result and Discussion

Researchers try to explain the results of research in accordance with the stated research objectives. Therefore, the discussion of this paper will be classified into two things, namely: first the head of school's role as a manager in improving the quality of Islamic religious education as an administrative function in MA Fathul Huda Sidorejo Sayung Demak. Secondly, the Head of school's Role as a Manager in

Improving the Quality of Islamic Religious Education as an Operational Function in MA Fathul Huda Sidorejo Sayung Demak.

A. The Role of Head of schools as Managers in Improving the Quality of Islamic Religious Education as Administrative Functions in MA Fathul Huda Sidorejo Sayung Demak

The role of the head of school as a manager is very important to carry out the head of school's leadership as explained by the head of school's informant in MA Fathul Huda Sidorejo Sayung Demak as follows: The head of school's role as a manager in MA Fathul Huda includes monitoring, evaluating and reporting the implementation of school/madrasah program activities with appropriate procedures, and planning for follow-up. In general the duties and roles of head of schools in curriculum management also include the ability in the school administration/management system. Therefore, in this case the head of school is the manager of an educational institution in accordance with their respective levels of education. However, the affirmation of the existence of a head of school as a manager in an educational institution can be assessed from the competence of managing institutions which include several things including compiling the head of school's administrative system, developing school operational policies; develop school arrangements relating to qualifications, specifications, work procedures, work guidelines, work instructions, conduct institutional analysis to produce an efficient and effective organizational structure that develops the school's organizational units on the basis of functions.

The results of the researchers' interview with the head of school at MA Fathul Huda Sidorejo Sayung Demak. The researcher focused on the head of school's role as a manager in administrative functions, which included 4 things: planning, organization, implementation and supervision. A description of planning is as follows: The planning process generally involves prediction and decision-making. The more complete the data obtained and used, and the more precise interpretation of the data, the greater the opportunity for the accuracy of our predictions. Every program or concept requires planning before being implemented. Planning is a way of approaching problems. In addressing the problem, we do formulate what needs to be done and how to do it. Without careful planning, we cannot expect the activities we will carry out to run smoothly and achieve goals. Planning is a preparation step in an implementation of a job to achieve certain goals. The process of preparing a plan that must be considered is to prepare everything needed to achieve the goal, namely by collecting data, taking notes, and analyzing data and formulating decisions.

While the results of the interview with one of the PAI teacher informants at MA Fathul Huda Sidorejo Sayung Demak are as follows: As the head of school must be good at making and compiling plans, so that nothing he does is just arbitrary, but all actions are calculated and aimed. The function of education administration can be concluded as the activity of thinking and choosing a series of actions aimed at achieving the aims and objectives of education.

Further explanation from the head of school of the MA Fathul Huda Sidorejo Sayung Demak about the second administrative function of the organization as follows: Organizing can mean the activity of compiling and forming working relationships between people so that a business entity is realized in achieving the stated goals. It can be said that the organizing function is a planning function. In planning a grouping of work fields will be carried out within the scope of certain activities. This grouping of work fields must be able to create clear work relationships so that one sector and another continues so that each of these fields is complementary so that overlapping does not occur and the expected goals can be achieved.

While the results of the interview with one of the PAI teacher informants at MA Fathul Huda Sidorejo Sayung Demak are as follows: The success of the head of school in carrying out his duties his main role is determined by the leadership of the head of school. Leadership is an important factor in supporting the achievement of school organization goals. The success of the head of school in managing the office, fostering teachers, managing school infrastructure, or managing other school activities is the primary role determined by the head of school's leadership. If the head of school is able to guide, mobilize, and direct members appropriately, all activities in the school organization will be carried out

effectively. Conversely, if you cannot move members effectively, they will not be able to reach their goals optimally.

Thus, the organization as one of the administrative functions can be concluded as follows: Organization is the activities of arranging and forming certain relationships so that business unity is realized in achieving the aims and objectives of education.

A further explanation from the head of school of the MA Fathul Huda Sidorejo Sayung Demak school about the third administrative function is the implementation as follows: Implementation or can also be referred to as the action movement includes the activities carried out by a manager to initiate and continue the activities set for the elements of planning and organizing so that these goals can be understood.

While the results of the interview with one of the PAI teacher informants at MA Fathul Huda Sidorejo Sayung Demak are as follows: A leader must not impose his own will on his teacher or employee. He must try to meet the desires and needs of his group programs or plans that have been set together. Schools to improve the quality of Islamic religious education in MA Fathul Huda Sidorejo Sayung Demak sometimes requests the approval of all teachers and sometimes must be authoritarian to carry out urgent activities that must be taken a decision.

Further explanation from the head of school of the MA Fathul Huda Sidorejo Sayung Demak school about the fourth administrative function, namely supervision as follows: The process for monitoring records progress toward goals and allows managers to detect deviations from planning in time to take corrective action before it's too late. Through effective supervision, the wheels of the organization, implementation of plans, policies, and efforts to control the quality of Islamic education can be implemented better. Appearance indicates that it is directly related to school strategy (such as student input, education quality, graduate quality, community respect, and so on).

While the results of the interview with one of the PAI teacher informants at MA Fathul Huda Sidorejo Sayung Demak are as follows: School supervision focuses on the activities carried out by schools to achieve strategic goals so that they become more quality schools. Supervision is defined as one of the activities to find out the realization of the school's personal behavior and whether the level of attainment of goals is as desired and from the results of supervision whether an improvement is made.

So supervision in educational institutions is seen from the practice that shows the development to achieve effectiveness, efficiency, and productivity but is more focused on supporting activities that are progress checking, so that ultimately the acquisition of competitive quality is realized.

B. The Role of Head of schools as Managers in Improving the Quality of Islamic Religious Education as Operational Functions in MA Fathul Huda Sidorejo Sayung Demak

Operative planning for the head of school's role as a manager is very important to carry out the head of school's leadership as explained by the headmaster's informant at MA Fathul Huda Sidorejo Sayung Demak as follows: Operative planning the role of the head of school as a manager in improving the quality of Islamic education itself is the beginning of the implementation of the operative management function. This operative planning is very necessary because operative planning will also influence in developing the quality of Islamic religious education in MA Fathul Huda Sidorejo Sayung Demak.

The results of interviews with informants, namely the head of school at MA Fathul Huda Sidorejo Sayung Demak explained that: To improve the quality of Islamic religious education as a head of school must understand very well that he has a duty as a school manager including understanding the curriculum management. So a head of school in understanding the curriculum as the heart of an educational institution must really be mastered, so the head of school in an effort to improve the quality of Islamic religious education in MA Fathul Huda is not too many obstacles.

Therefore, in improving the quality of Islamic religious education the role of the head is very important especially in developing the curriculum, especially here the curriculum of Islamic religious education.

While the results of the interview with one of the PAI teacher informants at MA Fathul Huda Sidorejo Sayung Demak are as follows: In improving the quality of Islamic education, each teacher and employee has carried out their respective duties and responsibilities so that activities can be achieved.

In its function as an operative, this is the explanation of the head of school in the interview: As a Head of school I give assignments and direct the teachers and employees according to their respective positions. Example: I always reminded Sarpras to carry out the tasks agreed at the beginning of the year meeting including short-term and long-term programs.

Therefore, the results of the interview discussion above can be summarized as follows: The role of the head of school as manager of the administrative function includes 4 things, namely: planning (planning), organization (organizing), implementation (actuating) and supervision (controlling), so before carrying out all activities, especially in improving the quality of Islamic Religious Education, head of schools of MA Fathul Huda Sidorejo Sayung Demak planned in advance accompanied by a new organization carrying out the activity, after that the head of school supervised or controlled so that the activity could proceed as planned, so as to produce satisfactory results.

The head of school's role as manager of the operative function also includes planning, organization, implementation and supervision, only the head of school divides each board by giving a responsibility to the fields in MA Fathul Huda Sidorejo Sayung Demak namely Waka Curriculum, Waka Humas, Waka Sarpras, Student Waka, Administration, Library, Counseling and Laboratory Guidance. From these various fields the organizing process cannot be separated from the financial sector, because in every activity implementation certainly uses funding.

Conclusion

The role of the head of school as a manager in improving the quality of Islamic Education with administrative functions in MA Fathul Huda Sidorejo Sayung Demak that include planning, organization, implementation and supervision can work well based on theoretical basis. The role of the head of school as manager in improving the quality of Islamic religious education with an operative function focused on their respective fields such as administration, library, laboratory and student affairs. From the fields already mentioned, there are several fields that are in accordance with the theoretical basis and there are also obstacles or obstacles in its implementation, including: not all employees and teachers master the work in accordance with their fields, lack of teaching staff, facilities and infrastructure.

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