

Kepemimpinan (Manajer) Pada Madrasah/Sekolah

Wanda Nurita Sari¹, Aprizal ahmad², Husni Fauzan³

Universitas Islam Negeri Imam Bonjol, Padang, Indonesia

Email: wandanuritasari141002@gmail.com, apriz9472@gmail.com,

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Abstract

Leadership comes from leading. Lead comes from the Anglo Saxon language which means the course of the ship that directs the crew. That is, the ship's leader (skipper) must be able to direct the ship as an organizational vessel and direct the crew as followers (subordinates), to achieve the common goals that have been set. others to follow. The purpose of this writing is to find out the definition of leadership in madrasahs and schools, the role of madrasa managers, and the duties and responsibilities of madrasa managers. By using library research methods (Library Research). Therefore, with the importance of management in an educational institution, the authors hope that all of us can learn seriously about matters related to Madrasah-based education management as a provision for future leaders of educational institutions.

Keywords: *Leadership, School/Madrasah Manager*

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Introduction

Leadership comes from leading. Lead comes from the Anglo Saxon language which means "the ship's route that directs the crew". This means that the ship's leader (skipper) must be able to direct the ship as an organizational vessel and direct the crew as followers (subordinates), to achieve the common goals that have been set. others to follow him. Bush (2008: 4) states that a leader is someone who determines goals, motivates, and acts on his followers. A leader is someone who leads. The main task of a leader is to inspire his followers to commit to the leader as the principal and the school as an organization. Commitment is prioritizing the interests of many people over personal interests, or prioritizing the interests of the school over one's own interests.

Leadership must be understood by us as a real leader, the meaning of a leader, the goals, how a leader works, the rights of a leader must be known by us both for members, prospective leaders and real leaders, so that in carrying out leadership it runs well and in a focused manner, especially in the field of education.

Principal leadership is a very important component, because the principal plays a role in the school management system, directing the input, process and output of education in schools. The principal is responsible for the success of the implementation of education by implementing school administration with all its substances, in addition the principal is responsible for the quality of existing resources so that they are able to carry out tasks according to their respective duties and functions.

The task of a principal who is assigned to coordinate all activities in the school plus his teaching obligations is so heavy, because the principal is a teacher who has additional duties to become the principal. However, the principal can breathe a sigh of relief with the issuance of Government Regulation No. 19 of 2017 which states "the principal is no longer burdened with teaching, the principal is no longer an additional task but still gets a professional allowance"

In detail, it is stated in article 54 paragraph 1 that the workload of the head of the educational unit is entirely to carry out managerial duties, entrepreneurial development, and supervision of teachers and education personnel. Because of the urgency of a school principal who is the main factor of the key to success in school progress, it is necessary to know in more detail about the concept of the principal.

The purpose of writing this article is to find out the definition of leadership in madrasahs and schools, the role of madrasah managers, and the duties and responsibilities of madrasah managers. Therefore, with the importance of management in an educational institution, the author hopes that we can all study seriously about matters related to Madrasah-based educational management as provisions for prospective leaders of educational institutions.

Methods

The author uses the library research method . It is called library research because the data or materials needed in completing this article come from libraries, both books, journal articles and so on.

Results and Discussion

A. Definition of madrasah leadership/manager

Leadership with the term in English *leadership* . Etymologically the word *leadership* comes from the word *to lead* which means to lead. From this word gave birth to the word leader which means leader, and the term *leadership* which means leadership. Leadership cannot be separated from management. Because the effectiveness of achieving organizational goals is very dependent on the effectiveness of leadership in the organization. Leadership is the science and art of how to influence others to achieve the goals set by the organization. Leadership as an art demands creativity and skills of leaders in influencing the people led to achieve common goals. Leadership is also a science, this

shows that leadership requires knowledge and skills of leaders in leading their organizations or groups.

B. The role of madrasah managers

According to Stoner & Freeman (2000), the role of a manager arises because of the granting of formal authority in the form of a decree to a person along with his status or position. To carry out formal authority and status, each manager has at least three roles, namely: interpersonal, informational, and decision-making. The relationship between formal authority and status with the three roles is described as follows.

1. Interpersonal Roles

Interpersonal roles include the principal/madrasah as: 1) figurehead (principal/madrasah as a symbol), 2) leader, and 3) liaison. The principal/madrasah as a symbol, he represents his school/madrasah in attending ceremonial events both official and unofficial such as official ceremonies at the school/ madrasah and government/private, receiving guests, delivering speeches, attending wedding invitations of educators and education staff, reviewing the surroundings of his school/madrasah, visiting classes, getting to know his students, preparing a vision, and so on.

2. Informational Role

Receiving and conveying information is the most important aspect for every manager as suggested by Mintzberg (Stoner & Freeman, 2000). Informational roles according to Mintzberg (Stoner & Freeman, 2000) include the roles of *monitor*, *disseminator*, and *spokesperson*. The role of the principal/madrasah as a *monitor*, he/she seeks information inside and outside the school/madrasah constantly. Information is obtained through contacts with networks, reading books and research results, reading newspapers, and utilizing the internet. As a monitor, the principal/madrasah is often used as a place to ask questions by educators and education personnel, parents of students, members of the school/madrasah committee, the school/madrasah council, government officials, and the community. Finally, as a monitor, he/she manages the school/madrasah information system, utilizing advances in information technology. In addition, he/she is also the implementer of monitoring, evaluation, and reporting.

The role of the principal/madrasah as a *disseminator*, he distributes important information to educators and education personnel, parents of students, members of the school/madrasah committee, school/madrasah council, government officials, and the community. In some cases, the principal/madrasah is responsible for providing important information needed by educators and education personnel so that educators and education personnel can carry out their main tasks and functions professionally.

The role of the principal/madrasah as a *spokesperson*, he is like a diplomat. As a diplomat he must be able to speak diplomatically and be able to make his audience fascinated and ready to carry out what he talks about. As a professional orator, the principal/madrasah delivers his speech in front of educators and education personnel, parents of students, members of the school/madrasah committee, the school/madrasah board, government officials, and the community in order to build a positive image of their school/madrasah

3. Decisional Role

According to Mintberg (Stoner & Freeman, 2000), decisional roles include: 1) *entrepreneur* , 2) *disturbance handler* , 3) *resource allocator* , and 4) *negotiator* . The principal of a school/madrasah as an entrepreneur, he/she is creative and innovative in developing his/her school/madrasah by creating educational products/services, is able to market his/her school/madrasah so that it is in great demand by the community, is a hard worker who has an unyielding motivation, is able to utilize and create opportunities, and dares to take risks with careful calculation. In addition, so that the school/madrasah is able to be a source of entrepreneurial learning for students and as one of the sources of funding for the school/madrasah.

One of the roles of the Head of Madrasah here is:

1. The head of the madrasah as an educator

In carrying out his role as an educator according to Sumidjo in his book Agus Maimun and Agus Zainul Fitri, the head of the madrasah must try to instill, advance and improve at least four kinds of values, namely mental, moral, physical and artistic development. Mental development is, fostering educational personnel on matters related to inner attitudes and character. Moral development is, fostering educational personnel on matters related to good and bad teachings regarding an act, attitude and obligation in accordance with the duties of each educational personnel. Physical development is, fostering educational personnel on matters related to physical or bodily conditions, health and their outward appearance. Artistic development is, fostering on matters related to art and beauty.

2. Head of Madrasah as Manager (administrator)

Management is essentially a process of planning, organizing, implementing, leading and controlling efforts of members of the organization in order to achieve the goals that have been set. For that, as a manager, you must do the following: First, empowering educational staff through cooperation, which means that in improving the professionalism of educational staff, the head of the madrasah must prioritize cooperation with educational staff and other related parties in carrying out each activity. Second, providing opportunities for educational staff to develop their profession. Third, encouraging the involvement of all educational staff in every activity at the madrasah. In this case, the head of the madrasah can be guided by the principles of purpose, excellence, consensus, unity, empirical, familiarity, and the principle of integrity.

3. Head of Madrasah as Administrator

The head of the madrasah as an administrator is an activity related to administrative management that is in the form of recording, compiling, and documenting all madrasah programs. Specifically, the head of the madrasah must be able to manage the curriculum, manage student administration, and financial administration.

4. The head of the madrasah as a leader

According to Koonts in his book Agus Maimun and Agus Zainul Fitri, a leader must be able to: (a) encourage a strong will with enthusiasm and confidence; (b) provide guidance and direct teachers, staff, and students in achieving goals. The abilities that must be realized by the head of the madrasah as a leader can be analyzed from personality, knowledge of educational staff, the vision and mission of the madrasah, decision-making abilities, and communication abilities.

5. Head of Madrasah as an Innovator

The principal of a madrasah as an innovator will be reflected in the way he carries out his work in a constructive, creative, delegative, integrative, rational and objective, pragmatic, exemplary, disciplined, as well as adaptable and flexible manner.

The function of the school/madrasah principal above supports Sergiovanni's (1991) statement which states: " The principal's job - To coordinate, direct, and support the work of others - is accomplished by defining objectives, evaluating performance, providing the necessary resources, building a supportive climate, running interference with parents, planning, scheduling, book-keeping, resolving teaching conflicts, handling student problems, dealing with school district central office, and otherwise helping to keep the school running day by day."

The difference between the function of the principal as a result of the analysis above and the opinion only lies in the use of terms and the amount. While the substance is relatively almost the same. The role and function of the principal/madrasah will be more effective if supported by adequate competence. For this purpose, it is necessary to hold education and training (diklat) or technical guidance to improve competence: personal, managerial, supervision, social, and entrepreneurship (primavisiku) which are managed professionally and sustainably.

C. Duties and responsibilities of the madrasah manager

In carry out t his task as a leader for mall a lem a ga education , head school or mad few of them can afford it b e r f u n g s i as *e du cator* , where are you going , a dm i ni s t r a tor, super r visor, *lead e r* , innovator and motivation . Head school as where is it must know and responsibilities must in the execution , as i w h e a r Which put forward by W a hjosum i djo between a ra others as follows:

1. The principal works with and through others. This means that the principal behaves as a channel of communication within the organization.
2. The principal is responsible and accountable.
3. The principal acts and is responsible for all actions taken by subordinates. Actions taken by teachers, staff, students, and parents of students cannot be separated from the principal's responsibility.
4. The principal must think analytically and conceptually. The principal must be able to solve problems through one analysis, then solve the problem with one feasible solution. and must be able to see each task as a whole that is interrelated.

5. The principal is a mediator or mediator. In the school environment as an organization, it consists of people who have different backgrounds and characters that can cause conflict, for that the principal must be a mediator in the conflict.
6. The principal is a politician. The principal must be able to build cooperative relationships through persuasion and agreement (compromise). The political role of the principal can develop effectively if: (1) the principle of a network of mutual understanding of each other's obligations can be developed, (2) alliances or coalitions are formed, such as professional organizations, OSIS, School Committees, and so on; (3) cooperation is created with various parties, so that various kinds of activities can be carried out.
7. The principal makes difficult decisions. No organization runs smoothly without problems. Likewise, schools as an organization are not free from problems and difficulties. And when difficulties arise, the principal is expected to act as someone who can solve the difficult problems.

Thus, the principal has great duties and responsibilities, and is the key to the success of the school he leads, as explained by Davis that "A school principal occupies a key position in the schooling system. Therefore, a professional principal is a principal who has good managerial and visionary skills, so that he is able to manage the school well, has a clear vision for the school he leads. Regarding the statement above, it can be concluded that the principal is a person who has the task and responsibility to lead an educational institution (school), in which the teaching and learning process is carried out to achieve a goal. Therefore, the success of the teaching and learning process cannot be separated from and is part of the duties and responsibilities of the principal. The principal has duties and is responsible for the quality of human resources (teachers, non-educational staff, and other school staff), because the principal is a professional official in the school organization, who is tasked with managing all human resources in the organization (school), and working together with educational staff (teachers) who are responsible for educating children, to achieve educational success.

Conclusion

Leadership comes from leading . *Lead comes from the Anglo Saxon language which means the ship's route that directs the crew. This means that the ship's leader (skipper) must be able to direct the ship as an organizational vessel and direct the crew as followers (subordinates), to achieve the common goals that have been set. others to follow him. Leadership in a way general defined a n as a ability in readiness Which owned by somebody For can influence, push, invite, to guide, move, direct, And if need force person or group so that accept influence so that can help achievement a objective certain Which set.*

The success or failure of the principal in managing his/her school is determined by the effectiveness of the principal in playing the role of *primavisiente, interpersonal, informational, and decisional* . In addition, the success of the school is also determined by the effectiveness of the principal in functioning as a development of his/her personality, management, supervision, implementation of social relations, and empowerment of the

school/madrasah. The role and function of the principal will be more effective if his/her primasiku competence is improved through trainin.

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