

## **EFFORTS TO OPTIMIZE THE MANAGERIAL COMPETENCE OF MADRASAH HEADS IN IMPROVING TEACHER PERFORMANCE IN MIN 3 JAKARTA FOR THE 2019/2020 SCHOOL YEAR**

**Ecep Hasanudin**

*Kementerian Agama Kota Jakarta Timur  
[ecephasanudin@gmail.com](mailto:ecephasanudin@gmail.com)*

### **ABSTRACT**

The era of the head of the madrasah in moving the life of the madrasah to achieve the goal can be done with two things, namely; The head of the madrasah acts as a central force that becomes the driving force of the life of the madrasah and, the head of the madrasah must understand their duties and functions (educators) for the success of the madrasah, and have concern for staff and students.

In this research, the problem is formulated as follows: (a) Can the managerial competence of the Head of Madrasah improve teacher performance? (b). What are the steps to create Teacher Performance with the implementation of managerial Head of Madrasah?

While the objectives of this study are: (a) To find out whether teacher performance can improve by applying the managerial competence of the Head of Madrasah (b). want to know how the steps to create Teacher Performance with the implementation of managerial Head of Madrasah. In terms of Optimizing Managerial Competence, the Head of Madrasah has been able to Improve Teacher Performance, this is marked by a significant increase in each cycle, cycle I by 63% and cycle II by 100%. This shows the success of optimizing the managerial competence of the head of the madrasah in improving the performance of teacher.

**Keywords:** *educators, managerial competence, teacher performance*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

## **INTRODUCTION**

The head of the madrasah as an administrator holds the key to the improvement of the progress of the madrasah (Apdila, 2021). He must be able to lead and carry out his role so that all activities are controlled and directed in innovation efforts and try new ideas and new practices in the form of more effective and efficient classroom management (Umayah, 2015). The head of the madrasah as an educational administrator is fully responsible for the implementation of education and teaching in his madrasah (Fatoni, 2017). Therefore, to be able to carry out his duties properly, the head of the madrasah should understand, master and be able to carry out activities that are in accordance with his function as an educational administrator. Furthermore, the leadership management of the head of the madrasah is expected to improve the performance of teachers, students and other educational components (Sumarto, 2016).

The educational paradigm that gives broad authority to madrasahs in developing their various potentials requires increasing the ability of madrasah heads in various managerial aspects, in order to achieve goals in accordance with the vision and mission carried by their madrasahs (Astuti & Danial, 2019). Based on this, madrasah is a complex and unique institution. It is complex because madrasah as an organization in it has various dimensions that are interrelated and decisive. While the unique nature, shows that madrasah as an organization has certain characteristics that are not owned by other organizations. The characteristics that

place madrasah have their own character, namely the occurrence of the teaching and learning process and the place of cultivating human life.

Because of its complex and unique nature, madrasah as an organization requires a high level of coordination and the success of the madrasah is the success of the head of the madrasah. Successful madrasah heads are those who understand the existence of madrasahs as complex and unique organizations, and are able to carry out the role of madrasah heads as someone who is given the responsibility to lead madrasah (Japaruddin et al., 2020) .

Studies of the success of the head of a madrasah show that the head of a madrasah is someone who determines the center point and rhythm of a madrasa. Even further, the study concluded that "the success of a madrasa is the success of the head of a madrasa". Some of the madrasah heads are described as having high expectations for the staff and students, the madrasah heads are those who know a lot about their duties and who set the rhythm for their madrasah (Umam, 2016).

Based on this information, it shows how important the role of the head of the madrasah is in moving the life of the madrasah to achieve its goals. There are two things that need to be considered in the role of the head of the madrasah, which are as follows.

1. The head of the madrasah acts as the central force that becomes the driving force of the madrasa life.
2. The head of the madrasah must understand their duties and functions (educators) for the success of the madrasah, and have concern for staff and students.

In fact, the results of World Bank research found that many madrasah heads do not have adequate qualifications, both professional competence and managerial abilities, especially in the leadership dimension. This description shows the importance and interest of this issue being researched. The interesting reason is because, one of the reasons for the lack of adequate qualifications for madrasah heads is due to lack or lack of autonomy in running the madrasah, especially allocating available resources. The indicator, first, is centralistic, that is, everything related to the provision of education is strictly regulated by the central government. Second, everything is determined based on the center so that it does not provide opportunities for madrasah heads, teachers and students to innovate and improvise in madrasahs, related to curriculum, learning, managerial and so on issues. Third, there is no great freedom and power given to the head of the madrasa along with a set of responsibilities in managing resources.

The head of the madrasah has a very important role and function in order to implement the quality of the madrasah and at the same time in the management of improving the quality of learning, because the steps of a madrasah organization are controlled by a madrasah head. Quality in this case is related to training and improving teacher competence, procurement of books and learning tools, improvement of educational facilities and infrastructure. However, various indicators of improving the quality of learning have not shown significant improvement. Some madrasahs, especially in cities, show encouraging improvements in the quality of learning, but most others are still concerning. Various parties question the quality of learning and what is lacking from the role of the head of the madrasah in the management of improving the quality of learning. Even though madrasah is the most important educational unit of its existence. Everyone recognizes that without completing education, especially education in a primary madrasa or equivalent, it is not formally possible for a person to attend education. If based on Government Regulation Number 28 of 1990, especially Article 3, there

are at least two basic madrasah functions. First, through basic madrasah students are equipped with basic skills. Second, a basic madrasah is an educational unit that provides the basics for following education at the next level.

The purpose of this study is to find out whether Teacher Performance can improve with the application of Managerial competence of the Head of Madrasah and I want to know how the steps to create Teacher Performance with the implementation of managerial Head of Madrasah.

## **METHOD**

This research was conducted with the madrasah action research method which lasted for 2 cycles. Each cycle consists of stages of planning, implementation, observation and reflection. The research methods carried out by researchers are as follows:

### ***1. Advance Planning***

The initial steps planned in the research of madrasah actions consist of several activities, namely:

- a. Identify the problem
- b. Proposal submission
- c. Preparing the instrument

### ***2. First cycle.***

#### ***a. Planning***

At this stage, researchers plan the following steps:

1. Identify the number of teachers who have carried out the administrative component of teaching and learning activities.
2. Ask the teacher to create a personal administration and class.
3. Researchers examine teacher administration and teaching patterns in quantity and skin.
4. The researcher identifies the problems found.
5. Develop an action plan (in the form of scheduling individual or group supervision according to the findings in problem identification)

#### ***b. Implementation***

At this stage the researcher carries out an individual/group supervision action plan to assess the administration of previously collected teachers. The implementation of supervision is carried out by individual office-conference meetings. This is done especially for teachers who do not collect learning devices, to find out the cause/problem. This stage is planned for 2 months and carried out together with collaborators.

#### ***c. Observation***

At this stage, researchers observe all events that occur during the implementation stage and observe the initial results achieved in the implementation of cycle 1 actions. In addition, researchers also identified further problems arising from the implementation of actions in cycle 1.

#### ***d. Reflection***

At the reflection stage, researchers evaluate the actions and data obtained. Then followed by a meeting with collaborators to discuss the results of the evaluation and the preparation of steps for the second cycle.

### ***3. Second cycle***

a. Planning

In the planning stage of this second cycle, researchers meet with collaborators to arrange class supervision scheduling and prepare supervision instruments for the second cycle.

b. Implementation

At this stage, teachers who are ready for learning planning tools are supervised by the class by researchers. This is to see the suitability of learning planning with the implementation of learning.

c. Observation

In the observation stage of the second cycle, researchers observe the suitability of learning planning with the implementation of learning and see student acceptance in the teaching and learning process. At this stage, researchers collect data that occurs during the implementation stage.

d. Reflection

In the reflection stage of the second cycle, researchers conduct evaluations with teachers who are supervised on the results of observations in the second cycle.

D. Implementation of Actions

How is the implementation of the action planning described above. To see the suitability of the action plan, the following researchers report the implementation of the action as follows:

*1. Early planning stage*

The initial steps planned in the research of madrasah actions consist of several activities, namely:

a. Identify the problem

Problem identification was carried out by researchers using learning device submission data for the 2019/2020 academic year.

b. Preparation of proposals

Preparation of proposals is carried out by researchers

c. Preparing the instrument

At this stage, researchers prepare all research instruments in the form of supervise observation sheets consisting of data on the number of teachers who make administration and teaching patterns from existing supervision.

*2. First cycle.*

a. Planning

The planning stage for the implementation of cycle 1 was carried out by researchers in the first week of September 2019. Activities carried out at this stage can be seen in the activity implementation table below.

b. Implementation

The implementation of actions in the first cycle was carried out in September 2019.

c. Observation

At this stage, researchers observe all events that occur during the stage of implementing cycle 1 actions. In addition, researchers also identified further problems arising from the implementation of actions in cycle 1.

d. Reflection

At the reflection stage, researchers evaluate the actions and data obtained. Then followed by a meeting with collaborators to discuss the results of the evaluation and the preparation of steps for the second cycle. The schedule of activities can be seen in the following table:

### 3. Second cycle

#### a. Planning

In the planning stage of this second cycle, researchers meet with collaborators to arrange class supervision scheduling and prepare supervision instruments for the second cycle.

#### c. Observation

In the observation stage of the second cycle, researchers observe the suitability of learning planning with the implementation of learning and see student acceptance in the teaching and learning process. At this stage, researchers collect data that occurs during the implementation stage.

#### d. Reflection

In the second cycle reflection stage, researchers conduct evaluations with teachers who are supervised on the results of observations in the second cycle

## RESULTS AND DISCUSSION

### Cyclical analysis

#### 1. Cycle I

##### a. Planning stage

At this stage, researchers prepare research tools in the form of attendance sheets, observation sheets are also prepared.

##### b. Stage of activity and implementation

The implementation of teaching and learning activities for the first cycle was held on September 19 at Madrasah Ibtidaiyah Negeri 3 with a total of 30 teachers.

Observation (observation) is carried out simultaneously with the implementation of teaching and learning. As an observer is a researcher assisted by a teacher.

The data from research results in cycle I are as follows:

**Table of Activities of Teacher Silus I  
Academic Year 2019/2020**

Teacher's Name	Valuation					Number of Scores	Percentage
	A	B	C	D	E		
Siti Mahmudah	2	2	2	3	1	10	67
Nurudin	2	2	2	3	1	10	67
Niti Nur Afifah	2	2	3	2	3	12	80
Yuliatin	2	2	3	2	3	12	80
Juli Rasita	3	3	3	2	3	14	93
Nurhabibah	2	2	2	3	1	10	67
Rochmani	2	2	3	2	3	12	80
Ana Mariawati	2	2	2	2	1	9	60
Sharifah	3	2	3	3	3	14	93
Suwarsi	2	2	2	2	1	9	60
Is Syriac	3	3	3	2	3	14	93

*Efforts to Optimize the Managerial Competence of Madrasah Heads in Improving Teacher Performance in MIN 3 Jakarta for the 2019/2020 School Year*

Teacher's Name	Valuation					Number of Scores	Percentage
	A	B	C	D	E		
Saidah	2	2	2	2	1	9	60
M.Sulaeman	3	3	3	3	3	15	100
Tuti Rohayati	2	2	2	2	1	9	60
Masturoh	3	2	3	2	3	13	87
St. Rohmatun	2	2	2	2	1	9	60
Nurhayati	3	3	3	2	3	14	93
Abd. Aziz	2	2	2	2	1	9	60
Daryono	2	2	2	2	1	9	60
Solomon Jamal	3	3	3	2	3	14	93
Jihan	2	2	3	2	3	12	80
Is madzi	3	3	3	2	3	14	93
Fertile	2	2	3	2	3	12	80
Jamaludin	3	3	3	2	3	14	93
ling Tadjudin	2	2	2	2	1	9	60
Kuswanto	2	2	3	2	3	12	80
Agung Puji Eko	2	2	3	2	3	12	80
Saroudin	2	2	3	2	3	12	80
Desi	2	2	2	2	1	9	60
Diana	2	2	3	2	3	12	80
Sum							2299

Supposed= 2299

Amount earned = 3000

Average= 76

Percentage above minimum value as much = 19 people or 63%

Ket:

A = Carry out madrasah administration

B = Carry out simple research for teaching purposes

C = Structuring a teaching program

D = Interact and communicate

E = Developing personality

From the table above, it is clear that the data of teachers whose score is above the minimum (75%) is 63%.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the following observations:

- 1) The head of the madrasah lacks leadership management and motivation to teachers
- 2) Teachers are not encouraged to complete personal and classroom administration.
- 3) Teachers are less able to develop learning models in the classroom.

#### d. References

The implementation of teaching and learning activities in the first cycle is still lacking, so there needs to be a revision to be carried out in the next cycle.

- 1) Madrasah heads are more skilled in managing and motivating teachers
- 2) The head of the madrasah needs to reward active teachers and give reprimands and sanctions to teachers who do not want to join the program.

#### 2. Cycle I I

##### a. Planning stage

At this stage, researchers prepare research tools in the form of attendance sheets. In addition, observation sheets are also prepared.

##### b. Stage of activity and implementation

The implementation of teaching and learning activities for the first cycle was held on October 8 at Madrasah Ibtidaiyah Negeri 3 with a total of 30 teachers.

Observation (observation) is carried out simultaneously with the implementation of teaching and learning. As an observer is a researcher assisted by a teacher.

The data from the research in cycle II are as follows:

**Silus II Teacher Activity Table**  
**Academic Year 2019/2020**

Teacher's Name	Valuation					Number of Scores	Percentage
	A	B	C	D	E		
Siti Mahmudah	3	3	3	3	2	14	93
NUrudin	3	3	2	3	3	14	93
Niti Nur Afifah	3	3	3	2	3	14	93
Yuliatin	3	3	3	3	3	15	100
Juli Rasita	3	3	3	2	3	14	93
Nurhabibah	2	2	3	2	3	12	80
Rochmani	3	3	3	3	2	14	93
Ana Mariawati	3	3	3	2	3	14	93
Sharifah	3	2	3	3	3	14	93
Suwarsi	3	3	3	2	3	14	93
Is Syriac	3	3	3	2	3	14	93
Saidah	2	2	3	2	3	12	80
M.Sulaeman	3	3	3	3	3	15	100
Tuti Rohayati	3	3	3	2	3	14	93
Masturoh	3	2	3	2	3	13	87
St. Rohmatun	3	3	3	2	3	14	93
Nurhayati	3	3	3	3	3	15	100
Abd. Aziz	2	2	3	2	3	12	80
Daryono	2	2	3	2	3	12	80

*Efforts to Optimize the Managerial Competence of Madrasah Heads in Improving Teacher Performance in MIN 3 Jakarta for the 2019/2020 School Year*

Teacher's Name	Valuation					Number of Scores	Percentage
	A	B	C	D	E		
Solomon Jamal	2	2	3	2	3	12	80
Jihan	2	2	3	2	3	12	80
Is madzi	2	2	3	2	3	12	80
Fertile	2	2	3	2	3	12	80
Jamaludin	3	3	3	2	3	14	93
Iing Tadjudin	3	3	3	2	3	14	93
Kuswanto	2	2	3	2	3	12	80
Agung Puji Eko	2	2	3	2	3	12	80
Saroudin	2	2	3	2	3	12	80
Desi	2	2	3	2	3	12	80
Diana	2	2	3	2	3	12	80
Sum							2636

Supposed= 3000  
Amount earned = 2636  
Average= 84  
Percentage above minimum value as much = 30 people or 100%

Ket:

A = Carry out madrasah administration

B = Carry out simple research for teaching purposes

C = Structuring a teaching program

D = Interact and communicate

E = Developing personality

From the table above, it is clear that the data of teachers whose score is above the minimum (75%) is 100%.

c. Reflection

In the implementation of teaching and learning activities, information is obtained from the following observations:

1. The head of the Madrasah has managed well and motivated teachers in making personal and classroom administration
2. The Head of Madrasah has given directions on how to benefit active learning in students.
3. Teachers have begun to make personal and classroom administrative completeness.
4. Teachers have made active learning innovations in teaching and learning activities.

d. References

The implementation of teaching and learning activities in the second cycle has been running well and has received significant changes in teacher discipline in the classroom in the form of administrative and learning implementation.



### C. Discussion

#### 1. Implementation of Teacher Professionalism

In the implementation of personal and classroom administration activities, teachers have carried out well, and increased teacher competence well, it is proven by the increase in percentage. From the first cycle as much as 63% increased to cycle II as much as 100%. There was an increase of 35%.

#### 2. Teacher Professionalism

Based on the analysis of data obtained from teacher data, it has been proven that teachers have begun to be active in making personal and classroom administration as well as classroom management and learning innovation.

### CONCLUSION

Based on the results of the unraveled study, we can conclude that:

Teacher performance has improved well after the implementation of the Managerial Competence of the Head of Madrasah. So that there was an increase in sebesar 37%, cycle I by 63% increased to 100% in cycle II.

### Suggestion

For fellow madrasah heads, motivation is a must in improving the professionalism of teachers and employees. Therefore, don't get bored and keep reminding and motivating. For supervisors, input and direction are expected to motivate teachers more, so that maximum professionalism is obtained.

### REFERENCES

- Apdila, M. N. (2021). Peran Kepala Madrasah Sebagai Supervisor dalam Peningkatan Kinerja Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(1), 73–84.
- Arifin, Psikologi Dakwah, Suatu Pengantar Studi, (Jakarta: Bumi Aksara, 2000).
- Arikunto, Suharsimi, Prosedur Penelitian Suatu Pendekatan Praktek, Cet 12 (Jakarta: Rineka Cipta, 2004).
- Astuti, A., & Danial, D. (2019). Kepemimpinan Kepala Madrasah dalam Membangun Budaya Madrasah yang Kondusif di Madrasah Aliyah Negeri. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 5(1), 31–45.
- Bafadal, Ibrahim, Manajemen Peningkatan Mutu Madrasah Dasar dari Sentralisasi Menuju Desentralisasi, (Jakarta: Bumi Aksara, 2006).
- Bukhari, Al-Imam Abu Abdillah Muhammad ibn Ismail ibn al-Mugirah ibn Bardizbah, Sahih al-Bukhari, Juz. 3, (Beirut Libanon: Dar al-Fikr, 1410 H/1990 M).
- Fatoni, M. (2017). Peran Kepala Madrasah Dalam Meningkatkan Mutu Guru Di Mts Nurul Falah Talok Kresek Kabupaten Tangerang. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(02), 168–182.
- Japaruddin, J., Hamengkubuwono, H., Kusen, K., Warlizasusi, J., Yanto, M., & Fathurrochman, I. (2020). Upaya Kepala Madrasah dalam Meningkatkan Eksistensi Madrasah Ibtidaiyah Swasta. *Alignment: Journal of Administration and Educational Management*, 3(2), 87–94.
- Sumarto, S. (2016). Tugas profesional kepala madrasah sebagai supervisor dalam meningkatkan mutu pendidikan. *Riayah: Jurnal Sosial Dan Keagamaan*, 1(02), 168–187.
- Umam, K. (2016). *Kepemimpinan dan budaya organisasi: Peran kepala sekolah dalam mengembangkan budaya organisasi di sekolah/madrasah*. IAIN Jember Press.

Umayah, S. (2015). Upaya Guru dan Kepala Madrasah dalam Meningkatkan Daya Saing Madrasah. *Mudarrisa: Jurnal Kajian Pendidikan Islam*, 7(2), 259–288.