



MADRASAH HEAD MANAGEMENT IN IMPROVING TEACHER PERFORMANCE AT MIN 4 LANGKAT DISTRICT

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Abstract

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The duties of a madrasah headmaster include managing the improvement of teacher performance in the madrasah. To lead effectively, the headmaster must design a well-planned work program. MIN 4, as an educational institution, certainly requires professional staff members who demonstrate good performance in advancing the madrasah. This research utilizes qualitative research methods with three data collection techniques: interviews, observations, and documentary studies. The data analysis involves data reduction, data display, and conclusion/verification. The research findings indicate that teachers possess mastery of teaching materials, conduct classroom administration, and perform evaluations. The headmaster has established a plan to enhance teacher performance in MIN 4, Kabupaten Langkat, through the madrasah's vision and mission, as well as the work program outlined in annual and mandatory monthly meetings. The headmaster of MIN 4, Kabupaten Langkat, implements various efforts to improve teacher performance, including providing opportunities for them to participate in training programs such as the Teacher Working Group (KKG) and Subject Teacher Discussion Forum (MGMP), as well as conducting direct supervision of their performance. Teachers are also guided in developing teaching tools, such as syllabi, lesson plans, teaching plans, worksheets, and assessments, as well as creating instructional media. The headmaster conducts routine monitoring of teacher performance to prevent possible negligence in carrying out their duties, by assessing their level of discipline in task execution and responsibility. The goal is to prevent any deviation in teacher performance within the madrasah. The headmaster continues to motivate subordinates to fulfill their tasks and obligations according to predetermined targets, especially regarding discipline in completing classroom administration. Teachers are expected to adhere to all applicable regulations and guidelines in MIN 4, Kabupaten Langkat.

Keywords: Management; Head of Madrasah; Teacher Performance

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INTRODUCTION

The school principal, as the highest authority in an educational institution, must demonstrate good performance (Jf, 2021). Therefore, the principal should carry out activities in accordance with the planned agenda each year. As an effective school leader, they are expected to execute educational activities by implementing all management functions. The principal must perform management functions appropriately in order to enhance the teachers' performance. The four management functions include planning, organizing, actuating, and controlling. These management functions play a crucial role in

achieving quality education. By implementing a management program in the educational institution, the educational process will run in a structured manner. The success of management greatly depends on a competent manager in the field. In educational institutions, the manager is referred to as the school principal/madrasah. The school principal/madrasah is one of the influential components in improving human resources' performance, such as enhancing the teachers' performance (Syafaruddin, 2005: 60).

The task of the madrasah principal as a leader is to build character, facilitate processes, and evaluate the performance of teachers. This means that the performance of teachers is a result of the leadership of the madrasah principal in managing all components of the madrasah, especially the teaching staff. One of the efforts to improve the performance of teachers is through guidance and providing motivation to teachers in the form of rewards as an appreciation from the madrasah principal for their performance. This implies that the management of the madrasah principal and the performance of teachers are closely related in determining the educational goals that are the main target of education. According to Wahjosumidjo in Hamadi's research titled "School Principal Management in Improving Teacher Performance at SDIT Ishlahul Ummah, Sawahlunto City," the school principal is a position that cannot be filled by individuals without consideration. Anyone who will be appointed as a school principal must be determined through specific procedures and requirements such as educational background, experience, age, rank, and integrity (Hamadi, 2018).

The performance of teachers can be assessed based on the competency criteria that teachers must possess when conducting teaching and learning interactions in the classroom, including their preparation in the form of semester programs and lesson preparations (Zuliana et al., 2022). Teacher performance standards are related to the quality of teachers, such as preparing lesson plans, utilizing instructional media, guiding students to be more active in learning activities, and cultivating leadership qualities in teachers. Quality standards for teachers are crucial in determining the quality of teachers in performing their duties (Susanti, 2019).

The research conducted by Fatmawati titled "School Principal's Management in Improving Teacher Performance in Muhammadiyah High School" reveals that the development of teacher discipline by the school principal has been implemented. The principal regularly supervises and reminds teachers and staff to arrive and work on time, and consistently enforces discipline among the teachers at Muhammadiyah High School. The speed and accuracy of work demonstrate that the principal has been monitoring the teachers' work and their efficiency. Supervision is one of the principal's responsibilities, making it crucial in this context. The provision of motivation indicates that the principal has been motivating teachers with the expectation of improving their performance (Fatmawati, 2023).

The Republic of Indonesia Law No. 20 of 2003 on National Education System, Article 39 Paragraph (2), states that educators are professional personnel tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, particularly for educators in higher education institutions. Meanwhile, based on the Ministry of National Education Regulation No. 41 of 2007, the main activities include lesson planning, implementation, assessment of learning outcomes, guidance and training of students, and performing additional duties.

Therefore, efforts to improve teacher performance in madrasahs require the role of the school principal in leading the development of a well-planned mentoring program. It is expected that through such mentoring, teacher performance will also improve. MIN 4 is an educational institution located in the Langkat district, and as an educational institution, it undoubtedly requires professional personnel with good performance to advance the

madrasah. Hence, a mentoring program to improve teacher performance is a necessity that must be implemented. Based on the initial observations, the researcher found data indicating that there are teachers in MIN 4 Langkat district who have not demonstrated excellence in lesson planning, implementation, and evaluation as expected. This is evident from several teachers who do not have appropriate teaching materials, and the academic achievements of students' learning outcomes have not been significant.

METHODS

A study was conducted at MIN 4 Langkat Regency, located in Pematang Cengal Paluh Nipah Village, North Sumatra. The study utilized a qualitative research method to examine the management of the school principal in improving teacher performance. The research aimed to describe the findings related to the planning, implementation, and evaluation conducted by the school principal to enhance teacher performance. The objective was to uncover on-field data regarding the behavior of the school principal in managing the school to improve teacher performance at MIN 4 Langkat Regency.

The data for this research comprised interview results, observations, and document studies. These were transcribed into interview transcripts containing all the necessary information to depict how the school principal manages teacher performance at MIN 4 Langkat Regency. The data sources in this study referred to the subjects from which the data could be obtained. Sugioyo (2019) stated that the data source was divided into two parts, namely first, primary data, namely data obtained through interviews (filling in a questionnaire), in which this data source directly provided data to researchers. Second, secondary data, namely researchers do not directly receive from data sources..

Data collection in this research utilized three techniques: interviews, observations, and documentary studies. The data analysis techniques employed were data reduction, data display, and drawing conclusions/verification. Data validity required a technical examination based on several specific criteria. The validity testing in qualitative research includes: credibility test, transferability test, dependability test, and confirmability test.

RESULTS & DISCUSSION

Teacher performance at MIN 4 Langkat Regency

Performance, or job performance, refers to the execution or accomplishment of tasks and responsibilities. It can be understood as the work achievement, job execution, or the outcome of one's work. Generally, performance can be described as an individual's behavior or activities in carrying out their tasks or responsibilities as a member of an organization, aiming to achieve organizational effectiveness and efficiency. It can also be seen as the achievements an organization attains within a specific period. According to Kane, performance is the manifestation of one's abilities in tangible forms of work. In relation to a position, performance is defined as the achieved outcomes associated with the functions of that position within a specific time frame.

Simamora (as cited in Sewang, 2015) categorizes performance into three parts: individual performance, group performance, and organizational performance. The performance of each organizational member and unit is highly influenced by their position within the organizational hierarchy, scope of tasks, and authority. According to Timpe, an individual's performance is effective under the following conditions: clear tasks or job requirements, easy access to the required resources, possessing the necessary

capacity, skills, and knowledge, receiving regular feedback, and feeling satisfied with the consequences or rewards given (Sewang, 2015).

According to the National Education System Law No. 20/2003 Chapter XI Article 39, Paragraph 2, educators (teachers) are recognized as professional staff responsible for designing and implementing the learning process, as well as providing guidance and training. The Teacher and Lecturer Law No. 14 of 2005, Article 1, Paragraph 1, states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, and secondary education.

Therefore, a teacher is someone who possesses knowledge and imparts it to others, contributing to the improvement of human resources quality (Rambe et al, 2022). Thus, the performance of a teacher is related to tasks such as planning, management, curriculum development, and the assessment of students' learning outcomes. As educators, they are capable of designing appropriate learning programs and creating learning environments that cater to the conditions and abilities of students. To ensure smooth learning activities, teachers are obliged to regularly evaluate or assess the process and outcomes of students' learning (Gunawan, 2018).

According to Mulyana (as cited by Hafidulloh, 2021), a teacher's performance is the teacher's success in classroom teaching, which can be assessed from two aspects: the process aspect and the result aspect. In terms of the process aspect, a teacher is considered successful if they can actively engage most of the students, both physically, mentally, and socially, in the learning process. Additionally, the teacher's enthusiasm and spirit during teaching in the classroom, as well as their self-confidence, are indicators of successful performance. In terms of the result aspect, a teacher is considered successful if they can effectively change the behavior of most students towards achieving good mastery of the basic competencies.

Furthermore, Rusman (as mentioned by Hafidulloh, 2021) states that a teacher's performance is reflected in their behavior during the teaching process, which includes how they plan the lessons, implement teaching activities, and assess learning outcomes. Therefore, it can be concluded that a teacher's performance is evident through their responsibilities in fulfilling their entrusted tasks, their professionalism in their profession, and their moral values. In short, a teacher's performance is the result of their knowledge, skills, values, and attitudes in carrying out their duties and functions, which are demonstrated through their appearance, actions, and work achievements.

The research findings related to teacher performance at MIN 4 Kabupaten Langkat indicate that each teacher has obligations and roles to fulfill according to the established competencies as criteria for achieving teacher performance, such as mastery of teaching materials, classroom administration, evaluation, and others. There are four competencies: pedagogical competency, personal competency, social competency, and professional competency. Although some teachers were found to lack compliance with classroom administration, they still made efforts to resolve it as soon as possible. Therefore, to achieve the expected criteria for teacher performance, cooperation and the role of the madrasah head in implementing management to improve teacher performance are needed. The madrasah head, as the leader of MIN 4 Kabupaten Langkat, along with the existing council of teachers, should continue to strive to improve teacher performance in carrying out their duties and responsibilities.

Another finding revealed by the researcher is that teachers at MIN 4 Kabupaten Langkat are required to provide evaluations, both formative and normative. In addition, teachers must be able to guide students who require improvement and enrichment. Teachers should also be able to produce good outputs so that they can participate in

school-wide competitions such as KSM Olympiads, tournaments, and others. With these tasks and responsibilities, it is expected that teachers can enhance their performance.

This is in line with Usman's opinion (as stated by Hafidulloh, 2021), who suggests that teacher performance can be fulfilled by mastering the main lines of educational organization, adjusting the analysis of subject matter, preparing semester programs, and designing programs or lessons. Teachers should be capable of carrying out teaching and learning activities, which include pre-instructional, instructional, and evaluation phases. They should also be able to conduct evaluations, including normative evaluations, formative evaluations, reporting evaluation results, and implementing improvement and enrichment programs (Hafidulloh, 2021).

In conclusion, teachers who are able to fulfill their duties and responsibilities effectively, complete them with timely and disciplined manner, and possess mastery of the competencies set by the government, will contribute to the achievement of efforts in improving teacher performance. On the other hand, if teachers fail to meet their tasks and responsibilities, their performance will decline. In supporting this, the role of the madrasah head is crucial, as the tasks and functions of the madrasah head play a significant role in enhancing teacher performance.

Planning for school principals in improving teacher performance at MIN 4 Langkat Regency

According to Wijoyo (2021), planning is the process of considering what needs to be done with the available resources. Planning is conducted to determine overall goals and the best way to achieve those goals. Managers evaluate various alternative plans before taking action and then assess whether the selected plan is suitable and can be used to achieve the objectives. Planning is the most crucial process among all management functions because without planning, other functions cannot operate effectively (Wijoyo, 2021). The school planning process should be carried out collaboratively, meaning involving all school personnel in its development to create a sense of ownership (Sense of Belonging) that can motivate teachers and other staff members to effectively implement the plan. Educational planning can be categorized based on its time frame into short-term planning (1-2 years), medium-range planning (3-7 years), and long-term planning (8-25 years) (Amka, 2021). Planners need to think both retrospectively (about past events) and prospectively (about future opportunities and impending threats). Planning involves considering the strengths and weaknesses of the organization, as well as making decisions about the current state and desired approaches to achieve goals (Bright, 2019).

The findings related to the planning of the Madrasah principal in improving teacher performance at MIN 4 Kabupaten Langkat have been determined through the madrasah's vision and mission and several work programs aimed at enhancing teacher performance outlined in the principal's work program, annual work meetings, mandatory monthly meetings, education and training sessions, involving teachers in teacher performance improvement organizations such as the Teacher Working Group (KKG), Subject Teacher Forum (MGMP), and conducting supervision to directly monitor teacher performance. These work programs are designed to enhance the performance of teachers, allowing their capabilities and knowledge in their respective fields of expertise to expand and grow, enabling them to fulfill their duties and responsibilities effectively and ultimately achieve educational goals.

Indaliani's thesis titled "Management of Enhancing the Quality of Performance of Education and Educational Staff in Madrasah Tsanawiyah Ulumul Qur'an in Langsa City, Aceh Province" suggests that the planning of improving the performance of educators and educational staff is formulated based on the outcomes of meetings held at the beginning

of each academic year, involving all madrasah personnel such as foundation leaders, madrasah principals, and the teacher council (Indaliani, 2013)

These findings are in line with Hadion Wijoyo's opinion that planning involves thinking about what needs to be done with the available resources. Planning is conducted to determine overall goals and the best way to achieve them. Managers evaluate various alternative plans before taking action and then assess whether the chosen plan is suitable and can be used to achieve the goals. Planning is the most crucial process among all management functions because without planning, other functions cannot function properly (Wijoyo, 2021).

Planning aims to make actions economical, as all the potentials are effectively directed towards the goals. Planning is an effort to reduce the risks faced in the future (Harjanto, 2011). Planning leads to activities being carried out in an organized and purposeful manner. Planning provides a clear and comprehensive overview of all the tasks. Planning helps in measuring the outcomes of work. Planning serves as a foundation for control. Planning is an effort to avoid mismanagement in employee placement. Planning assists in enhancing the efficiency and effectiveness of an organization (Dolong, 2016).

Therefore, it can be concluded that the execution of work depends on the quality of the plan. Planning should be directed towards achieving the goals. If the goals are not achieved, it may be due to a poor plan. Planning should be based on objective and rational facts to foster effective cooperation. Planning should encompass or project future events. Planning should carefully consider budgeting, policies, programs, procedures, methods, and standards to achieve the established goals. Planning should provide a foundation and background for other management functions.

Implementation of madrasa heads in improving teacher performance at MIN 4 Langkat Regency

The characteristics of active and effective implementation, as mentioned by Azwar (in Tirtoni, 2021), include conducting meetings to explain the objectives and ensuring that each member of the organization is aware, understands, and accepts their tasks and roles. Leaders explain the policies pursued by the organization for the achievement of a goal. There is an understanding of the organizational structure by each member. Each member has important tasks or roles assigned by their leaders correctly and appropriately. Emphasis is placed on the importance of collaboration and carrying out necessary activities. Treating organization members well and humanely. Providing rewards to each organization member for their hard work. Providing motivation to every organization member (Husaini, 2019).

Therefore, it can be concluded that the head of the madrasah, as a motivator, must have the ability to influence and mobilize others to achieve educational goals voluntarily and willingly. The head of the madrasah carries out their duties based on the concepts of democratization, task specialization, delegation of authority, professionalism, and task integration to achieve common goals, namely organizational goals, individual goals, and the leader's goals.

The findings of the researcher regarding the process and implementation of improving teacher performance conducted by the head of MIN 4 Kabupaten Langkat provide opportunities for all teachers to participate in training. Through these training sessions, teachers are guided in developing teaching materials, such as designing Program of Learning Activities (Prota), Semester Program (Prosem), Syllabus, Lesson Plans (RPP), creating questions and assessments, and developing teaching media. The head of the madrasah is very proactive in organizing various training programs, including training on teaching media and teacher development. All these programs are designed by the head

of the madrasah in collaboration with the teachers to enhance teacher performance, enabling them to effectively carry out their duties and responsibilities.

Devi Maya Devita, in her thesis titled "Head of Madrasah Management in Teacher Performance Development at MTs. Negeri Meranti, Asahan Regency," states that the implementation of teacher performance development carried out by the head of MTs Negeri Meranti aligns with the planned activities. The development includes conducting meetings and task-based coaching, providing education and training, facilitating supportive teaching and learning resources, establishing educational organizations, giving rewards and punishments, and conducting supervision. These efforts aim to cultivate teachers' performance awareness and continuously improve their abilities in fulfilling their tasks and obligations (Devi, 2016).

The findings also reveal the strategies employed by the head of the madrasah to enhance teacher performance through motivation and guidance. Meetings are utilized as a platform to provide motivation and guidance to the teachers, motivating them to improve their performance in fulfilling their duties and responsibilities. Another discovery is the effort made by the head of the madrasah to boost teacher performance through rewards and recognition. Rewards and appreciation are given to teachers who have achieved commendable results, with the hope that other teachers can follow their footsteps. However, it is acknowledged that some teachers still need to enhance their interest to further improve their performance.

The characteristics of active and effective implementation, as mentioned by Azwar (in Tirtoni, 2021) include conducting meetings to clarify objectives and organizing the institution. Each member must be aware, understand, and accept their assigned tasks and roles. The leader explains the organization's policies and strategies in pursuit of the common goal. Members have a comprehensive understanding of the organizational structure. Each member has important tasks and responsibilities assigned by their leader, ensuring they are carried out effectively and accurately. Emphasis is placed on the importance of collaboration and executing necessary activities. All members of the organization are treated with kindness and humanity. Rewards are given to every member of the organization for their hard work. Motivation is provided to each member of the organization (Tirtoni, 2021).

Therefore, it can be concluded that implementation is the key to success in improving teacher performance. The success or failure of an activity depends on its implementation. If the implementation moves towards its goal, the activity can be successfully carried out. On the other hand, if the implementation deviates from the goal, the efforts to improve performance will not be achieved.

Assessment of madrasa heads in improving teacher performance at MIN 4 Langkat Regency

The Ministry of National Education (Depdiknas) refers to assessment as the supervision of teaching and learning programs or as a form of supervision that should be implemented as follows: Leadership supervision focuses on efforts to overcome obstacles faced by instructors or staff, rather than solely seeking faults. Indirect assistance and guidance are provided. Staff members are encouraged to improve themselves, while the leaders only provide assistance. Supervision takes the form of effective advice. Supervision is conducted periodically. Activities in the supervision function include developing standards, which are the conditions that must be achieved for work to be carried out effectively and efficiently; determining ways to monitor activities through reporting systems or information systems, including identifying the necessary information, specifying its form, timing of delivery, and where it should be achieved, as well as how to convey the information, whether directly or through others. The alignment

between the information giver and the recipient must be thoroughly discussed beforehand, so that differences of opinion can be avoided later when the information flow process is underway. Evaluation of results involves gathering information about the realization of what has happened, comparing it to the standards, analyzing deviations, taking corrective action, such as adjusting plans, implementing improvement actions, or re-planning. These actions are taken to the extent that they can solve the problem, and recognition and punishment are given for achievements or outcomes (Rosidah & Pramulia, 2020).

The management functions in assessment can be summarized as a process of measuring performance, evaluating results against objectives, and taking appropriate actions. Through control, managers actively maintain contact with everyone involved in their job training, gather and report performance results, and use this information to make constructive changes in the current dynamic environment. Control and adjustment are crucial in this regard.

Based on the author's findings, the assessment conducted by the Head of Madrasah on teacher performance at MIN 4 Kabupaten Langkat includes regular monitoring of teachers to anticipate possible negligence in carrying out their duties. The assessment also focuses on evaluating the level of discipline in fulfilling assigned tasks and responsibilities. This is done to prevent any deviation in teacher performance at the madrasah. The Head of Madrasah continuously strives to ensure that subordinates fulfill their duties and responsibilities and are directed towards the established targets, particularly in terms of discipline in completing class administration. Teachers are expected to adhere to all rules and regulations in place at MIN 4 Kabupaten Langkat.

Indaliani, in her thesis entitled "Management of Improving the Quality of Educators and Educational Staff Performance in Ulumul Qur'an Tsanawiyah Madrasah in Langsa City, Aceh Province," highlights that the supervision process is carried out concurrently with the implementation of a program through mentoring, supervision, and evaluation to enhance the performance of educators and educational staff. The Madrasah's leadership, along with all staff members, conducts this supervision to assess the extent to which the planned programs have been implemented (Indaliani, 2013).

According to Djafri, assessment is the process of determining what needs to be achieved, which standards are being implemented, evaluating the implementation, and making necessary improvements to ensure that the implementation aligns with the plan and standards. Through assessment, leaders can keep the organization on the right track (Djafri, 2017).

According to Nurhadi (in Amka, 2021), assessment is the activity of measuring the effectiveness of work activities that have been implemented and the efficiency of using other educational components in the effort to achieve educational goals. To measure the effectiveness and efficiency, evaluation is necessary to assess the extent to which educational implementation has achieved the planned goals and identify the strengths and weaknesses of the programs being implemented. Assessment serves as a control mechanism for individual and institutional tasks within the organization. Supervision activities involve monitoring and ensuring that activities align with the plan, ensuring that members carry out their tasks, and ensuring that the desired outcomes are achieved according to the plan. Through assessment, it is hoped that deviations in various aspects can be avoided, thus ensuring that the planned goals are correctly implemented (Amka, 2021)

Assessment determines what has been accomplished, meaning it evaluates job performance and, if necessary, applies corrective actions to ensure that the results align with the established plan. Through assessment, the achieved outcomes can be known. The method used in assessment is comparing everything that has been implemented with the

standards or plans, and making improvements when deviations occur. Therefore, assessment measures the extent to which the achieved results align with what was planned.

CONCLUSION

The management of the madrasah head in improving the performance of teachers in MIN 4 Kabupaten Langkat can be concluded that the performance of teachers in MIN 4 Kabupaten Langkat has partially improved, but there are still some teachers who have not performed well. The madrasah head consistently provides guidance and direction to enhance the performance of teachers evenly. Efforts made by the madrasah head include providing trainings and involving teachers in both in-school and off-school training programs. The planning of the madrasah head in enhancing the performance of teachers in MIN 4 Kabupaten Langkat involves providing various facilities and resources that support teachers in carrying out their duties through education and training, as well as classroom supervision. The process and implementation of improving teacher performance carried out by the madrasah head in MIN 4 Kabupaten Langkat have been realized according to the planned strategies developed through meetings and task development, education and training, facilitating facilities and infrastructure that support the teaching and learning process, educational organization, and conducting supervision with the aim of fostering teacher performance awareness and continuously developing their abilities in fulfilling their tasks and responsibilities. The assessment conducted by the madrasah head on the performance of teachers in MIN 4 Kabupaten Langkat is carried out concurrently with the implementation of a preventive program to avoid deviations or deviations from the intended goals through regular supervision and monitoring of the tasks and responsibilities of teachers in the madrasah.

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