



IMPLEMENTATION OF MANAGEMENT GUIDANCE COUNSELING IN BUILDING SELF ACCEPTACE THROUGH INFORMATION SERVICES AT MADRASAH ALIYAH NEGERI CITY OF BINJAI

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Abstract

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This study examines the important role of school principals in improving educational standards at Al-Jihad Private Islamic Middle School, Medan City. This research aims to understand how school principals lead to improve the quality of learning in Islamic educational institutions. In this effort, it is important for school principals to create a learning environment that supports the development of students' creative and innovative talents. This research methodology uses a qualitative approach with data collection techniques including observation, interviews and documentation studies. The findings from this research reveal three related findings: 1) the role of the principal as a leader in improving the quality of learning at Al-Jihad Private Islamic Middle School in Medan City, which includes innovators, motivators and administrators; 2) principal programs to improve the quality of learning at Al-Jihad Private Islamic Middle School in Medan City including active participation in social and community organizations, education and training (diklat), study assignments, seminars, workshops and conferences, as well as the creation of works scientific, and mobilization of the teacher evaluation team; 3) Supporting factors for school principals include: a) government and foundation support, b) internal madrasa support (principals, teachers and students), c) alumni support, d) collaboration with the private sector. Inhibiting factors include: a) lack of mastery of technology and teacher creativity, b) lack of research or scientific work by teachers, c) excessive administrative burden for teachers rather than focusing on developing the quality of learning.

Keywords: The Madrasah Program; Leadership Role; Learning Quality

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INTRODUCTION

Education is a deliberate and strategic endeavor aimed at fostering an environment conducive to learning and facilitating a process wherein learners are empowered to actively cultivate their inherent potential. This encompasses not only the acquisition of knowledge but also the nurturing of spiritual and religious resilience, self-discipline, individuality, intellectual acumen, virtuous character, and practical competencies essential for personal growth and societal advancement. The ultimate goal is to equip individuals with the tools necessary to contribute meaningfully to their own well-being, the welfare of their communities, the progress of their nation, and the stability of the state (Rochaety, 2009,7).

Education is the learning process carried out formally, informally, and non-formally to discover one's potential and develop their abilities to achieve intelligence, spiritual religiousness, social skills, and optimal personality. The educational process, which is carried out in a planned manner, where evaluation is scheduled and managed structurally, is part of formal education. Meanwhile, Madrasah, as a national learning institution, always aims to achieve national learning goals by enhancing skills and shaping the character and civilization of the nation, which holds a prestigious position in enriching the nation's life. It aims to enhance the participants' abilities to become religious individuals who are devoted to the One God, possessing noble morals, fresh, educated, skilled, innovative, independent, and becoming citizens of a democratic and responsible nation (Syafaruddin, 2013: 40)

To improve the quality of education in Indonesia, the government law Nomor 20 Tahun 2003 concerning the National Education System, which is reflected in the formulation of the vision and mission of national education. To realize this vision and mission, every educational provider and unit is given basic references. These basic references are the National Education Standards as mandated in the National Education Undang-Undang Sistem Tahun 2003, Pasal 35, System Government Nomor 19 Tahun 2005. Standar Nasional Pendidikan (SNP) contain minimum criteria for educational components that allow each level and type of education to develop education optimally according to the characteristics and uniqueness of its program. The National Learning Standards encompass a comprehensive framework that delineates various facets crucial to the educational landscape. This framework encompasses a spectrum of standards, each tailored to address specific dimensions of the learning ecosystem. Firstly, content standards delineate the core subject matter and knowledge domains that students are expected to master within their educational journey. Complementing these are process standards, which outline the cognitive, analytical, and problem-solving skills essential for effective learning and application of knowledge (Ardimen, 2016).

Additionally, graduate competency standards define the desired outcomes and competencies expected of students upon completion of their education, ensuring they are equipped with the requisite skills for future endeavors. Moreover, teacher standards and educational qualifications establish benchmarks for educators, outlining the professional competencies and qualifications necessary for effective instruction and mentorship. The framework also includes standards pertaining to equipment and infrastructure, ensuring schools are equipped with the necessary resources and facilities to facilitate optimal learning experiences. Management standards delineate guidelines for effective school administration and governance, while financing standards provide parameters for allocating resources and funding educational initiatives. Lastly, learning evaluation standards outline methodologies and criteria for assessing student progress and performance, ensuring accountability and facilitating continuous improvement within the educational system. Collectively, this comprehensive scope of standards underscores the commitment to fostering a dynamic and equitable educational environment that nurtures the holistic development of learners and facilitates their success in an ever-evolving world.

As educators, teachers cannot improve the learning process without the role of the headmaster as the leader of the madrasah (Damanik, 2020). Teachers, as employees, are considered to require motivation, satisfaction, attention, understanding, a place for expressing opinions, and sometimes coercion from leaders to encourage them to carry out the learning process more effectively. For example, the headmaster issues regulations to all educators to create Lesson Implementation Plans (RPP) before the learning process takes place (Julaiha, 2019). The Department of Education requires headmasters to fulfill various roles, including educator, manager, administrator, and supervisor (EMAS). Additionally, given societal needs and evolving times, headmasters are expected to also serve as leaders,

innovators, and motivators in their schools. Hence, in today's educational management paradigm, headmasters are expected to embody the roles of Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator (EMAS). (Mulyasa, 2011: 94)

The headmaster, as the provider of learning services, is expected to deliver quality learning services. The success of a madrasah in creating quality learning is inseparable from the success of the headmaster as the leader of the madrasah. The headmaster is required to have high creativity, a unique leadership style, and the courage to influence all educational personnel to improve performance in achieving the goals of the madrasah and education in general (Rahmawati, 2020).

This matter is also outlined in Ministry of Education Regulation No. 19 of 2007 concerning Learning Management Standards, which states that the headmaster or madrasah is responsible for training activities in accordance with the regulations sanctioned by the state (Suparlan, 2013,61). Therefore, to achieve success in learning at the madrasah, a smart headmaster is needed, in terms of knowledge, ability to manage the madrasah, supervise, research, correct existing shortcomings for improvement, have a style, principles, and beliefs that can improve the quality of the madrasah he leads. The headmaster must also be innovative in creating learning models and capable of enlightening the spirit of all its members by carrying out his duties and roles to the fullest and optimal extent, meaning that his performance will also be better, making it easier to achieve the goals of the madrasah in improving the quality of learning (Syukri, 2021).

The headmaster, as a leader in improving the quality of learning, must also focus on the development of science and technology, so that in his role as an educator, he can develop the competence of teachers, thus providing opportunities for improving the quality of the madrasah (Azhar & Tarbiyah, 2016). Because one of the components in learning that directly influences the development of students is teachers who play a direct role in the teaching and learning process, teachers are expected to develop the cognitive, affective, and psychomotor aspects of students in the learning process.

Based on the initial observations of researchers at Al-Jihad Private Madrasah in Medan, it is found that the implementation of the teaching and learning process in each class has been carried out quite well. In their leadership, the headmaster holds meetings regarding the use of madrasah funds to be allocated to all student learning activities, both intra-curricular and extracurricular. The headmaster, in improving the quality of the madrasah, also assigns tasks or places some teachers according to their competence (field of expertise) in teaching. And educational personnel by increasing their positions for those who have completed educational qualifications (master's degree) and are competent. However, some teachers also double up in their roles, meaning they are both educators and educational personnel. This certainly affects the teaching and learning process. The improvement of the KTSP curriculum to the 2013 curriculum has also been implemented. Additional subjects have also been added, such as worship practice.

Although teachers have performed their duties well in teaching, improvements must still be made to enhance the quality of learning and the quality of the madrasah. During the field experience practice period, the researcher found activities carried out by the headmaster, including conducting training on the 2013 Curriculum and holding meetings with all members of the OSIM. However, during the training on the 2013 Curriculum, it was observed that not all teachers were able to implement it in the teaching and learning process. Nevertheless, there was solidarity among teachers to help each other.

METHODS

Qualitative research adopts a post-positivism philosophy to examine natural conditions, with the researcher as the primary instrument. Data sampling is purposive and may involve snowball sampling. Techniques such as triangulation are used for data collection, followed by inductive qualitative analysis. The emphasis in qualitative research lies in deriving meaning rather than generalization. It involves collecting descriptive data through observation or interviews and analyzing them for insights. This type of research is descriptive and aims to understand and analyze various phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups (Moleong, 2017).

This research was conducted at MTs. Al-Jihad Private School in Medan City, located at Jl. Bhayangkara Gg. Mesjid No. 33, Indra Kasih Village, Medan Tembung District, Medan City, North Sumatra Province. This madrasah has the NPSN: 60727935. There are three significant factors that the author considers in positioning the research, namely location, implementer, and activities. The choice of research location is based on convenience, both technically and non-technically. MTs. Al-Jihad Private School in Medan City was selected because it is a prominent Islamic institution with a growing student population. The researcher is particularly interested in investigating management strategies, inspired by the Islamic concept in the Medan Tembung District of Medan City.

RESULTS & DISCUSSION

Based on observations, interviews, and document studies conducted by the researcher, a description is provided regarding the Management to Improve the Quality of Al-Jihad Private Junior High School in Medan City. Based on the data and research findings, the discussion in this research is intended to provide an explanation of the research results with the theories previously used. After collecting data from the field along with various findings obtained, several discussions related to the following aspects can be presented.

1. The role of the headmaster in improving the quality of teachers at Al-Jihad Private Junior High School in Medan.

The research conducted by the researcher regarding the role of the headmaster in improving the quality of teachers at Al-Jihad Private Junior High School in Medan is through exemplary leadership in managing the madrasah because without exemplary behavior, apathetic attitudes towards their leadership may arise among the teachers. Moreover, the headmaster assumes multifaceted responsibilities, playing crucial roles both as an administrator and an innovator within the educational landscape. As an administrator, the headmaster is tasked with orchestrating the intricate operations of the educational institution. This necessitates a diverse skill set, encompassing technical proficiency to navigate administrative systems, adeptness in human relations to foster a conducive environment for learning and collaboration, and conceptual acumen to formulate and implement strategic educational initiatives. Simultaneously, the headmaster serves as an innovator, embodying qualities of delegation, integration, pragmatism, and creativity. They are entrusted with the responsibility of spearheading initiatives that introduce novel approaches and methodologies to enhance the quality and efficacy of education delivery. By embracing innovation, the headmaster propels the institution forward, fostering an environment conducive to continuous improvement and adaptability in response to evolving educational needs and challenges.

Drawing insights from both interview findings and comprehensive documentation analysis, it becomes apparent that the headmaster plays a pivotal role in enhancing the quality of teaching staff at Al-Jihad Private Junior High School in Medan, thereby contributing to the overall advancement of the institution. Primarily, the headmaster assumes the mantle of an administrator, meticulously orchestrating the operational facets of the madrasah. Their exceptional leadership skills enhance their administrative capabilities, nurturing a culture of integrity, diligence, and collaboration among faculty members. Furthermore, the headmaster emerges as an agent of innovation, embodying a delegative, integrative, pragmatic, and creatively inclined approach towards educational advancement. Through initiatives driven by ingenuity and adaptability, they navigate the institution towards continuous improvement and relevance in an ever-evolving educational landscape. Equally significant is the headmaster's role as a motivator, adept at instilling a sense of purpose and enthusiasm among teachers, thus catalyzing their commitment to ongoing professional development and excellence in pedagogy. Collectively, these multifaceted roles underscore the headmaster's profound impact on shaping a dynamic and thriving educational environment conducive to the holistic growth and achievement of both educators and students alike.

Based on these research findings, the role played by the headmaster to improve the quality of education is through: (1) Exemplary behavior demonstrated by the headmaster towards the teachers and staff of Al-Jihad Private Junior High School in Medan. Exemplary behavior exhibited by the headmaster with high discipline and a sense of responsibility towards their work. (2) The role of the headmaster as an administrator is that the head of Al-Jihad Private Junior High School in Medan has various skills and provisions to better carry out educational management, even though the headmaster also holds another position in government service as the Chairman of PKH at the Social Affairs Office, which consumes time for his presence as the headmaster. However, the teaching and learning activities at the Madrasah are conducted according to regulations even though the headmaster is often not present at the Madrasah. The skills of the headmaster include technical skills, human relation skills, and conceptual skills. (3) The role of the headmaster as an innovator is reflected in the delegative attitude of the headmaster of Al-Jihad Private Junior High School in Medan (the headmaster strives to delegate tasks to educational personnel according to their respective job descriptions, positions, and capabilities possessed by teachers and staff), integrative (the headmaster seeks to integrate all activities in the madrasah to generate synergy to achieve school goals effectively, efficiently, and productively), pragmatic (the headmaster always seeks to establish activities or targets formulated together with the teachers of Al-Jihad Private Junior High School in Medan based on the real conditions and capabilities possessed by each educational personnel, as well as the capabilities of Al-Jihad Private Junior High School in Medan), Creative (the headmaster of Al-Jihad Private Junior High School in Medan always creates programs/activities held at the madrasah in a creative manner, both in terms of creativity for teachers and students). Educational personnel, teachers, and students who have a 100% attendance rate every month will be rewarded so that educators and students continue to strive to improve themselves. (4) Another role performed by the headmaster of Al-Jihad Private Junior High School in Medan is as a motivator, whereby the headmaster always supports every activity for teachers to enhance their competence, whether it is through participating in training activities, PPG, or continuing their studies to a higher level. Likewise, for students, the headmaster of Al-Jihad Private Junior High School in Medan always supports activities held or participated in by the students, both within and outside the madrasah environment. For orphaned or underprivileged

students, the headmaster provides motivation by giving them gift packages every Ramadan, funded from the charity collected every Friday. This motivation encourages orphaned, underprivileged students to remain diligent, enthusiastic, and confident in attending and learning at this madrasah.

2. The headmaster's program for the quality of learning at Al-Jihad Private Junior High School in Medan City.

Based on the research conducted by the researcher regarding the headmaster's program for the quality of learning at Al-Jihad Private Junior High School in Medan City, some of them include: (1) In-service training (the headmaster organizes workshops at Al-Jihad Private Junior High School in Medan City, attended by teachers and educational staff with topics tailored to the needs of the school). (2) Educational supervision (the headmaster of Al-Jihad Private Junior High School in Medan City conducts supervision for all teachers within the school environment. The supervision is conducted regularly with the aim of reaching all teachers evenly). (3) Professional development for teachers (the headmaster of Al-Jihad Private Junior High School in Medan City provides space and full support for teachers who wish to participate in professional development activities).

3. Supporting Factors and Hindering Factors of the Headmaster in Improving the Quality of Teachers at Al-Jihad Private Junior High School, Medan.

Based on the research conducted by the researcher regarding the obstacles faced by the headmaster in improving the quality of teachers at Al-Jihad Private Junior High School, Medan, it is a common occurrence in every educational institution. As for some supporting factors and hindering factors that occur, they include:

- a. Lack of Mastery of Technological Knowledge, which is the only dimension of pedagogical competence that can be categorized as good, is the utilization of information and communication technology in the learning process. Other supporting dimensions include mastery of student characteristics, mastery of learning theories and principles, development of the curriculum for the subjects taught, implementation of educational learning, efforts to facilitate the development and actualization of various potentials possessed by students, effective communication skills, empathy, and politeness towards all students, as well as the ability to assess and evaluate.
- b. Lack of Research/Scientific Work Produced by Teachers. The activities of some teachers at Madrasah Tsanawiyah Swasta Al-Jihad Medan have not changed; they are stuck in routines, coming in the morning and leaving in the afternoon. Teachers teach as usual using lecture methods. The mainstay of the teacher is the textbook. As a result, the teaching process does not stimulate students to delve deeper into the information provided by the teacher. Such a sight should be overcome if teachers are more sensitive to the students' conditions. Also, there needs to be the willingness and ability of teachers to find out the abilities and desires of the students. Some teachers at Madrasah Tsanawiyah Swasta Al-Jihad Medan produce research scientific work only to meet certification or promotion requirements. Practically, this scientific work is done hastily and not maximized. Furthermore, from an administrative perspective, there is still leniency towards the quality of the work. Second, besides mentality, another factor is ability. When a teacher has to prepare a research report, it means they must have writing and research skills. In terms of writing skills, it turns out not all teachers have the ability for it. The reason being, some teachers relatively rarely read.

- c. Lack of Teacher Creativity, Being a teacher is a noble profession because a teacher requires sincerity, seriousness, and genuine dedication from the heart in teaching their students. A teacher must be trustworthy in carrying out their duties. As the name suggests, a teacher, namely, is to be followed and emulated, someone who can provide guidance, example, or role model to their students with wisdom and prudence. Thus, they must guide and lead to make someone smart and mature in thinking and acting. Therefore, a teacher must be able to explore all of their potentials and abilities. Teachers should be familiar with various sources of knowledge and information media, both print and electronic. Teachers strive to continue to keep up with the times so that their horizons of thinking will be open and they will gain a lot of information, thus adding discourse to carry out innovative and creative learning activities.
- d. The learning system focuses more on the quantity of outcomes rather than the quality of the process. This is reflected in the spirit of conducting the National Examination. Education providers pay more attention to the number of graduates rather than focusing on the quality of the learning process. Discussing questions is more favored than examining and developing concepts and theories of science.
- e. Prioritizing the completeness of administrative tasks for teachers rather than developing the quality of the teaching. Teachers also rarely use new ideas or methods in teaching activities. Many teachers still use lecture methods in teaching in class, resulting in less active classroom conditions and causing boredom among students.

CONCLUSION

The conclusions that can be obtained from the research results are as follows:

1. The role of the school principal as a leader in improving the quality of education at Al-Jihad Private Islamic Junior High School in Medan can be divided into several aspects. Firstly, as an innovator, the principal reflects a role that is delegative, integrative, pragmatic, and creative. Secondly, in the role of a motivator, the principal can motivate teachers to enhance their professionalism and competency. Thirdly, as an administrator, the principal must possess various skills to execute educational management more effectively, including technical skills, human relations skills, and conceptual skills. Additionally, the principal should demonstrate leadership by setting a good example.
2. The principal at Al-Jihad Private Islamic Junior High School in Medan has a program to improve education quality. They engage with community groups, offer teacher training, encourage research, and oversee teacher evaluations to enhance teaching standards.
3. The factors supporting the principal in improving the quality of education at Al-Jihad Private Islamic Junior High School in Medan include support from various parties. First, support from the government and foundations provides a strong foundation for the school's development. Second, internal support from the principal, teachers, and students creates a conducive learning environment. Third, alumni participation in promoting the school and assisting in meeting its needs also plays an important role. Fourth, collaboration with private sector in various educational fields opens opportunities to enhance educational quality. With cooperation from all parties, the principal can be more effective in improving the quality of education.
4. There are several factors hindering the principal in his efforts to improve the quality of education at Al-Jihad Private Islamic Junior High School in Medan. First, the lack of technological proficiency and creativity among teachers is a major issue. Second, the scarcity of research or academic work conducted by teachers is also a constraint. Lastly,

a greater focus on teacher administration rather than enhancing the quality of education is another obstacle that needs to be addressed. By overcoming these obstacles, the principal can be more successful in improving the quality of education at the school.

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