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Research Article

Leadership Of The Head Of The Madrasah At Madrasah Ibtidaiyah Fattahul Huda Pungpungan

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Abstract. The purpose of this article is to find out the leadership characteristics of the head of the madrasah in MI Fattahul Huda Pungpungan. The head of the madrasah as the leader of an educational institution with various functions and roles. This type of research used is qualitative. Data sources are retrieved using primary and secondary data sources. While data analysis techniques are in accordance with Max Huberman's theory, namely data condensation, data display, data reduction and conclusion. The result of this study is that the characteristics of the head of the Madrasah in MI Fattahul Huda Pungpungan are fair and honest, able to foster cooperation and solidarity, ibtellegnsi, able to have motivation and desire to achieve, wise in dealing with broad and authoritative and firm problems.

Keyword: characteristics, leadership, principal

Abstrak. Tujuan artikel ini adalah untuk mengetahui karakteristik kepemimpinan kepala madrasah yang ada di MI Fattahul Huda Pungpungan. Kepala madrasah sebagai pemimpin lembaga pendidikan dengan berbagai fungsi dan perannya. Jenis penelitian yang digunakan ini adalah kualitatif. Sumber data yang diambil dnegan menggunakan sumber data primer dan sekunder. Sedangkan teknik analisis data sesuai dengan teori max Huberman yaitu kondensasi data, display data,

reduksi data dan kesimpulan. Hasil dari penelitian ini bahwasanya karakteristik kepala Madrasah di MI Fattahul Huda Pungpungan yaitu adil dan jujur, mampu menumbuhkan kerjasama dan solidaritas, intelektual, mampu memiliki motivasi dan keinginan berprestasi, bijaksana dalam menghadapi masalah berpedoman luas dan berwibawa serta tegas.

Keyword: karakteristik, kepemimpinan, kepala sekolah

INTRODUCTION

Education is a phenomenon in human life to help the development and growth of students into adults in accordance with the vision and mission of national education. The purpose of education must reflect the ability of the national education system to accommodate as the demands of the challenges of the times with various social *phenomena* that follow (Umaimah, n.d.). Education aims to develop abilities and shape noble ethics and national civilization in order to educate the nation's life, encourage believers to be fearful of Allah SWT, have noble morals and become responsible citizens (Rachmadani, 2021)

The problem of education is essentially a problem that is directly related to human life and undergoes changes and developments in accordance with that life, both theory and operational concepts (Jannah Siti Raudhatul, 2014). Many people are always looking for solutions to problems that exist in the world of education. At this time, the world of education is often faced with various problems that are quite heavy. Today's society is always required to have the ability and expertise both in soft skills and hard skills. So that it is able to have strong competitiveness and be able to get various opportunities that exist (Rosita et al., 2016). In addition, a human being is asked to always be creative, innovative, open, dynamic, have a high ethos and have spirituality as one of the tools to fortify themselves to avoid negative things. The current situation is not one of the obstacles to organizing itself by constructing educational operations progressively. Schools must be able to improve the quality and quantity of their education (Rahim, 2016).

In educational institutions in our country Indonesia, whether we realize it or not and whether or not an educational institution is recognized has a complexity of problems, both individually and in groups. In addition to the process of cooperation to achieve a goal, it is not uncommon for differences in views, incompatibility and opposition that can lead to conflict so that the goals that are expected together do not work well (Bashori & Prasetyo, 2020).

The principal is actually an ordinary teacher who is in charge of leading the school, carrying out the teaching and learning process. The responsibility of a principal is great, but it has high authority and degree (Kiding, 2021). As a leader, the principal must also submit and obey the existing regulations. In some cases, the principal must also be of good character, adherent of good religious teachings, noble morals and free from reprehensible deeds. As a schoolmaster, he must know how to manage (Sophia Azhar, 2017). The principal is at least able to plan, organize, lead, and control teachers and education personnel, the authority of various organizational

resources, and is able to conduct evaluations to achieve the school goals that have been set (Khafidah, 2019).

MI Fattahul Huda is an educational institution in Kalitidu District, Bojonegoro Regency. MI Fattahul Huda is one of the leading faith-based schools. There are so many charters and awards he has received over the last 3 years. According to one of the teachers at MI Fattahul Huda, Mrs. Rossa Lusiana, S.Pd that the MI Fattahul Huda educational institution always applies discipline to both teachers and students. Every morning, all teachers are required to welcome students to enter the school environment, so that students are very cared for. In addition, the principal always applies the curriculum that has been agreed and must be applied by all teachers, including RPS, Syllabus and various kinds of rules and regulations that have been arranged.

Based on the results of initial research, that the characteristics of a school student in an educational institution become one of the benchmarks in managing the good and not quality of education in educational institutions. Therefore, this study will discuss the characteristics of school coconut leadership in MI Fattahul Huda Pungpungan.

RESEARCH METHOD

The type used in this study is qualitative using qualitative descriptive research methods (Mardawani, 2020). This research was conducted in MI Fattahul Huda, Pungpungan Village, Kalitidu District, Bojonegoro Regency. The subject of this study was the head of the Madrasah. The determination of these subjects in the study was carried out by purposive techniques.

There are 2 kinds of data sources used in research, namely primary data sources and secondary data sources. While the technique in data collection uses 3 ways, namely (1) interview method, (2) observation method and (3) documentation method. And to analyze the data, this study uses miles and huberman theory with 4 steps, namely data condensation, data display, data reduction and conclusion (Mamik, 2015).

RESULT AND DISCUSSION

Islamic Education Institute MI Fattahul Huda

1. MI Fattahul Huda's Profile

MI Fattahul Huda is one of the educational institutions in Bojonegoro Regency under the auspices of the Ministry of Religion. MI Fattahul Huda itself is located in the Islamic foundation Islamic Education al Fattah (YASPIA) which is located on the road, bojonegoro-cepu KM 10 No 223 Pungpungan Village, Kalitidu District, Bojonegoro Regency. MI Fattahul Huda stands on a land area of 2,190 M². Broadly speaking, the location of MI Fattahul Huda is as follows:

- To the east of MI Fattahul there are houses of residents
- South of MI Fattahul Huda there is a resident's house
- West of MI Fattahul Huda is a Resident's House
- And before the north MI Fattahul Huda is a rice field

2. Vision, Mission and Goals

Vision and mission, objectives of MI Fattahul Huda are as follows: Vision The formation of a generation of Muslims who are knowledgeable, charity, charity, skillful, creative, independent and responsible in religion, nation and state. The mission of MI Fattahul is:

- a. Organizing general and religious education that prioritizes improving the quality of teachers and students in science and technology and IMTAQ
- b. Develop and practice moral values that are in accordance with Ahlussunnah wal jama'ah in everyday life
- c. Building and developing students' potential so that they are able to be skilled and creative in facing the demands of the times, innovative and independent in the socio-religious, cultural, national and state fields
- d. Improve the habit of behaving disciplined and responsible in community life both in the family, madrasa and community environments
- e. Implement madrasah-based management

While the objectives of MI Fattahul Huda are as follows:

- a. Improve the quality and quantity of attitudes and practices of Islamic religious activities and practices of madrasah residents
- b. Creating graduates of Madrasah ibtidaiyah Fattahul Huda Pungpungan Kalitidu who master general science and religion
- c. Growing concern and awareness of madrasah residents towards the security, cleanliness and beauty of the madrasah environment
- d. Optimizing the quality and quality of facilities and infrastructure and facilities that support the improvement of academic and non-academic preatsi
- e. Implementing madrasah quality control management, so that there is an increase in new student interest and madrasah accreditation to become "A"
- f. Fulfill transparent, accountable and effective management development programs
- g. Meet learning evaluation models such as daily tests, midterm tests, semser tests, final school exams and national examinations
- h. Build a clean and beautiful school environment in order to create a fun and comfortable atmosphere in learning
- i. Develop and implement creative and innovative Friday programs covering the fields of religion, sports and arts, cleanliness and beauty of the environment and extracurricular
- j. Improve the discipline and work ethic of school residents in accordance with their respective fields and duties

Principal's Leadership

Leadership is an important aspect in determining the success or failure of an organization, because it involves the behavior of a leader in order to influence employees / employees, so that employees are willing to work together in order to realize organizational goals (Aprilana et al., 2017). The head of the madrasah is the one who sets the center point and rhythm of the madrasah, according to a study of

the success of the head of the madrasah in directing the institution of the madrasah. As a senior leader, the head of the madrasah has the authority and power, as well as efficient leadership planning, to organize and develop his subordinates professionally (Latifah et al., 2021).

The head of the madrasah as the leader of an educational institution with its various functions and roles, of course, an important person is responsible for all its activities and advances or backwards, good or bad, the quality or not of an education he leads. So it is not surprising that he is called the first and foremost person for his existence and the quality of education he leads (Fauzi, 2017).

The educational leader in this case is the head of the madrasah as the person responsible for the implementation of education and teaching in educational institutions must have the readiness and ability to raise personal morale (Maulidayani, 2021). A leader must also be able to create a culture and climate that is conducive, safe, comfortable, peaceful, fun, and full of enthusiasm in working for workers and students so that the implementation of education and teaching can run orderly and smoothly in achieving the expected goals (Astuti & Danial, 2019).

A madrasah head must have the ability to manage his educational institution, including a) technical skills, in this case the head of the madrasah must master knowledge of methods, processes, procedures and techniques for carrying out special activities and the ability to utilize and utilize infrastructure facilities to support these special activities; b) Human skills, this competence is related to understanding human behavior in the process of cooperation, the ability to understand the heart, attitudes, and motives of others, the ability to communicate clearly and effectively, the ability to create effective, cooperative, practical and diplomatic cooperation, able to behave in an acceptable manner; c) conceptual skills, analytical skills, rational thinking, expert and proficient in various conceptions, able to analyze various events, able to anticipate various orders, able to recognize various kinds of opportunities and social problems (Hakim, 2018).

Leadership Characteristics of the Head of Madrasah in MI Fattahul Huda Pungpungan

The principal is the leader and amanaher who determines the dynamics of the school towards the gate of success and progress in all fields. Ahrus school principals are able to increase school productivity and have a vision, mission and strategy of education management as a whole and quality-oriented. In addition, the characteristics of a principal are also very important to have. The characteristics of the leadership of the principal at MI Fattahul Huda are as follows:

1. fair and honest

Educational leadership based on the traits of educational leadership is a positive restoration of character (Juhji, 2020). The spiritual attribute of the educational leadership trait is the ideal good quality inherent in an educational leader. Education is a source and reference for leaders to show leadership qualities, one of which is to have a fair and honest attitude.

Leadership in education is an ability and process of influencing, guiding, coordinating and mobilizing others that have to do with the development of educational science and the implementation of education so that the activities carried out can be more effective in achieving the goals of education and teaching, the management of education delivery will run effectively by utilizing management, especially in the role of an educational leader. When the principal is given the mandate and responsibility, there are several things done by the principal of MI Fattahul Huda Pungpungan are as follows:

- a. Be the same to all teachers and not discriminate against each other
 - b. Divide the work according to the field he mastered
 - c. Provide opportunities for teachers to express opinions during discussions and deliberations
 - d. Teachers get the same rights and responsibilities according to performance
 - e. Provide honest and objective opinions and assessments of teacher performance
2. Able to foster cooperation and solidarity

The moral degradation that plagues the community around us is inseparable from the level of effectiveness, instillation of moral values, both in the family, school and community (Naim et al., 2020). The main key for children to have high solidarity, a student must be taught from an early age. The principal at MI Fattahul Huda always emphasized to the teachers to provide strengthening of cooperation and solidarity through each subject.

In addition, MI principal Fattahul Huda also implemented cooperation and solidarity for teachers and education staff through: The principal is the determinant of direction, the principal is the representative and spokesperson, the principal is an active communicator, the principal is the mediator, and the principal is the integrator. Principals implement this strategy to improve headmaster leadership in building teacher collaboration.

3. Intelligence

A school principal as one of the managers in an educational institution is able to provide appropriate meaning and is able to set various school policies to make the school quality. School principals must have bright ideas that will become a social force for reform, including the renewal of education management in general and schools in particular. This characteristic is possessed by the Principal of MI Fattahul Huda, Pungpungan, always fostering creative ideas that always arise, in the form of new innovations in making excellent classes. This class is able to provide interest to parents and guardians to send their children to MI Fattahul Huda in excellent classes. This excellent class is a new class, with a learning method that prioritizes character, language and technology. So that teachers also have the ability to develop the fields of language and technology.

4. Have motivation and desire to achieve

In order to support and motivate MI Fattahul Huda educational institutions to have good quality and achievement, there are several steps taken by the principal, namely:

- a. Improvement of school content and competency standards
- b. Improve Learning Process standards
- c. Improve the standards of educators and education personnel
- d. Improve facilities and infrastructure
- e. Improve school management through ignoring school management guidelines and implementing school activities, student affairs, evaluation.
- f. Improve financing

With the above improvements, MI Fattahul Huda educational institution was able to provide various achievements in the last 3 years even in Covid-19 conditions. Because every event or activity, MI Fattahul Huda is always ready and moves quickly in terms of contributions to participate in various kinds of activities held at the district level.

5. Wise in dealing with problems

In educational institutions is not separated from the name masalah. The head of the school as a leader in managing an educational institution certainly never lets there be problems due to the dynamics that always exist in educational institutions. Moreover, human nature is always related to emotions. Inappropriate decision making will harm teachers, students and staff, this results in a lack of leadership effectiveness to achieve school goals. This is where the principal of MI Fattahul Huda is always careful in making a decision so that the problem can be resolved properly, so that no one is harmed in the problem. So that problems or problems can be resolved when the wisdom of the principal appears and is applied in educational institutions.

6. broad-minded

When viewed based on the psychological characteristics of school leadership, it shows a calm, relaxed, patient, conscientious, not easily influenced personality and high self-awareness(Naim et al., 2020). The characteristics of the principal always display a person who is not easily influenced by impressions from others. According to one of the vice heads in student affairs, that the principal in dealing with a problem is always serious and has extensive experience and knowledge. Although there is a sense of rush, basically it is because of the principal's sincerity, so the results obtained are also not favoritism. If a teacher finds a mistake making a mistake, it is always called and given direction and explanation for the mistake that has been committed. MI principal Fattahul Huda pungpungan is not too fanatical or compares teachers with each other.

7. Berwibawa dan tegas

The characteristic possessed in the leadership of the principal is to have an authoritative and firm attitude. Authoritative and firm in all matters, especially in policies that have been determined and determined together. If the policy is

probelmatic, then the principal must certainly have the courage to face it. By having the characteristics of akhlakul karimah, it will certainly become one of the main attractions to the culture of a good school environment, so that MI Fattahul Huda is able to create a polite, comfortable and safe school. MI principal Fattahul Huda always sets an example early and comes every morning, so that if there are some teachers who come late, the teachers will indirectly interoperate themselves and be reluctant to the principal. In addition, the principal does not limit communication between teachers, principals and students to interact with each other as one of familiarity and kinship provided that politeness and unity must still be maintained.

CONCLUSION

Leadership in educational institutions is an ability and process of influencing, coordinating and mobilizing people who have to do with the development of educational science and the implementation of education and teaching, so that the activities carried out can be more efficient and effective. On the other hand, a principal leader must also have characteristics that must always be held, so that later in educational institutions there will be no problems and unwanted groups occur so that, the characteristics of a principal must be really maintained and affect the behavior of all human resources in MI Fattahul Huda.

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