

## Leadership Style of Madrasah Principal in Improving Teacher Professionalism at Madrasah Aliyah

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### ABSTRACT

Education for the Indonesian people today is an absolute necessity that must be developed. Education that is managed in an orderly, orderly, and efficient manner can achieve lofty goals, namely creating justice, prosperity, and intelligence for the Indonesian people. The head of the madrasa as an educational leader, judging from the status and method of appointment, is classified as an official leader, "formal leader", or "status leader". His position as a "leader status" can also increase to become a "functional leader", or "operational leader", depending on his achievements and abilities in playing the role of an educational leader at the madrasa who has been given responsibility for it. This study formulates the problem: how the madrasa principal's leadership style improves teacher professionalism and what factors are the supporters and obstacles to the madrasa principal's leadership style in improving teacher professionalism at MA Ma'arif NU 5 Sekampung. This research is descriptive qualitative. Data was collected through interviews, observation, and documentation. After the data is collected and analyzed by means of data reduction, data presentation and drawing conclusions. Based on the results of the study, it can be concluded that the leadership style of the madrasah principal in improving teacher professionalism at MA Ma'arif NU 5 Sekampung went well because of the quality of human resources. The supporting factors for the leadership style of the madrasa principal in improving teacher professionalism are human resources, the madrasa environment and a harmonious work climate, facilities and infrastructure, and community and institutional participation. While the inhibiting factors are students who are not interested in the learning process, the educational background of teachers who have not mastered the curriculum and teacher education that has not been linear.

**Keywords:** *madrasa principal leadership style; professional teacher; good leader; madrasah aliyah*

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### INTRODUCTION

Education for the Indonesian people today is an absolute necessity that must be developed. Education that is managed in an orderly, organized and efficient manner can achieve lofty ideals, namely the creation of justice, welfare and intelligence for the Indonesian people. As mandated in law number 20 of 2003 concerning the national

education system article 3, the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Idris, Hassan, Ya'acob, Gill, & Awal, 2012; Saputra, 2018).

As top leaders in an educational institution, educational leaders formulate and communicate a clear vision and mission in advancing education (Goss & Holt, 2014; Karim, Roesminingsih, & Soedjarwo, 2020; Nolan, Kilderry, & Chu, 2019). Leadership is a very important thing in the management of educational institutions, from this institution will be created human resources who are ready and able to compete with local and global situations, namely through education in it (Kong, 2013; Tarricone & Luca, 2002; Zuryati, AR, & Usman, 2015). The leader of education in this case is the head of the madrasah. It is in this policyholder's hands that the madrasa's fate is at stake; in leadership, there is a relationship between humans, namely, the relationship of influencing the leader and the relationship of obedience of the followers because the authority of the leader influences it. The followers are affected by the leader's power and spontaneously arise a sense of obedience to the leader (Kartono, Kartini, 2006).

The role of a leader will determine where and what the organization he leads will be (David R. Kolzow, 2014; Pullen & Crane, 2011; Tamkin, Barber, & Dench, 1998). So that the presence of a leader will make the organization a unit with the power to develop and grow bigger. Likewise, the head of the madrasa, the leader of a formal educational institution, has a very important role in empowering education personnel.

The Head of Madrasah in its implementation and work, is a tough job that demands extra abilities (Mulyasa, 2006). The Head of Madrasah carries out his duties as a formal leader of an educational institution, the Head of Madrasah or madrasah must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator and motivator.

The professional ability of the madrasah head as an educational leader is responsible for creating a conducive teaching and learning situation so that teachers can carry out learning well and students can learn calmly (Depdiknas, 2004).

The quality of leadership partly determines an organization's success or failure. Leadership is the process of influencing a person or group's activities to achieve goals in a particular situation (Mulyasa, 2006). The leadership of a madrasah head will be able to distinguish between an organization and other organizations. The leadership style possessed by the leader in leading an organization affects the improvement of the teacher's professionalism.

Leadership style is the norm of behavior that a person uses when that person tries to influence the behavior of others as they see it (Jogulu & Pansiri, 2011; Vo, 2014). There are various leadership styles: 1) Delegative Leadership 2) Bureaucratic

Leadership 3) Autocratic Leadership 4) Participative Leadership 5) Transactional Leadership 6) Transformational Leadership 6) Servant Leadership 7) Charismatic Leadership 8) Situational Leadership. Teachers are required to be able to carry out their duties professionally with their competencies in terms of improving the professionalism of their teachers.

In connection with the above, Nana Sudjana describes several criteria for professional teachers: a) Mastering the learning material. b) To apply psychological principles to each child according to the interests, talents, personality and personality attitudes of other children. c) Able to organize the teaching and learning process with theoretical and practical models. d) Ability to adapt to new situations related to system changes and certain policies as well as situations in the professional environment (Sudjana, 1987).

## **METHOD**

This research is descriptive because this research merely describes an object to draw conclusions that apply in general (see Destika, 2022; Laswanayah, 2021; Nissa, Nurchurifiani, & Febriyanti, 2021; Nurchurifiani, Nissa, & Febriyanti, 2021; Nurlaeli, 2021; Solikhah & Herlisya, 2021; Wulandari, 2022; Apriyanto, Dalman, & Santoso, 2020). The author will describe this research in relation to the leadership style of the madrasah head in improving teacher professionalism. The research was conducted in the form of a class action, which took 4 months, and was carried out from February 2022 until completion. This research was conducted at MA Ma'arif NU 5 Sekampung. This institution is located on Jl. Sumbergede 56 A, Sekampung District, East Lampung Regency. This research is descriptive research with a case study approach. Data collection through: interviews, observation and documentation (Apriyanto & Anum, 2018). The data analysis technique uses three-way research, namely, data presentation, data reduction and conclusion drawing, the data sources used in this study include two sources, namely, primary data sources and secondary data sources, and data validity using data triangulation .

## **FINDINGS AND DISCUSSION**

From the results of the study, namely about how the leadership style of the madrasa principal in improving professionalism and what are the supporting factors and inhibiting factors in the leadership style of the madrasa principal, all of which will be explained as follows:

### **A. Leadership Style of Madrasah Principal in Improving Teacher Professionalism**

#### **a. Leadership Style of Madrasah Principal**

Leadership style is defined as the overall pattern of a leader's actions, both visible and invisible to his subordinates. Leadership style is a way for leaders to influence their subordinates so that they want to cooperate and work productively to achieve organizational goals.

The leadership style possessed by the madrasa head in improving teacher professionalism at MA Ma'arif NU 5 Sekampung is a leadership style that can give absolute freedom to its members to carry out goals in their own way. This leadership style can provide space for subordinates to be able to participate in making a decision. This leadership style will provide rewards when subordinates successfully carry out tasks that have been completed according to the agreement.

The madrasah head is a functional teacher who is assigned to lead a school that organizes the teaching and learning process or where there is the interaction between teachers who give lessons and students who receive lessons. The leadership of the madrasa head is an ability and readiness to influence, guide, and direct school staff to work effectively and efficiently in order to achieve the educational and teaching goals that have been set.

A leader such as a madrasah head in occupying his position is determined and appointed by his superiors, but to be able to carry out his duties properly as a leader must be able to help his staff to understand the common goals to be achieved. The madrasah head as a leader should have a broad understanding and knowledge of the organization of education and teaching in schools, personal traits that can ensure the implementation of good leadership activities and certain skills or skills needed by the madrasah head, which include leadership skills, education and teaching, technical skills related to the use of educational support tools, conceptual abilities, and human relations skills (Murtafiah, 2018, 2021).

#### **b. Teacher Professionalism of MA Ma'arif NU 5 Sekampung**

Concerning the results of research on the understanding of the madrasah head, it is closely related to the professionalism of teachers, teachers who can be said to be professional if a teacher has the ability to 1) Mastering material, 2) Managing the teaching-learning program, 3) Managing the class, 4) Use of media or sources, 5) Managing teaching-learning interactions, 6) Managing student achievement for the benefit of lessons.

Conducting good teaching and learning interactions, conducting evaluations and assignments to students, collaborating with counselling teachers, carrying out learning administration by planning learning programs and planning learning programs and making syllabuses, and conducting PTK to develop classroom learning by observation and recording.

The teacher's ability to compile lesson plans provides an indication of the teacher's ability to organize subject matter because in the preparation of the learning program plan the teacher is able to compile competency standards and basic competencies developed in the content standards and competency standards of each subject group, describe the SKKD into indicators as a first step to develop standard material to form these competencies and develop the scope and sequence of each competency where the learning material is arranged in themes and sub themes or

topics and sub topics that contain main ideas in accordance with competencies and learning objectives, in learning the teacher is guided by the lesson plan and syllabus and the curriculum that is made, this illustrates that the teacher is able to organize the subject matter that the teacher will deliver through the teacher's expertise in planning the learning program plan, planning the syllabus, and in its implementation is guided by the lesson plan, syllabus and curriculum that has been made, in planning activities the first step that must be taken by the teacher is to determine the objectives that the teacher will deliver.

The role of teachers in increasing student learning motivation is so important, so applying effective and efficient methods in learning is a must. Monotonous learning will make students bored, while varied learning methods will increase students' passion for learning and students will more easily understand what is conveyed and not easily forget it. As professional teachers, teachers are expected to be able to realize the vision and mission of the madrasah which does not override the goals of national education.

## **B. Support and Obstacle Factors of Madrasah Principal's Leadership Style.**

### **a. Supporting Factors**

Supporting factors for the leadership style of the madrasa head in improving teacher professionalism at MA Ma'arif NU 5 Sekampung are positive elements that can increase the enthusiasm of educators in carrying out their duties.

#### **1. Human Resources**

Human resources play the most important role in an educational institution.

#### **2. A harmonized madrasah environment and working climate**

The second supporting factor is the state of the madrasah environment and the harmonious working relationship between the madrasah head and his employees.

#### **3. Facilities and Infrastructure**

Completeness of facilities and infrastructure will provide convenience and comfort for students and teachers in carrying out the learning process, therefore, facilities and infrastructure get special attention.

#### **4. Community and Institutional Participation**

It cannot be denied that although the community and other institutions are outside the madrasah area, their role is needed in order to improve learning at MA Ma'arif NU 5 Sekampung.

Based on the explanation above, it can be seen that the factors that support that leadership style can improve the professionalism of teachers of Madrasah Aliyah Ma "Arif NU 5 Sekampung are positive elements such as, Human Resources that an

important role in learning, with the existence of a madrasah goals/goals to produce quality graduates, with complete facilities and infrastructure quality graduates, with the complete facilities and infrastructure, and the presence of participation from the community and other madrasah institutions that make teachers at Madrasah Aliyah Ma "Arif NU 5 Sekampung more professional in carrying out their duties.

b. Obstacles Factors

The obstacles to the madrasah principal's leadership style in improving teacher professionalism are students who are lazy to participate in the learning process so that teachers cannot provide their knowledge optimally, lack of facilities and infrastructure which will result in a teacher not being able to receive the latest information, and the last is a lack of understanding of the curriculum.

Based on the results of research and discussion that researchers conducted at MA Ma'arif NU 5 Sekampung related to the leadership style of the madrasah head in improving teacher professionalism at MA Ma'arif NU 5 Sekampung. Then the research results were found as follows:

1. Leadership Style of the Principal at MA Ma'arif NU 5 Sekampung

a. Delegative leadership style

This leadership style is called *laissez-faire*, where the leader gives absolute freedom to the members to do their own goals and ways.

b. Charismatic leadership style

Charismatic leaders strongly influence followers by the charisma and confidence displayed. The followers tend to follow the charismatic leader out of awe and emotional trust and want to contribute along with the charismatic leader.

c. Democratic leadership style

A leadership style that gives broad authority to subordinates. Every problem always includes subordinates as a whole team. The leader's democratic leadership style provides a lot of information about the duties and responsibilities of his subordinates.

2. Teacher professionalism at MA Ma'arif NU 5 Sekampung

- a. understanding and acceptance in carrying out duties
- b. willingness to cooperate effectively with students, teachers, parents and the community
- c. ability to develop the vision and growth of the position continuously
- d. prioritizing service in duties
- e. directing, suppressing and fostering student behavior patterns, and

- f. implementing the code of ethics of the position.
3. Achievements obtained by students of MA Ma'arif NU 5 Sekampung
    - a. Many students graduate to higher education through SNPTN
    - b. Passed PASKIBRA at the East Lampung district level
    - c. Second place in MVC Volleyball
    - d. Second place in 2021 lasqi vocalist star ambassador

## CONCLUSION

Based on the results of research and analysis, it can be concluded as follows: The leadership style of the madrasah head at MA Ma'arif NU 5 Sekampung uses a delegative, charismatic, and democratic leadership style. Supporting factors for the madrasa principal's leadership style in improving teacher professionalism at MA Ma'arif NU 5 Sekampung are good human resources, a madrasah environment, a harmonious work climate, and a complete infrastructure. The inhibiting factors of the madrasa principal's leadership style in improving teacher professionalism at MA Ma'arif NU 5 Sekampung are students who are not interested in the learning process, the educational background of teachers who have not mastered the curriculum field and teacher education that is not linear.

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