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LEADERSHIP OF THE MADRASAH HEAD IN IMPROVING THE DISCIPLINE OF MADRASAH TEACHERS TSANAWIYAH HAJIJAH AMALIA SARI PADANGSIDIMPUAN

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ABSTRACT

This research aims to describe the leadership of the madrasa head in improving the discipline of Madrasah Tsanawiyah Hajijah Amalia Sari Padangsidimpuan teachers. The subjects of this research were madrasa heads, teachers and students. This research method is descriptive qualitative using two data collection techniques: interviews and documentation. Data analysis techniques are data reduction, data display, conclusions and data verification. The research results show that the leadership of the madrasa head in improving teacher discipline has been carried out professionally based on the role and function of the madrasa head, so that teacher discipline runs well and the school's vision and mission can be achieved.

INTRODUCTION

The Madrasah principal as school leader, school manager and school administrator has a very important role. The good or bad quality of education in a school is determined by several factors, one of which is the leadership of the madrasa head in exploring and controlling all the potential that exists in a school as a management function. School principals as educators and educational staff need standards, expectations and good performance. Apart from that, he must believe that the school's vision emphasizes high graduation standards for students in teaching and learning activities (KBM). His role is not only to master leadership theories, more than that, a school principal must be able to implement his abilities in applying theories in real terms. School principals are required to have comprehensive educational knowledge.

A professional teacher is a person who has personal maturity and who consciously and responsibly provides education to students. Therefore, teachers must have the ability to design learning programs and be able to organize and manage the class professionally so that students can learn and ultimately reach a level of maturity as the final goal of the educational process (Uno, 2007: 15). The teacher's professionalism is demonstrated in his high level of performance at school. The teacher's performance is realized through his ability to educate, teach and train students in the learning process (Usman, 2008:6). So

that professional teachers have high performance in the learning process and are able to produce quality students (output).

Teacher discipline is a factor that determines the success of implementing educational programs in schools. Therefore, teacher discipline is a strategic element that needs to be maintained, so that teachers as educators have professional abilities and are able to produce an educational process that is in line with the demands of the situation, conditions and needs of the community using graduates (Sagala, 2009: 14-17). However, in reality, the government's efforts are not significant enough to improve the quality of education. One indicator for detecting success can be assessed by students' national exams (UN) for various fields of study at junior and senior high school levels, which have not shown significant changes in scores and can even be said to be constant from year to year, except in some schools with relatively small numbers of students. very few, many students and teachers still carry out actions that violate the rules in order to get good grades in carrying out national exams.

The concept of discipline always leads to rules, norms or limits on behavior by instilling discipline, each individual is expected to behave in accordance with these norms. Discipline in this case is compliance or obedience in complying with the rules or norms that apply in a particular environment. Soejanto (1991:74) stated "discipline is the key to success, because discipline brings benefits which are proven by disciplinary actions starting from oneself and from other educational staff. Good discipline is the creation of activities that are able to regulate oneself to create a good, obedient and orderly person. Thus, a quality teacher is characterized by the nature of his responsibility which is reflected in behavior that is ascetic, sincere, patient, honest and can make decisions independently and professionally, has technical educational expertise, is able to teach students (students) and masters the basic concepts of science and technology. modern. In relation to educational activities, a very important element in determining the achievement of goals is teacher resources. Teachers are a component that deserves attention because both in terms of the position they occupy in the educational organizational structure and in terms of their mandated duties and obligations, teachers are the leading implementers who can determine and color the teaching and learning process and the quality of education in general. Haris revealed that staff and teachers in schools are central to school productivity and the quality of teachers' work is the main factor that influences the teaching and learning process.

The quality of the output or graduates of a school often depends on the role of the teacher and the management of the components involved in the teaching and learning process. To improve the quality of schools through quality teacher resources, strategic concepts and efforts are needed in their development. There are three strategic techniques for developing the quality of teacher resources: (1) by increasing intelligence, both spiritual intelligence and emotional intelligence, (2) by increasing abilities, (3) increasing welfare. Meanwhile, techniques for developing teacher resources can be done through recruitment, training, education and system changes. The human resource development strategy can be done in two ways (1) through a human capital quality approach, an integrated approach, a problem approach (2) through an internship program.

Several efforts to improve teacher discipline at Madrasah Tsanawiyah Hajjiah Sari Padangsidempuan use the approach offered by Robert Waterman, namely the approach known as the by approach, namely development that is more oriented towards attracting human resources / recruitment, the by approach approach, namely the approach oriented towards training and guidance programs. education on existing human resources through several quality improvement activity programs to realize the vision at Madrasah Tsanawiyah Hajjiah Amalia Sari Padangsidempuan. The researcher chose Madrasah Tsanawiyah Hajjiah

Amalia Sari Padangsidimpuan because it is one of the new schools, a national standard school (SSN) with "B" accreditation. Starting from the principal, teachers, administrative staff and employees at Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan have high work dedication. Therefore Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan needs to be revamped towards an SSN school with "A" accreditation. Teacher performance in terms of discipline in coming to school on time, and teacher discipline in carrying out teaching duties are determining factors. As proof of academic achievement every year students who take the National exam can pass 100%, this means they have reached the national standard school, this is because the level of discipline in the school has truly been embedded in the principal, teachers, staff and other employees as well as students, then supported by a very conducive and beautiful learning environment (Safe, Cool, Neat, Clean and Beautiful) so that it deserves to be a secondary school after elementary school. Education is not only the responsibility of the government but is a joint responsibility between the government, schools, parents of students and the community. Each has functions and roles in accordance with their duties, authority and responsibilities.

Therefore, it can be said that whether or not the quality of education goes up or down, it really depends on the quality of stakeholder participation in supporting education in schools. School principals must be able to carry out leadership functions and roles in improving quality through increasing teacher discipline, on this basis, through this opportunity, researchers try to prove, trace the truth of the actual facts conducting research with the title: Leadership of Madrasah Principals in Improving Discipline of Madrasah Tsanawiyah Teachers Hajjah Amalia Sari Padangsidimpuan. The general problem of this research is how is the leadership of the Madrasah Head in Improving the Discipline of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan Teachers?; The specific problem of this research is First, how is the leadership of the madrasa head in increasing teacher discipline in preparing learning tools for Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan? Second, how is the leadership of the madrasa head in improving teacher discipline in teaching according to the subject schedule and RPP?; Third, how does the leadership of the madrasah principal improve teacher discipline in evaluating results?; Fourth, the leadership of the madrasa head in improving teacher discipline in carrying out additional duties at the Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan?;

In general, the aim of this research is to describe the leadership of the madrasa head in improving teacher discipline at Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan. The specific objectives of this research are to describe: 1) the leadership of the madrasah principal in increasing teacher discipline in preparing learning tools, 2) the leadership of the madrasah principal in increasing teacher discipline in teaching according to the subject schedule and RPP, 3) the principal's leadership in improving teacher discipline in evaluating the results learning, 4) the principal's leadership in improving teacher discipline in carrying out additional duties at Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan. Furthermore, the benefit of this research is that the results of this research are expected to add to the theoretical treasures regarding Madrasah Head Leadership in Improving Teacher Discipline at Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidimpuan. as material for studying scientific treasures, especially regarding the leadership efforts of madrasah heads in improving discipline. For researchers as a means to increase insight into the leadership efforts of madrasah heads in improving discipline and can be used as a reference.

METHOD

This research uses a qualitative descriptive research method which attempts to fully explain the leadership of the Head of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan in improving teacher discipline. This research is categorized as a qualitative descriptive research type, because the data is explored in depth, not just limited to numbers but tries to explore the meaning of phenomena and situations so that they can be described clearly. In this research, the main subject is the Head of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan, and other secondary sources include; deputy head of the madrasah, subject teachers, administrative staff/employees, students, madrasah committee, parents/guardians, class teacher.

Data collection techniques in this research were carried out in three ways, namely: observation, interviews, and documentation. The data analysis technique uses data reduction, display and verification processes. Analysis of the data collected relates to the leadership of the Head of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan in an effort to improve teacher discipline.

RESULTS AND DISCUSSION

RESULTS

1. Leadership in Improving Teacher Discipline in Preparing Learning Tools.

The leadership of the Madrasah Head in improving teacher discipline in preparing learning tools, efforts made by the head of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan, in general by providing guidance and direction to all teachers at the beginning of the year meeting regarding the importance of orderly administration, as a madrasah head you are required to have the ability in managing school administration, such as managing curriculum administration which is realized by preparing complete learning administration, financial administration, student administration and infrastructure administration. The principal provides direction and guidance to the teacher council on the importance of learning administration, especially in preparing learning tools which include annual programs, semesters, and time allocation, implementation and evaluation. The results of the research show that the head of the madrasah tries to guide and direct teachers by making a supervision schedule, both for class supervision during teaching time and individually by calling teachers to the head of the madrasah to be given advice, input and suggestions in order to improve their competence as a teacher.

Learning tools are tools and guidelines for a teacher to deliver lesson material in class; and the learning tools consist of syllabus, annual program, semester program, lesson plans, evaluation questions and other learning materials including learning media. Administrative management is very important to determine the success of an organization, with good administration it can be used as an indicator of the success of a madrasa head, administrative management, including personnel administration, financial administration, infrastructure administration and administration of teaching and learning activities, the madrasa head must be able to direct and mobilize so that the teachers and staff can improve administrative discipline, especially learning tools. Explanations by supervisors and madrasa heads

serve as guidelines for teachers to teach. If they don't have guidelines then their work will not be in accordance with actual procedures so the process is directionless and the results are not optimal and do not meet expectations.

2. Madrasah Head's Strategy for Improving Teacher Discipline in Teaching According to the Subject Schedule and RPP.

The research results show the leadership of the head of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan in increasing teacher discipline in teaching according to the subject schedule and RPP. using various strategies including through coaching, example, clairvoyance, giving rewards and panisman. And in carrying out supervision to improve teacher discipline, school principals must do several things, including: visiting classes, monitoring extracurricular activities, checking KBM administration, and so on. Class visits are carried out by notifying the teacher in advance and sometimes without prior notification to the teacher concerned in accordance with the needs of the teacher concerned and the purpose of the class visit. then based on the results of the class visit, the principal and the teachers discussed the various problems found to find the best solution. In this way, teachers can develop programs optimally. From the results of this research, madrasah principals also use appropriate steps to increase teacher discipline, because clear steps can make it easier for school principals to improve teacher discipline, meaning where to start, what must be completed first and what the appropriate mechanism is. in improving teacher discipline.

3. Madrasah Head Leadership Efforts to Encourage Teachers to Evaluate Learning Results.

The research results of the Madrasah Head's leadership efforts in improving teacher discipline evaluate learning outcomes by first explaining to all teachers how important evaluation is, the evaluation of the learning process that must be carried out by teachers to determine the quality of learning. In this research, the evaluation carried out by the learning teacher has been effective, even though there are teachers creating questions together, the reality is that only the teacher provides the material that creates the questions, the second element is not fulfilled, during the implementation of the evaluation only the question making team supervises the process. evaluation, the condition that should occur is that the entire team participates in monitoring the evaluation process so that the expected results are maximized. Evaluation of learning outcomes includes the measuring instruments used, to find out the teacher's success in teaching, and will also be able to determine the quality of the school's output. By looking at the results of students in class VII, VIII, many of them were promoted to class and Class XI passed 100% with satisfactory grades, it will make it easier for students. enter high school level and will advance Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan.

4. Efforts to improve teacher discipline by carrying out additional duties.

The results of the research show that in carrying out their duties, the head of the madrasah is assisted by the deputy head of the madrasah and oversees 4 sections consisting of, Public Relations Affairs, Curriculum Affairs, Student Affairs, Infrastructure and Religious Affairs; also appoint the class teacher and picket teacher and no less important the school treasurer, usually the appointment is made at the beginning of the new school year and is informed at the meeting and then

issued a decree, each teacher gets the decree; At the same time, directions were given so that each teacher who received additional assignments created a work program according to their field.

DISCUSSION

First, the leadership of the madrasa head in increasing teacher discipline in preparing learning tools has been carried out well, providing coaching, at every meeting always reminding teachers to always prepare learning tools; how important it is for teacher administration, to organize the implementation of learning, both individually and in teams; then given a time limit to complete and collect. The school principal provides the facilities and infrastructure needed to carry out learning, such as learning media, notebooks, complete LCD/projectors and others. Second, the leadership of the madrasa head in increasing teacher discipline in teaching according to the subject schedule. One of the actions taken, through the curriculum representative, is making a subject schedule so that teaching and learning activities run smoothly so that there are no time conflicts between one teacher and another and conducting class visits, taking attendance, supervising the ongoing teaching and learning process and evaluating it by means of carry out supervision of classes, either by himself or by delegation to senior teachers and deputy principals. So as to provide awareness to teachers who are ultimately disciplined in carrying out their duties.

The leadership of the madrasah principal increases teacher discipline in teaching in accordance with the RPP, by carrying out a supervision program for each teacher, thus motivating teachers to carry out their responsibilities as educators, with the aim of achieving learning goals; The principal provides facilities and means to facilitate the teaching and learning process so that educational goals can be achieved within the time and objectives set in the curriculum. It can be seen that the management of learning at Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan is running effectively. Third, the leadership of the madrasah principal in improving teacher discipline evaluates the learning outcomes of the principal's actions through meetings to form a mid-semester examination committee, to evaluate learning outcomes and previously in accordance with the RPP holding daily examinations, or conducting assessments, to measure the success of teachers in teaching, and generally can know the quality of graduates. Fourth, the leadership of the madrasah principal in improving teacher discipline for those who have additional duties, including deputy principals, laboratory assistant heads, library heads, OSIS supervisors, PMR science Olympiad supervisors, Paskib, picket teachers. The head of the madrasah instructed teachers who received additional assignments to create a work program, then the work program was implemented and administered and a report was requested on the results of each activity. The Head of the Madrasah, in implementing each additional task program, facilitates all equipment, facilities and costs for the success of each task so that it can advance the Tsanawiyah Hajjah Amalia Sari Padangsidempuan Madrasah, and overall provides compensation for honorary wages in accordance with the additional tasks assigned.

CONCLUSION

The conclusion of this research reveals that the leadership of the madrasa head in improving the discipline of Madrasah Tsanawiyah Hajjah Amalia Sari Padangsidempuan teachers has been implemented well, the actions of the madrasa head include: (1) through direct and comprehensive and routine coaching which is very necessary in order to improve discipline, (2) providing motivating teachers' enthusiasm in carrying out their main duties

and functions, (3) by providing rewards and punishments, both in the form of rewards and service rewards in accordance with their achievements and reprimands for their mistakes, (4) madrasah heads with a family approach and togetherness with teachers to increase discipline towards students. teachers and staff so that they can bring progress in the madrasah. Increasing the discipline of teachers and employees can be realized if the madrasa head succeeds in carrying out his leadership professionally, wisely and with a good disciplinary culture. Teacher discipline will increase teaching motivation and teacher professionalism. High motivation and professionalism can increase teacher work effectiveness and productivity.

By increasing the effectiveness and productivity of teachers' work, high quality education can be produced as a superior product for madrasahs. The suggestions from this research are as follows: madrasah heads should manage administration by utilizing technological advances to improve services for all madrasah residents, add to infrastructure facilities that are still lacking, carry out clinical supervision to assist teachers and staff in carrying out their daily tasks. Each school year increases teacher competency standards by holding various trainings and setting teacher discipline targets that must be achieved each school year for teachers and madrasa heads to always build teacher motivation both personally and in the service based on the principle of participation, the principle of communication, the principle of recognizing the contribution of subordinates. be fair in making policies, so that the policies that have been decided can benefit all madrasah residents. Madrasah heads can work together with school committees to increase school operational funds, submit requests to the government for increases in school operational assistance budgets, or collaborate with companies that care about education.

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