

## COMPETENCE OF MADRASAH HEADS IN IMPROVING THE QUALITY OF EDUCATION IN MAN 1 BANYUMAS

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis kompetensi manajerial dalam meningkatkan mutu pendidikan di MAN 1 Banyumas. Penelitian menggunakan pendekatan kualitatif jenis *field research*. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan tiga tahap yaitu kondensasi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukkan bahwa kompetensi manajerial yang dilakukan kepala madrasah di MAN 1 Banyumas telah dilaksanakan sangat baik ditinjau dari *technical skill, human skill, dan conceptual skill*.

**Kata kunci** : kompetensi, manajerial, mutu pendidikan

### ABSTRACT

*This research aims to analyze managerial competence in improving the quality of education at MAN 1 Banyumas. The research uses a qualitative field research type approach. Data collection techniques use observation, interviews and documentation. The data analysis technique uses three stages, namely data condensation, data presentation, and data verification. The results of the research show that the managerial competencies carried out by the head of the madrasah at MAN 1 Banyumas have been implemented very well in terms of technical skills, human skills and conceptual skills..*

**Keywords:** *competention, managerial, quality of education*

## INTRODUCTION

Education is the process of developing and shaping human potential through knowledge, skills, attitudes, and values imparted through learning experiences (Khadzhalova et al., 2021). The primary goal of education is to create innovative, inventive, and courageous individuals, not merely repeating what previous generations have done, and to shape souls capable of critical thinking, proving, and not accepting unquestioningly what is taught (Guzman & Jaillier-Castrillon, 2021; OECD, 2016).

Quality education is highly important as it has a positive impact on student development (Pramana et al., 2021; Rawlings et al., 2023; Zheng, 2022). High-quality schools strive to create a conducive learning environment, employ qualified and competent teachers, and utilize effective teaching methods to enhance students' understanding and achievement (Baharun & Mukarramah, 2023; Martani, 2023; Nurhayati et al., 2021). Educational development involves enhancing the quality and effectiveness of the education system and efforts to improve the learning process and outcomes for students. In this regard, a significant factor in enhancing the quality of education is the leadership of the School Principal.

As educational leaders, school principals have a responsibility in the management of education in the school (Apriana et al., 2022; Sugiri & Ma'shum, 2022). To achieve a high-quality school, it is essential to have a qualified school principal. As a manager in an educational institution, the school principal must possess three essential intelligences: professional intelligence, personal intelligence, and managerial intelligence to collaborate effectively with subordinates. With the professional management ability of the school principal, it is expected that effective school programs can be developed, conducive school climates can be created, and education quality can be guided and improved (Juliana et al., 2022; Mubarak & Santosa, 2020; Safitri et al., 2023).

Managerial competence refers to the skills and abilities required by a manager in managing people, resources, and organizational processes to achieve established goals (Hawi et al., 2015). A combination of strong management and leadership will enhance the potential to produce good quality for the institution.

Leadership will succeed if supported by strong management skills (Beenen et al., 2021; Connelly et al., 2000; Sonmez Cakir & Adiguzel, 2020).

Based on the explanation above, the objective of this research is to analyze the managerial competence of the principal at MAN 1 Banyumas as an effort to improve the quality of education, viewed from technical skills, human skills, and conceptual skills.

A qualitative case study methodology was employed in this study. The present investigation employed a field research methodology to examine the impact of transformational leadership on enhancing the quality of education at MTs N 8 Kebumen. Techniques for gathering data include documentation, interviews, and observation. The triangulation technique is used to ensure the validity of the data. Additionally, the Miles, Huberman, & Saldana model—which consists of three stages—is used for data analysis (Miles et al., 2014). These stages are data condensation, data display, and data verification.

## **DISCUSSION**

### **1. Technical Skills of the Principal of MAN 1 Banyumas in Enhancing the Quality of Education.**

Technical skills for top managers are necessary as the basis for supervising their subordinates. The school principal is fully responsible for the progress of education in the school, therefore must master the technical implementation of education in their institution. The technical skills of the school principal include:

- a. Mastering knowledge about methods, processes, procedures, and techniques to carry out specific activities.

The school principal has knowledge about methods, processes, procedures, and techniques in carrying out specific activities. Based on interviews with the school principal, the following overview is obtained:

"To master these techniques, I rely on my experience as a teacher and my experience as a school principal for about 1 year, as well as the training I have attended. With the experience I have, I always assist subordinates who experience difficulties in the learning process or outside the learning process such as financial reporting."

The statement of the school principal is reinforced by an interview with the head of administration, as follows:

"In my opinion, the knowledge mastery possessed by the school principal such as methods, procedures, and techniques is quite good, because whenever there is a complaint from subordinates, especially from myself as the head of administration and treasurer, such as financial reporting issues, he always helps, directs, and provides guidance if we are confused and have difficulties. He is very skilled in managing teaching and administrative staff and supervising the teaching and learning process in the madrasah. He also masters educational technology and information management to improve the efficiency and effectiveness of the teaching and administrative processes."

The results of interviews with the school principal and teachers are reinforced by observations conducted by the researcher while the school principal was holding a meeting regarding the implementation of PHBI activities and the Anniversary of State Islamic Senior High School 1 Banyumas with a special team, indicating that as a school principal, they have already performed one of their duties, which is to communicate and direct program activities. In this case, the school principal fulfills their responsibilities as a top manager. Thus, the school principal understands techniques that are suitable for improving the quality of education at State Islamic Senior High School 1 Banyumas. The findings of this research are relevant to studies conducted by other researchers indicating that school principals need to have techniques and methods in fulfilling their duties as managers (Riani & Ain, 2022; Sunaengsih et al., 2019). With the right techniques, the desired goals and outcomes can be achieved.

b. Use of the Learning Curriculum

In curriculum development, a combination of the formal education curriculum outlined by the Ministry of Education and Culture, the curriculum of the Ministry of Religious Affairs, and the Madrasah curriculum is integrated. Based on interviews conducted by the researcher with the school principal, the following was conveyed:

"The curriculum we have developed is a combination of formal education outlined by the Ministry of Education and Culture and the Ministry of Religious Affairs. We also incorporate the

curriculum of MAN 1 Banyumas with key points to master religious knowledge and language as the most important tools for mastering general technology knowledge. Additionally, there are special skills classes such as multimedia skills so that students are expected to communicate in the global era and be ready to face the challenges of the digital world."

The results of interviews with the school principal conducted by the researcher indicate that as a school principal, one of their duties is to develop the KOM and KTSP of MAN 1 Banyumas with the team. The school always develops the curriculum according to the needs of students and stakeholders (Voogt et al., 2016; Wulandari et al., 2023).

c. Improvement of Educational Quality

In order to achieve educational quality, institutions must initiate system improvements. Because the steps to improve quality start from the system, including management systems, personnel systems, planning systems, new student admission systems, and teaching systems. The better the system implemented, the better the quality produced, and vice versa, a poor system will result in poor quality as well.

Steps taken to make improvements include regularly evaluating programs that have been implemented over a certain period. Through these evaluations, weaknesses are identified and improvements are made. This finding is relevant to research conducted by Dawson et al., which suggests that evaluations are conducted to quickly find solutions (Dawson et al., 2019). Based on interviews conducted with the principal who stated:

"In making improvements, even in curriculum development, our school holds training and workshops once a year, attended by all school components for 4 consecutive days to evaluate. During those two days, we evaluate programs including the curriculum over the past year. Then, based on the journey of the past year, we predict together and then bring forth enlightenments, evaluations, which lead to new perspectives. From the journey of the past year, new fresher ideas emerge, which can be more compromised on the quality of education as input for the curriculum."

Based on the documentation of the preparation results of the KOM and KTSP for the year 2023/2024 implemented at MAN 1 Banyumas,

which includes programs aimed at improving the quality of education through student habituation.

- d. Ability to utilize and empower facilities and infrastructure needed to support activities aimed at advancing the madrasah.

Based on interviews with the principal, as recorded as follows:

"If it relates to the progress of students, then I fully support the use of school facilities and infrastructure, such as the use of LCD projectors or currently, the trending use of smart TVs in the learning process. Teaching systems using LCDs and smart TVs can help students feel less bored and more engaged in the learning process."

This result is also supported by interviews with one of the teachers at the school. Interviews with the school principal and teachers regarding facilities and infrastructure reveal that not all teachers use the existing LCDs or smart TVs in the learning process. Most teachers use lecture-based teaching methods, which can make students feel bored. Thus, the utilization of facilities and infrastructure in the learning process is not being fully optimized. This finding is consistent with other research indicating that adequate facilities and infrastructure have been shown to impact the improvement of educational quality. (Muhammad Adip Fanani, 2023; Pangestu & Hariri, 2022).

2. Human Skill of the Principal of MAN 1 Banyumas in Improving Educational Quality.

- a. Ability to understand human behavior and cooperation processes.

Based on interviews conducted by the researcher with the principal of MAN 1 Banyumas:

"My approach to understanding human behavior is by observing their daily activities at school, observing their learning activities. This way, I can assess what someone's behavior is like, and I can evaluate the learning process to see if there are any shortcomings. If there are still shortcomings, I can provide feedback so that the learning process can run smoothly and cooperation can also be established easily to achieve our goals."

From the results of the interview, it can be said that the school principal often observes the characteristics of each teacher. Because to improve educational quality, professional teachers are needed. By

understanding the character of teachers, the school principal can quickly provide solutions and resolutions to existing problems. This finding is consistent with research conducted by several researchers, indicating that knowing the character of each individual, in this case, teachers, will lead to quicker problem-solving (Fajri & Dafit, 2022; Sofia et al., 2023).

b. Ability to understand the feelings, attitudes, and motives of others.

Based on interviews conducted by the researcher with the principal of State Islamic Senior High School 1 Banyumas, as follows:

"Who knows what's in someone's heart? No one will know what's in someone else's heart. My approach to understanding someone's feelings is by creating a two-way communication system, where teachers always tell me if there are complaints, and vice versa, I always ask each teacher if there are any complaints or not. This way, I can understand someone's feelings."

This result is strengthened by interviews with one of the teachers, indicating that the school principal often communicates with teachers and other staff. This interview result reinforces the competence of the school principal in understanding the character and expectations of teachers. The school principal frequently engages in communication with teachers, asking if there are any difficulties in the teaching process or other issues. With communication, the problems faced by teachers can be resolved effectively. This finding is consistent with other research indicating that good communication provides a lot of information, especially about the problems faced by teachers, enabling the school principal to take prompt action. (Sofia et al., 2023; Talaumbauna et al., 2023).

Another aspect of the school principal's human skills is the ability to communicate clearly and effectively and to foster good cooperation. The interview results show that the school principal often visits teachers' rooms or invites teachers to casual conversations, but during these casual conversations, the school principal always provides motivation and guidance to improve the quality of teaching. The interview results also indicate that to improve the quality of teaching, professional teachers are needed. Therefore, to keep teachers enthusiastic about teaching, the school principal always rewards teachers and students who achieve success. As a result, the teachers are always enthusiastic and

motivated in carrying out their duties. This finding is consistent with other research indicating that school principals who have the ability to communicate and cooperate well with their subordinates will impact the quality of education (Riani & Ain, 2022; Sofia et al., 2023; Tonich, 2021). The motivation provided by the school principal can also improve the performance of their subordinates.

### 3. Conceptual Skills of the Principal of MAN 1 Banyumas in improving the quality of education.

The school principal as the top manager in an educational institution is a crucial factor because the success of an educational institution depends largely on its top leader. The school principal must be responsible for the smoothness and success of all matters related to the organization and management of the madrasah, formally to superiors or informally to the community who have entrusted their children.

As an educator, administrator, leader, and supervisor, the school principal is expected to naturally lead the educational institution towards better development and promising future outcomes. With the ability possessed by the school principal to formulate the vision, mission, and educational objectives, the quality of education can be fulfilled. In enhancing the quality of education, the school principal of State Islamic Senior High School 1 Banyumas as a top manager has the concept that quality can be achieved if the institution has appropriate strategies and precision in decision-making, in planning work programs to improve educational quality. Some strategies that have been implemented by the school principal include analytical skills, rational thinking abilities, presenting educational program ideas, and utilizing opportunities..

## **CONCLUSION**

The results of the research show that the managerial competencies carried out by the head of the madrasah at MAN 1 Banyumas have been implemented very well in terms of technical skills, human skills and conceptual skills. The Technical Skills of the school principal involve the ability to develop skills in integrating the government curriculum with the Madrasah Aliyah curriculum, along with excellence-based and skill-based curricula. The Human Skills of the



school principal are manifested in providing motivation and inspiration to subordinates by encouraging the importance of professional development, rewarding subordinates for their achievements, creating a harmonious, productive work environment, and supporting the holistic development of students. The Conceptual Skills of the school principal include having clear planning articulated in the vision, mission, and objectives, and using innovative and relevant strategies to address changes in the education sector. In-depth investigation into alternative approaches to school principal leadership is one of the research's recommendations for enhancing organizational effectiveness and educational quality.

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