



# Relationship Between Madrasah Head Leadership and Teacher's Participation with Quality of Madrasah Tsanawiyah State District, Labuhan Batu District

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## **Abstract :**

*The research method uses correlation research, which is research that seeks to see the relationship between variables. The study population was all MTs teachers in Labuhan Batu District totaling 83 people. The sample was taken using proportional random sampling technique, so that the sample was taken as many as 75 people. The instrument used was a questionnaire, data analysis techniques were carried out with data descriptions, and hypothesis testing using simple regression and multiple regression. After the research data were analyzed, the following results were obtained: 1) There was a positive and significant relationship between the leadership of the madrasah head (X1) and the madrasah quality (Y) at Madrasah Tsanawiyah Labuhan Batu with moderate correlation levels with the correlation coefficient value of 0.092. While the value of the strength of the relationship that occurs between the two variables is 0.092 or 8%. 2) There is a positive and significant relationship between teacher's work participation (X2) and the quality of madrasah (Y) in Laban Batu Madrasah Tsanawiyah with moderate correlation levels with the correlation coefficient value of 0.390. While the value of the strength of the relationship that occurs between the two variables is 0.390 or 15.2%. 3) There is a positive and significant relationship between madrasah head leadership (X1) and teacher work participation (X2) with madrasah quality (Y) in Laban Batu Tsanawiyah Madrasah with moderate correlation levels with a correlation coefficient value of 0.512. While the value of the strength of the relationship that occurs between the two variables is 0.512 or 26.2%. The two independent variables go hand in hand with the dependent variable, meaning that the better the madrasa head leadership and teacher work participation, the better the madrasah quality.*

## **Keywords :**

*madrasah quality; madrasah head leadership; teacher work participation*

## **I. Introduction**

Quality is "full customer satisfaction" [full satisfaction obtained by customers] of a product is considered quality if it can provide full satisfaction to consumers, which is in accordance with expectations for products produced by educational institutions (Hadith, 2014: 86). Customer satisfaction means the education system must be implemented in order to realize the dream of "stakeholders" [parents, users of graduates, funders, government, and other parties] who have been concerned and participated in efforts to improve the quality of madrasah. Thus the success of madrasah can also be measured by the level of customer satisfaction, both internal and external customers (Soetopo, 2007: 126).

Related to the success rate of madrasah, there are several components that are directly related to the quality of madrasah, including the nature of services including; 1) students are satisfied with madrasah services, such as satisfaction with lessons received, treatment of teachers and leaders received, madrasah facilities provided, madrasah atmosphere; 2) parents of students are satisfied with services to their children and services to parents, such as being satisfied because they receive periodic reports on student development and school programs); 3) the users / recipients of graduates (further education, industry, society) are satisfied because they receive

graduates with quality that is in line with expectations; d) teachers and employees are satisfied with madrasah services, such as satisfaction because of the division of labor, the relationship between teacher / employee / leader, salary, and so on (Soetopo, 2007: 127).

In addition, quality madrasah have the following characteristics: 1) focus on customers, both internal and external; 2) focus on efforts to prevent problems that arise, with a commitment to work correctly from the start; 3) have investment in human resources, so as to avoid various "psychological damage" that is very difficult to fix; 4) has a strategy to achieve quality, both at the leadership, academic and administrative levels; 5) manage or treat complaints as feedback to achieve quality and position mistakes as instruments for doing the right thing in the future; 6) has policies in planning to achieve quality, both in the short term, medium term and long term; 7) work on the process of improvement by involving everyone in accordance with their main tasks, functions and responsibilities; 8) encourage people who are considered to have creativity, able to create quality and stimulate others to be able to work quality; 9) clarify the roles and responsibilities of everyone, including clarity of work direction vertically and horizontally; 10) has a clear evaluation strategy and criteria; 11) view or place the quality that has been achieved as a way to further improve the quality of service; 12) views quality as an integral part of work culture; 13) places continuous quality improvement as a necessity (Danim, 2006: 28).

Madrasah as a form of Islamic educational institutions in Indonesia only appeared around the 20th century. The emergence and development of this institution is closely related to the existence of pesantren. Where can be said madrasah is an Islamic educational institution that teaches general sciences, or public education institutions that are characterized by Islam. Madrasah Aliyah Negeri Rejotangan is one of the forms of Islamic educational institutions in Indonesia established in 1995 which is an enforcement of the Madrasah Aliyah PSM tanen (Huda, 2016: 310-336).

The Madrasah, located in Tanen Village, Rejotangan District, Tulungagung Regency has experienced a rather slow development. This is because, among others, located on the outskirts of Tulungagung district. The problems experienced by Madrasah Aliyah Negeri Rejotangan are not much different from the problems experienced by other madrasah in general. These problems include the following: 1) Most of the inputs belong to students whose achievements are low to medium. 2) Educational backgrounds and family concerns of students who are less supportive of the success of the teaching and learning process. 3) Lack of teaching staff, both in quality and quantity. 4) Too much subject matter that is not accompanied by the amount of time (hours) provided (Huda, 2016: 310-336).

The efforts of the Rejotangan State Madrasah Aliyah in improving the quality of Islamic education by taking a number of steps which include: 1) Academic development, which is carried out by providing additional lessons, rewarding outstanding students, involving students in competitions, allowing and involving teachers - teachers in education and training and apply for additional teachers from the government. 2) The development of Islam, which includes the study of the yellow book, holding Dhuhur prayer in congregation and a cult of students, requires students to read the Qur'an every day 15 minutes in the first hour, providing services for students who want to memorize the Qur'an 'as well as organizing Islamic commemoration activities. 3) Development of skills and community fields, including: computers (Prodistik), PMR, Drumband, Martial Arts, organizational dictates, and other extracurricular activities, as well as scientific development to universities. 4) Development of funding sources and infrastructure, including: submission of assistance to the government, student trustees, Friday infaq movement, addition of laboratory buildings and equipment and the addition of library book collections (Huda, 2016: 310-336).

Improving the quality of education in Indonesia is the responsibility of every component in the education unit. Quality improvement in education units cannot run well without the awareness and participation of all components to civilize various efforts to improve the quality of education. In addition, improving the quality of madrasah as a whole requires a special approach so that all components jointly participate in carrying out various efforts to improve the quality of education.

## **II. Theoretical Study**

### **2.1 Madrasah Quality**

Schools that have good quality can also be seen if the school can carry out its mission in achieving the vision and mission of the school including answering the expectations of its customers so as to obtain satisfaction (Bafadal, 2012: 13). Customer satisfaction means the education system must be implemented in order to realize the dream of "stakeholders" [parents, users of graduates, funders, government, and other parties] who have been concerned and participated in efforts to improve the quality of madrasah. Thus the success of madrasah can also be measured by the level of customer satisfaction, both internal and external customers (Soetopo, 2007: 126).

Based on the definitions outlined above, quality can be understood as the embodiment of a product or service that has the highest value based on customer expectations, so that customers really get satisfaction with the product or service provided. Therefore, the quality of education can simply be understood as the embodiment of the totality of services of educational institutions in producing graduates who are competent in responding to the needs of the community, so that people are truly satisfied because they have received positive change through the activities displayed by graduates of educational institutions.

### **2.2 Madrasah Head Leadership**

Leadership is the ability to influence the behavior of a person or group of people to achieve certain goals in certain situations (Duryat, 2016: 5). Leadership is a comprehensive activity related to how to direct, influence, and supervise others to carry out tasks in accordance with planned objectives (Fahmi, 2014: 15). Educational leadership can be interpreted as a process of influencing, coordinating, and driving the behavior of others and making a positive change in the direction of seeking education (Engkos & Komariah, 2015: 178).

Leadership is an energy that influences and gives direction to the personalities of a leader, where with that energy, a leader can move, guide, and maintain organizational activities so that they can achieve the goals set (Danim & Suparno, 2009: 41). Educational leadership can also be interpreted as an effort to lead, influence, and provide guidance to educational personnel as subordinates so that various educational goals can be achieved through a series of planned activities (Musfah, 2015: 302).

After seeing several definitions of leadership above, the madrasah head leadership can be presented as an effort to influence subordinates by inviting or commanding, guiding, directing, supervising, motivating, evaluating, and valuing the work of subordinates in order to be able to complete the tasks given in the best way to realize vision and mission of the school.

### **2.3 Teacher Work Participation**

Participation can also be interpreted as the participation of a person or group of people in the development process both in the form of statements and in the form of activities by providing

input of thought, energy, time, expertise, capital or material, as well as participating in utilizing and enjoying the results obtained (Sumaryadi, 2010: 46).

Participation is a manifestation of the desire to develop democracy through a process of decentralization which strived for example the need for "boot-up" planning [from below] by involving the community in the process of community planning and development (Tilaar, 2009: 287).

Based on a number of notions of work participation described above, work participation can be understood as the participation or participation of teachers in a voluntary activity in the success of programs established by the madrasah until it reaches its objectives with full responsibility.

### III. Research Methodology

The research on the Relationship between Madrasah Head Leadership and Teacher Work Participation on Improving the Quality of State Tsanawiyah Madrasah in Labuhan Batu District, was conducted by teachers who served at State MTs 1 and State MTs 2 Labuhan Batu. The series of activities that were undertaken during this research were from November 2017 to April 2018.

The research method is a method used by researchers to obtain data and information about various matters relating to the problem under study (Generous, 2016: 127). In accordance with existing research problems, the research method used in this study is a quantitative research method, which is a research method that focuses on symptoms that have certain characteristics in human life that are named as variables, and the nature of the relationship between variables were analyzed using objective theory.

**Table 1.** The sample in this study amounted to 75 people, consisting of teachers who were in State MTs 1 and State MTs 2 Labuhan Batu.

No	Total Population of State MTs 1		Total Population of State MTs 2		Total
1	Teacher	60	Teacher	23	83
	Total	60		23	83

### IV. Discussion

The relationship that occurs between the madrasah head leadership variable ( $X_1$ ) with the madrasah quality variable (Y) is a relationship that has a moderate correlation (strong correlation). This can be seen from the correlation coefficient between the two variables, 0.092.

The relationship that occurs between the variable Teacher work participation ( $X_2$ ) with the variable quality of madrasah (Y) is a relationship that has a moderate correlation (strong correlation). This can be seen from the value of the correlation coefficient between the two variables that is 0.390.

Hubungan The relationship that occurs between the madrasah head leadership variable ( $X_1$ ) and teacher work participation ( $X_2$ ) together with the madrasah quality variable (Y) is a relationship that has a moderate correlation (strong correlation). This can be seen from the correlation coefficient between the two variables, 0.512.

## V. Conclusion

There is a positive and significant relationship between the leadership of the madrasah head (X1) with the quality of madrasah (Y) in Madrasah Tsanawiyah Labuhan Batu with a moderate correlation level (strong correlation), with a correlation coefficient value of 0.092. While the value of the strength of the relationship that occurs between the two variables is 0.092 or 8%. This means that the better the leadership of the madrasah head, the better the madrasah quality.

There is a positive and significant relationship between teacher's work participation (X2) and madrasah (Y) in Madrasah Tsanawiyah Labuhan Batu with a moderate correlation level (strong correlation), with a correlation coefficient value of 0.390. While the value of the strength of the relationship that occurs between the two variables is 0.390 or 15.2%. This means that the better the work participation of teachers, the better the quality of madrasah.

There is a positive and significant relationship between madrasah head leadership (X1) and teacher work participation (X2) with madrasah quality (Y) in Tsanawiyah Labuhan Batu Madrasah with moderate correlation level (strong correlation) with a correlation coefficient value of 0.512. While the value of the strength of the relationship that occurs between the two variables is 0.512 or 26.2%. Both of these independent variables go hand in hand with the dependent variable, meaning that the better the madrasah head leadership and teacher work participation, the better the madrasah quality.

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