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Study on the Effectiveness of Madrasah Leadership: The Madrasah Jambi Province, Indonesia

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Abstract:

Effective madrasa leaders are educational leaders who promote the success of all students by developing, expressing, implementing, and managing learning that is shared and supported by the school community. Based on this, this study aims to assess the effectiveness of madrasah leadership in Jambi province (madrasah aliyah Negeri 2 Jambi City, Madrasah Negeri 1 Kabupaten Meragin, Madrasah Aliyah Negeri 1 Kabupaten Tanjung Jabung Barat). To conduct this research used descriptive survey method. A sample of 168 teachers, 3 schools, 3 principals, 28 supervisors, 28 representatives of parents, 140 teachers and 280 students were selected using simple random technique and purposive sampling as data sources. To answer the basic questions, data were collected from a sample group of respondents through questionnaires, interviews and document analysis. Data analysis used descriptive statistical techniques which included the mean grand mean and percentage. The results showed that madrasa leadership was effective in managing non-instructional activities which also worked in teacher performance. In addition, the effectiveness of leadership in improving student learning was found to be moderate. Thus the organization of the cluster training center, in service training, sharing experiences and focusing on instructional tasks in the planning document are some of the recommendations.

Keywords: Effectiveness of leadership, jambi province, Madrasah leadership

1. Introduction

Leadership is one of the factors that has an important role in the process of implementing the wheels of activity in the organization, which and progress of an organization largely depends on the leadership factor. Some research has also proven that the leadership factor of a leader play an important role in the organization development. Important factor in that leader is a characteristic of the leader himself, like Covey states that 90 percent of leader failures are failure on the character itself. (Stephen R. dan Covey, 2012)

Management in general and education management in particular, cases leadership is directly related to Human resource management and other organizational management are interrelated. In relation to humans resource management, leader or manager is an inseparable component with entrepreneurs¹ and employes .

According to Malay S.P Hasibuan human resource management components that human resource management components consisting of entrepreneurs, employees,² leaders and manager. Meanwhile, in the context to education management, leadership is the one of the eight-important factors for the practitioners of mutual management. Deden Makbuloh as he cited in Saraph, et al., expressed the eight-important factors for the particians of mutual managements are: 1) role of management leadership and quality policy ; 2) role of the quality department ; 3) training ; 4) product/service design ; 5) supplier quality management ; 6) process management ; 7) quality data and reporting, and so

¹ Entrepreneur is every person who invests his capital to earn income. In the context of education, education investors are government or state or private who invest their capital in the procurement of human resources. In small education, education investors are parents who send educational institutions so that children have certain academic abilities, attitudes and skills

² In the context of educational institutions, which include employees are educators (teachers), education staff (administrative or administrative staff, and all people who work in schools such as cleaning staff, gardeners, security, and so on

8) employee relations. (Deden Makbuloh, 2011) Therefore, the role of leadership's management and the quality of policy making, is an inseparable part in mutual management.

Madrasa are one of the educational institutions in Indonesia, madrasas need to improve effective management, this must begin with a determination to create quality madrasas. The effectiveness of the madrasa will be realized by looking at the madrasa as a system that is interrelated from one part to another to achieve a common goal. The cooperation of all elements in the madrasa is a must, the madrasa principal, teachers, administrative staff and students, parents and the community are equally determined to achieve the goals of the madrasa in order to realize the effectiveness of the madrasa. Effectiveness is a measure of the extent to which what is expected to be achieved, what is expected to be written in the vision, mission and goals of the madrasa that must be achieved. Therefore, an effective madrasa can also be said to be a madrasa that is able to empower all components of the madrasa to achieve the vision, mission and goals of the madrasa.

Akdon argues that effective organization is the extent to which an organization realizes the activities carried out, and the goals achieved. (Akdon, 2016). Mullins stated that the key factor in organizational effectiveness is the success of management in making changes and innovations, and carrying out reforms. In the traditional view of managerial behavior emphasized on planning, organizing, directing and controlling, but the modern view of managerial needs to increase international competitiveness and the need for organizations to respond quickly to continuous changes in the organizational environment. (Laurie J. Mullins, 2010).

According to Brown and Anfara, visionary principals are leaders who create, articulate and build plans through action for change and organization. (Brown & Anfara, 2003). According to Gibson, "Effectiveness is the achievement of agreed goals and objectives to achieve common business goals. The level of goals and objectives indicates the level of effectiveness. The achievement of these goals and objectives will be determined by the level of sacrifice that has been issued (Gibson, 2001)

A madrasa head is required to carry out the following managerial competencies: 1) develop madrasa plans for various levels of planning. 2) develop school/madrasah organization according to need. 3) lead the madrasa in the context of optimal utilization of madrasa resources. 4) managing change and development of madrasas towards an effective learning organization. 5) create a conducive and innovative madrasa culture and climate for student learning. 6) manage teachers and staff in the context of optimal utilization of human resources. 7) managing madrasa facilities and infrastructure in the context of optimal utilization. 8) manage the relationship between madrasas and the community in order to find support, ideas, learning resources and school financing. 9) managing students in the context of accepting new students and placing and developing student capacity. 10) manage curriculum development and learning activities according to the direction and objectives of national education. 11) managing madrasa finances in accordance with the principles of accountable, transparent and efficient management. 12) managing madrasa administration in supporting the achievement of madrasa goals. 13) managing special service units for madrasas in supporting learning activities and student activities in madrasas. 14) managing madrasa information systems in support of program preparation and decision making. 15) take advantage of advances in information technology to improve learning and madrasa management. 16) monitoring, evaluating, and reporting on the implementation of madrasa program activities with appropriate procedures, as well as planning follow-up actions. (Minister of National Education Regulation No. 13 of 2007, concerning the standards of madrasah / school principals), this is a regulation that is set in Indonesia.

Based on the theory of managerial competence of madrasah principals stated above, what is meant by madrasah leadership in this study is to interpret the madrasa principal's leadership skills in terms of planning, coordinating, mobilizing, and controlling subordinates towards increasing the effectiveness of the madrasa they lead.

There are duties and functions of an effective madrasah principal, but there are differences in the ideal theory and also the facts on the ground

1.1. Objectives of the Study

The general objective of this study was to determine the effectiveness of the madrasah principal in managing madrasah aliyah in Jambi province in accordance with the existing research and questions.

1.2. General Objective

The general objective of this study was to determine the effectiveness of madrasah principals in managing their madrasas in Jambi province

1.3. Specific Objectives

- To determine how effectively the madrasa leadership will utilize in the study area madrasah
- To assess the level of teacher performance as madrasa leadership in the madrasa in question
- To reveal the effectiveness of madrasa leadership in improving student learning in madrasah

2. Method

This research is a qualitative research. Because leadership problems are dynamic, complex and meaningful problems that need to be approached naturally or naturally social situation. As for the problem of this research, the leadership of the head of the Madrasah Aliyah Negeri in Jambi province, the pattern of effectiveness of the Madrasah Aliyah Negeri in Jambi Province, leadership activities of the head of the Madrasah Aliyah Negeri in realizing Madrasah Effectiveness in Jambi Province. In addition, in this study using a questionnaire instrument, in the form of questions about

the problem. then this study sets several people as sources of data or in qualitative research designated as informants. In qualitative research, the sample data source is chosen purposively and is snowball sampling³

The informants needed in the study are all school principals, teachers selected with certain considerations, students who are also selected with certain considerations in the madrasah Ibtidaiyah which are the place of research.

The informants can develop according to information and developments on the field (snowball nature)

In this study data collection was carried out in a natural setting. Therefore, data collection techniques are mostly done by observation and interview techniques. Observations are conducted in a nonparticipatory manner which means the researcher will not be directly involved in the activity under study. However, the interview will be conducted in-depth or what is called an in-depth interview

With consideration to strengthen the data obtained through observation and interviews, this study also uses a questionnaire to determine the perception of the principal of his leadership. So that in terms of data collection techniques this study was designed with a combined approach (mix methodology), which is a merger between qualitative and quantitative techniques. This merger is only at the level of data collection methods, not at the paradigm level. Emzir stated that this combined approach in research can be done by associating field methods such as observation and interviews (qualitative data) combined with traditional surveys (quantitative data)⁴

With the perspective as stated by Emzir as he mentioned above, then in this study, the data about the effective leadership of the madrasa head will also be explored with a questionnaire called the Self-Openness Scale which is compiled based on the indicators as listed in the literature base. The scale of self-disclosure is also intended as an effort to check the validity of the data. This is checking the validity of the data through the triangulation of techniques that combine the various data collection techniques needed. The way to obtain data validity by strengthening data collection techniques as above according to Sugiyono can be done as well as triangulation in qualitative research⁵

Data Analysis refers to the opinion of Miles and Huberman, that data analysis in qualitative research can be done at the time of data collection and after data collection in a certain period. The steps in data analysis are carried out in stages: 1) Data collection (data collection), 2) data reduction, 3) presentation of data (data display), and 4) drawing conclusions (Conclusion drawing)⁶

3. Conclusions

- The findings of this study reveal that madrasah leadership has gaps in carrying out their leadership roles especially in competencies such as planning preparation, task coordination and organization, employee motivation, communication and modeling. This situation partially explains why improvement programs in madrasahs are gradual and less consistent
- Effective madrasa leadership is one that is committed to improving student learning. In this regard it was found that madrasah leadership was effective in school tasks other than instructional activities. In other words, school leaders are preoccupied with administration which seems to pay disproportionate attention to the most critical aspect of the school, the instructional tasks. In general, the effectiveness of madrasa leadership is moderate. The current problems related to student achievement, attendance, delinquency, dropout, repetition and stakeholder satisfaction and even frequent change of principals are caused by the above-mentioned situations. Therefore, the effectiveness of the madrasa principal to improve student learning is not what it should be
- Teacher performance in the classroom and outside the classroom reflects the effectiveness of madrasa leadership management. As the findings revealed, teachers perform better activities that are carried out outside the classroom than in the classroom. This means teachers are more effective in tasks outside the classroom. These facts coincide with what has been said about madrasa leaders. madrasa leadership was more effective in other madrasah duties as were teachers. Moreover, the results of the performance evaluation do not reflect the conditions in the field. The problems that exist in the madrasa in the study area are the result of the focus of the school leadership in carrying out their leadership

4. Discussions and Findings

This research section discusses the research methodology: research methods, data sources, sample size sampling techniques, data collection tools and data analysis methods. In this study, qualitative and quantitative methods were used. An appropriate research design was used in this study. This research is a descriptive-survey research with a research design. The survey design is appropriate because it helps researchers to collect various types of data about the existing situation, prevailing opinions, developed trends and sought preferences (Best and James, 2005). In this study, primary and secondary data sources were used. Primary data were collected from principals, teachers, supervisors, students. The main sources of secondary data are teacher performance and student learning outcomes (2011-2013)

Sample size

The three zones consist of 17 weardas (districts). From this number, 12 and 11 weardas (sub-districts) were selected, consisting of 12 and 13 madrasah, 26 principals, 452 teachers, 20 madrasa supervisors, 94 member representatives of parents and 2322 students. From the population mentioned above, taking into account the time, energy

³Sugiyono, Metode Penelitian Pendidikan (Bandung: Alfabeta, 2012), pg. 400

⁴Emzir, Metodologi Penelitian Pendidikan (Jakarta: Rajawali Pers, 2008), pg. 24

⁵Sugiyono, Metode Penelitian Pendidikan, pg. 39

⁶Miles Matthew B. dan Huberman A. Michael, Analisis Data Kualitatif (Jakarta: UI-Press, 1992).

and costs of researchers, the research subjects were 20 teachers (sub-district), 3 madrasah, 3 madrasah principals, 28 supervisors, 28 representatives of parents, 145 teachers and 250 students. This makes the total sample size 471

Sampling Techniques

For the purpose of this study, 3 madrasahs were selected (Jambi city, Merangin district and) using random sampling method to provide equal opportunities for the population to be selected. Similarly, school selection is done through simple and random sampling techniques. Simple random sampling is a probability sampling procedure that provides equal opportunities for the population to be selected (Sarantakos, 2005). The main madrasah principal, cluster supervisor and parent representatives were selected using purposive sampling because they had adequate knowledge of what was going on in their respective schools.

The sample of teacher respondents was selected using a systematic randomization technique from the attendance list. Students from grades X and XII who had been actively involved in the five to one networks were included.

In the research questionnaire, interviews and document analysis were used to collect related data from the respondents.

The need for a questionnaire arises because it provides fairly valid descriptive information about the views and attitudes of respondents (Wellington, 1996). The question on school leadership is designed based on the competencies outlined in the standard recently prepared by the Ministry of Education (2011) for madrasah leaders. In the same way questions regarding teacher performance and student learning were adopted from the Madrasah Improvement Program blueprint. To convey the message clearly, a questionnaire was prepared in the local language. Semi-structured interviews were prepared to obtain pertinent information from parent representatives on the effectiveness of school leaders. Teacher performance evaluations and eighth grade results reports were also assessed to see the teacher's level of student learning performance. Therefore, in the sample using the eighth grade national exam for three consecutive years (2011-2013) was used

Data collected through questionnaires, interviews and documents were analyzed quantitatively and qualitatively. The researcher's data were carefully studied, collected and combined to describe the items as they were by the respondents and as they were seen by. The quantity of data obtained through questionnaires and documents that were coded, tabulated, organized, and processed by descriptive statistical analysis techniques. In doing so, consideration is given to meeting the basic questions posed and the study objectives set. Percentage, facilities and equipment used. Based on Gender The table above shows that 35, 51 and 45.6 percent of respondents are madrasah principals, supervisors and female students, respectively. These figures demonstrate the influence of women in madrasah management and registration. In addition, when one refers to age, one realizes that a young workforce is starting to enter the education system. What is interesting in this regard is that 76.4 percent of students in the districts catch their basic education upgrade at the appropriate age

With regard to the qualifications of 25, 59 and 100 percent of madrasah principals, supervisors and teachers are degree holders which implies how committed the government is to bringing quality to the sector by increasing the level of teacher education. The majority (100 percent of principals and supervisors and 75 percent of teachers) also served more than four years which could put them in a position to describe leadership effectiveness in their respective schools.

5. Effectiveness of School Leaders in Discharging Leadership Role

One of the measures and indicators in carrying out the effectiveness of madrasah leadership is its ability to carry out and implement the competencies expected of them. In this regard, respondents (teachers and supervisors) were asked to provide their opinions and the following responses were obtained.

The effectiveness of a madrasah leader depends on how clearly and planned activities are planned for the future use of the institution he leads. Questions about the competence of madrasah leaders for planning preparation and leading followers to common goals, both teachers and not sure about competence with the calculated average scores of 3.20 and 3.32, respectively. This shows that leaders have gaps in preparing and mobilizing employees behind them to achieve organizational goals

Respondents also asked whether the madrasah leadership carried out coordinated activities. Figures in Items 2 and 3 of table 2 below show that even though both respondents share the same opinion, teachers are more unsure ($m = 2.6$ and 3.02) than supervisors ($m = 3.05$ and 3.18). From this it can be said that the activities are not well organized and coordinated to achieve the various goals that have been set.

No	Descriptions of Competencies	Respondents	N	Mean
1	Ability to prepare plan that lead school community to common goa	Teachers	125	3,12
		Supervisors	20	3,14
2	Ability to organize activities	Teachers	125	2,68
		Supervisors	20	3,03
3	Ability to lead activities in coordinated way	Teachers	125	3,02
		Supervisors	20	3,12
4	Ability to motivate teachers & other employees So that they used their knowledge & skills effectively	Teachers	125	3,14
		Supervisors	20	3,22
5	Ability to control school activities	Teachers	125	3,70
		Supervisors	20	3,15
6	Ability to evaluate the performance of school activities based on evidences	Teachers	125	3,60
		Supervisors	20	3,12
7	Ability to make decision by searching alternatives and participating others	Teachers	125	3,65
		Supervisors	20	3,12
8	Ability to communicate and work with people within and without school	Teachers	125	3,60
		Supervisors	20	2,85
9	Report financial performance on time for stakeholders	Teachers	125	3,32
		Supervisors	20	4,02
10	Modeling for others	Teachers	125	3,05
		Supervisors	20	3,14
11	Ability to lead quality package with knowledge and understanding	Teachers	125	2,6
		Supervisors	20	3,2
12	Effort to equip the school with necessary resources that support learning processes	Teachers	125	3,66
		Supervisors	20	4,04
13	Ability to accept changes and new way of doing things	Teachers	125	3,25
		Supervisors	20	3,33
14	Work focusing on result and stakeholders interest	Teachers	125	3,05
		Supervisors	20	3,10

Table 1: Response on Leaders' Effectiveness in Discharging Leadership Role

4.50-5.00= Strongly Agree, 3.50-4.49= Agree, 2.5-3.49= Undecided, 1.5-2.49= Disagree, 1.00-1.49= Strongly Disagree

The level of communication between members of an educational organization is one of the competencies that must be possessed by a madrasa leader. In this case teachers in madrasah ($m=2.6$) and supervisors (3.30) were not sure whether the madrasa principal had this competency or not. This shows that school leaders have a communication gap that is very important to get the support of madrasa residents to achieve the madrasa mission. In item 9 respondents were asked whether the school leader presented the financial performance of the madrasa on time to stakeholders. Both respondents agree with almost the same average = 4.00. From this it can be concluded that madrasah leaders by reporting financial performance to their stakeholders can maintain support for the future. The appropriate use of finance by leaders was confirmed by the responses given to the question (item 12) whether they sought to equip schools with resources. The responses indicated both teachers (3.66) and supervisors (4.04) agreed that leaders strived to equip schools with the necessary resources. Thus it can be said that madrasah leaders use scarce resources for the activities listed in the plan.

Responding to questions about leadership being a model for others (item 10) and a top quality package with knowledge and understanding (item 11) both teachers ($m=3.05$ & 3.18) and supervisors ($m=2.7$ & 3.2) do not believe that their leader is a good model and package quality leads with knowledge and understanding. From this it can be said that the main reason why improvements in madrasahs are carried out gradually and selectively. Regarding the question of whether madrasa principals accept changes and new ways of doing things (item 13) and results-focused work (item 14) respondents are not sure about the average score. The calculated average starts from 3.10-3.33. From this it can be said that madrasa leaders are not resistant to change but are subjective in measuring the results. This behavior can later affect the progress and development of the madrasa. Data obtained from representatives of parents through interviews confirms that the majority of madrasah leaders are increasing from time to time. According to respondents some are good at managing learning, others at creating good relations with stakeholders and the rest at handling financial issues. The majority of madrasah principals interviewed also confirmed that they had gaps in the areas of planning and implementation, motivating teachers and leading the instructional aspects rather than non-instructional activities.

6. Teachers Performance as Measure of School Leadership Effectiveness

As for the assessment of the influence of the teacher's performance level perceived by students, it can indicate something about the effectiveness of the madrasa leader. indicators in this process consist of teacher activities which are categorized into two, namely learning activities that take place in the classroom and outside the classroom. To that end, students were questioned and the following data were secured

No	Item Describing Teachers Performance in Classroom	Alternatives										Mean
		SA		A		UD		D		SD		
		F	%	F	%	F	%	F	%	F	%	
1	Adequately prepared & delivered the subject they taught	93	31,6	49	17,5	79	28,4	27	9,5	30	10,6	3,54
2	Use appropriate teaching methodology	68	23,2	34	12	53	18,8	94	34,5	28	10	2,31
3	Motivate learners to question & answer without fear	26	9,2	43	15,4	114	41,3	78	27,7	4	6,2	2,92
4	Provide learning support based on sex & learning differences	46	16,3	69	24,7	102	37,6	46	16,5	14	4,5	3,21
5	Covered their subject at the right time	78	26,8	91	32,5	19	6,8	83	29,6	7	2,5	3,45
6	Assess, evaluate and provide feedback to the learner immediately to see their progress	22	7,9	51	18,2	116	42,1	81	28,9	8	2,6	2,99
7	Give tasks that engage students in class	16	5,8	65	23,1	102	36,5	59	21,2	38	13,5	2,86
8	Support instruction with teaching materials	36	14,25	170	60,7	70	25	-	-	-	-	3,67
GM = 3,15												

Table 2: Students Responses on Teachers' Performance in the Classroom Activities

4.50-5.00= Strongly Agree, 3.50-4.49= Agree, 2.5-3.49= Undecided 1.5-2.49= Disagree, 1.00-1.49= Strongly Disagree.

based on the table above, that teacher performance is one measure or indicator to see the effectiveness of madrasa leadership. Students are the closest customers in the process that can tell us how effectively teachers are managed to effectively carry out their teaching and learning activities. Responding to the question whether teachers use appropriate teaching methods that enhance student learning (= 2.31), motivate them to ask questions and provide answers (= 2.94), provide support based on gender and learning differences (= 3.31), assess, evaluate and provide immediate feedback to students to see their progress (2.99) and involving students in the class (= 2.86) The mean score calculated on each problem confirmed that students had doubts about agreeing or disagreeing. On the other hand, students agreed on questions such as adequate lesson preparation (=3.54), timely subject coverage (=3.55) and supportive teaching with teaching materials (3.89). Because the value of the grand mean (=3.17) clearly shows that students are not sure whether the teacher is doing what they are supposed to do in class. From the discussion above, it can be concluded that it is difficult to say that teachers have shown their best abilities that can be recognized by their students. Therefore, the effectiveness of madrasah principals in the study area concerned has not yet reached the level expected of them. The main purpose of this study is to identify the effectiveness of the madrasa principal in testing the effectiveness of teacher performance, from what has been discussed. It can be said that the competence of leaders in carrying out their duties needs to be improved.

The results of this study corresponded to four characteristics of effective learning proposed by Mortimore (1993) and Sammons et al. (1995). The characteristics of good teachers as perceived by students are teachers who prioritize learning, teachers who conduct serious learning, teachers who conduct the continuous assessment, and teachers' high expectations for student achievement. However, Mortimore (1993) and Sammons et al. (1995) have not explained in detail the percentage of influence of each indicator. What is different from the findings of this study with other research findings is that the findings of this study can explain the level of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

The principals' leadership in boosting effective learning consists of two independent variables, namely, the principal's professional leadership and the character of successful principals with several indicators and the dependent variable of effective learning, which is measured by using four indicators: 1) principals who manage teachers to focus on learning, 2) principals who manage teachers to conduct learning seriously, 3) principals who direct teachers to conduct the continuous assessment, and 4) principals who organize teachers to have high expectations for students.

These four indicators have been tested theoretically and empirically. The results of the validity and reliability tests of the instrument showed that the items of the instruments of each of these variables were highly valid. The results of Pearson correlation analysis showed that overall, there was a significant relationship between two independent variables and effective learning according to students' perceptions. The results of the Pearson correlation analysis indicated that there was a high-level significant relationship between the principal's leadership and effective learning. There was also a high-level significant relationship between the principal's characteristics and effective learning

7. The Concept of Leadership in Activities at Madrasah

Based on the previous description that communication with the principal of the madrasah leadership stakeholders is communication is the main function in madrasah principal leadership communication built and maintained in accordance with the culture through institutional culture of integrity and authority of madrasah leader. It became the main factor in building trusting stakeholder interests on the quality of spiritual life all madrasah communities are models in achieving human beings institutional capital and economic life coordination. Packed with personal and group friendship build a culture of spiritual leadership, which means that the position is amanah divine that all the consequences of the office are handed over and lean only because and for Allah alone

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