

## **Duties and Responsibilities of the Principal in Madrasa towards Teachers' Professionalism Development**

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### **Abstract**

The purpose of this study was to describe the role of the principal as a leader and manager in developing teacher professionalism. This research uses a case study approach. Data was obtained by observation, interviews, and document review. Data analysis used interactive analysis consisting of data reduction, data presentation, and conclusions. This research resulted in three findings. First, as the innovator, duties and responsibilities of madrasa principals are enriching insight and related information about madrasa, opening a new madrasa program, restructuring madrasa,

conducting reinforcement, developing the professionalism of teachers individually and in teams, managing the physical environment, and performing alternation. *Second*, as the motivator, duties and responsibilities of madrasa principals are provide a spiritual approach, apply the motto of ki hadjar dewantara motto "ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani, encourage teachers to improve their educational qualifications, provide rewards, initiate discipline, strengthen the friendship, and improve teacher welfare, provide recreation, pay attention to subordinates' conditions, and resolve conflicts. Third, as the administrator, duties and responsibilities of the madrasa principals are constructing job description and job specifications, constructing job description and job specifications, allocating all of the resources in the madrasa, assigning a capable person to lead a group of people, coordinating the performance of teachers and staff within madrasa, arranging program scheduling in madrasa, collaborating with other parties.

Tujuan penelitian ini adalah untuk mendeskripsikan peran kepala sekolah sebagai pemimpin dan manajer dalam mengembangkan profesionalisme guru. Penelitian ini menggunakan pendekatan studi kasus. Data diperoleh dengan observasi, wawancara, dan telaah dokumen. Analisis data menggunakan analisis interaktif yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menghasilkan tiga temuan. Pertama, sebagai inovator, tugas dan tanggung jawab kepala madrasah adalah untuk menambah wawasan dan informasi terkait madrasah, membuka program madrasah baru, restrukturisasi madrasah, melakukan penguatan, mengembangkan profesionalisme guru secara individu maupun tim, dan mengelola lingkungan fisik, melakukan pergantian. Kedua, sebagai motivator, tugas dan tanggung jawab kepala madrasah adalah untuk memberikan pendekatan spiritual, menerapkan semboyan Ki Hadjar Dewantara "*Ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani*, mendorong guru untuk meningkatkan kualifikasi pendidikannya, memberikan penghargaan, memprakarsai disiplin, mempererat silaturahmi, dan meningkatkan kesejahteraan guru, memberikan rekreasi, memperhatikan kondisi bawahan, dan menyelesaikan konflik. Ketiga, sebagai administrator, tugas dan tanggung jawab kepala madrasah adalah membuat deskripsi pekerjaan dan spesifikasi pekerjaan, mengalokasikan semua sumber daya yang ada di madrasah, menugaskan orang yang cakap untuk memimpin sekelompok

orang, mengkoordinir kinerja guru dan staf di lingkungan madrasah, menyusun jadwal program di madrasah, dan bekerjasama dengan pihak lain.

**Keywords:** *the role of madrasa principal, lader, manager, innovator, teacher professionalism*

## Introduction

The leadership of madrasa principals contributes significantly to the success of education in madrasahs.<sup>1</sup> He functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator.<sup>2</sup> Out of these seven functions, functioning as an innovator and motivator deserve exceptional attention. As an innovator, madrasa principals are expected to be able to make adjustments, improvements, developments, and renewals.<sup>3</sup> As a motivator, the madrasa principal is expected to be able to strengthen the intrinsic and extrinsic motivation<sup>4</sup> of the madrasa's members to work hard, be wise, and be sincere towards the more progressive development of the madrasa.

Many studies on the leadership of madrasa/school principals in developing teacher professionalism have been carried out with various research focuses. That research focuses include; the academic supervision of madrasa principals,<sup>5</sup> the leadership of the madrasa principal,<sup>6</sup> the policies of the principal of the madrasa,<sup>7</sup> the

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<sup>1</sup> Bujang Rahman, "Kepemimpinan multidimensi kepala madrasah dari perspektif guru." *ANALISIS: Jurnal Studi Keislaman*, 14, no. 2 (2014): 431-453.

<sup>2</sup> E. Mulyasa, *Menjadi Kepala Sekolah Profesional*, (Bandung: Remaja Rosdakarya, 2007), 118.

<sup>3</sup> Anne Mai Walder, "The Concept of Pedagogical Innovation in Higher Education," *Educational Journal*, 3, no. 3 (2014): 195-202. doi: 10.11648/j.edu.20140303.22

<sup>4</sup> E. Mulyasa, *Menjadi Kepala Sekolah Profesional*, 118.

<sup>5</sup> Arofatul Kiptiyah, "Supervisi akademik kepala madrasah dalam meningkatkan kompetensi profesional guru di Madrasah Aliyah Negeri (MAN) 2 Kota Kediri." PhD Thesis. Universitas Islam Negeri Maulana Malik Ibrahim, 2022.

<sup>6</sup> Moh. Nasir, et al. "Tipe Kepemimpinan Demokratis Kepala Madrasah dalam Meningkatkan Kompetensi Profesional Guru." *Kelola: Journal of Islamic*

strategy of the principal of madrasa,<sup>8</sup> the management of madrasa principals,<sup>9</sup> and the role of madrasa principals in improving teacher professionalism.<sup>10</sup> The latest research share similar research focus with this current study. The difference lies within the results, which only focus on revealing the function of the madrasa principal as an innovator. At the same time, this study aims to reveal the duties and responsibilities of the madrasa principal in developing teacher professionalism.

Theoretically, this research can provide more insight into the role of Madrasa principals in developing teacher professionalism. Practically, this research can be seen as an input for the principals of public and private madrasa on how to innovate and motivate effectively and efficiently. This research can also give some more consideration to the Ministry of Religious Affairs, from its main office to the branches within lower districts' authority, to improve the competence of madrasa principals so that they can be more creative, innovative, and professional.

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*Education Management*, 6, no. 1 (2021): 37-50. DOI: <https://doi.org/10.24256/kelola.v6i1.1832>; Vajar Vahrudin. "Kepemimpinan kepala madrasah dalam meningkatkan profesionalisme guru di Madrasah Aliyah Ma'arif Nahdlotul Ulama Kota Blitar." PhD Thesis. Universitas Islam Negeri Maulana Malik Ibrahim, 2008.

<sup>7</sup> Ali Jusri Pohan. Kebijakan Kepala Madrasah Dalam Meningkatkan Profesional Guru. *AL-MAHYRA (Jurnal Penelitian Dan Pengembangan Keilmuan)*, 1, no. 2 (2020): 78-95. <https://ejournal.stai-br.ac.id/index.php/AL-MAHYRA/article/view/41>

<sup>8</sup> Fathul Muin Zainuddin, Siti Kurnia Megawati, dan Uswatun Hasanah, "Strategi Kepala Madrasah Dalam Meningkatkan Profesionalisme Guru di Madrasah Aliyah Negeri 3 Makassar." *NineStars Education*, 2020, 1.2: 91-104. <https://e-journal.faiuim.ac.id/index.php/ninestar-education/article/view/36>

<sup>9</sup> Mohammad Riza Zainuddin, "Manajemen Kepala Madrasah Dalam Pengembangan Profesionalisme Guru Pendidikan Agama Islam (PAI)." *EDUKASI: Jurnal Pendidikan Islam (e-Journal)*, 2, no. 2 (2014): 250-262. <http://ejournal.staim-tulungagung.ac.id/index.php/edukasi/article/view/75>

<sup>10</sup> Abdul Azis Faradi, "Peran Kepala Madrasah dalam Meningkatkan Profesionalisme Guru di MAN 1 Lombok Barat Tahun Pelajaran 2021/2022." *Management of Education: Jurnal Manajemen Pendidikan Islam*, 8, no. 1 (2022): 91-99. DOI: <http://dx.doi.org/10.18592/moe.v8i1.6261>

## Methods

This study uses qualitative research to examine the condition of natural objects, where the researcher acts as the key instrument. The data were collected through triangulation. The data then were analyzed inductively. Thus, the results emphasized meaning rather than general conclusions<sup>11</sup> about the duties and responsibilities of the principal in developing teacher professionalism. The type of research used is a case study, a series of activities carried out individually, intensively, and detailed about an institution to gain in-depth insight<sup>12</sup> about the duties and responsibilities of madrasa principals in developing teacher professionalism at a Madrasah Aliyah Negeri (MAN) in Jember Regency, East Java.

The informants chosen were the principal of the madrasa, the vice principal of the madrasa, the head of administration, and the teachers. The data were collected through observation, interviews, and document review. Participatory observation was used. As Spradley said, as quoted by Sugiyono, in participatory observation, researchers are involved with the daily activities of the people being observed or used as research data sources.<sup>13</sup>

The interviews used in this study were semi-structured interviews where researchers did not use interview guidelines that had been arranged wholly and systematically for data collection. The interview guide was used to outline the problems asked.<sup>14</sup> To ensure that the information obtained from the informants was not disoriented, the researcher used a digital instrument to record the interview in the form of a cell phone.

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<sup>11</sup> Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2016), 71-74.

<sup>12</sup> Mudjia Rahardjo, *Study Kasus dalam Penelitian Kualitatif Konsep dan Prosedurnya*, (Malang: UIN Malang, 2017), 3, [http://scholar.google.co.id/scholar\\_url?=http://repository.uin-malang.ac.id/1104/1/Studi-kasus-dalam-penelitian-kualitatif.pdf&hl=id&sa=X&scisig=AAGBfm2SMZEGxHBsHCbEgtxvtNDcNel1Xg&nossl=1&oi=scholar](http://scholar.google.co.id/scholar_url?=http://repository.uin-malang.ac.id/1104/1/Studi-kasus-dalam-penelitian-kualitatif.pdf&hl=id&sa=X&scisig=AAGBfm2SMZEGxHBsHCbEgtxvtNDcNel1Xg&nossl=1&oi=scholar). Diakses tanggal 03 Maret 2019.

<sup>13</sup> Sugiyono, *Memahami Penelitian Kualitatif*, 71-74.

<sup>14</sup> Sugiyono, *Memahami Penelitian Kualitatif*, 66.

Document review is carried out by collecting and reviewing relevant documents in response to the research focus, such as teacher professional development activities (workshops, seminars, discussions, meetings), madrasa archives on the number of teachers, and data on teacher education qualifications.

The data obtained through observations, interviews, and document reviews were then analyzed by using the Miles and Huberman model, which suggested that the activities in qualitative data analysis were carried out interactively and continuously until they were completed so that the data was saturated. There are three stages of data analysis. First is data reduction, which means summarizing, selecting, focusing on essential things, and looking for themes and patterns. Second, the presentation of the data, that is, after the data obtained are summarized and sorted. Then the data is analyzed in depth. Third, drawing conclusions and verification. The initial conclusions are still tentative and will change if no substantial evidence is found to support the next data collection stage.<sup>15</sup> When the data arrangement about the duties and responsibilities of the madrasa principal in developing teacher professionalism has been recognized to be valid and supported by reliable data, then the data can be used as a reliable conclusion.

## **Result and Discussion**

### *Duties and Responsibilities of Madrasa Principals as Innovators*

#### 1. Enriching insight and related information about madrasas

The madrasa principal should begin his leadership by collecting as much information as possible about the madrasa he leads. As an innovator, he needs to pay attention to the market needs. Principals must observe their competitors, the competition, changes in the competition itself, and customer behavior. The information obtained was analyzed and identified to originate some ideas, which are then referred to as the ones considered the best

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<sup>15</sup> Sugiyono, *Memahami Penelitian Kualitatif*, 91-99.

idea. From this idea, it is then realized within the implementation stage as its realization.

One of the information-assembling activities carried out by the madrasa principal is to survey students' parents in their madrasa. The criteria used are related to the objectives, expectations, and needs of students' learning activities in the madrasa. The results suggest that some parents want their children to understand religious knowledge better. Some parents want their children to understand general Science and have a comprehensive religious understanding. Some parents want their children to have life skills as a provision to continue their business.

From this information, by considering input from alumni, committees, education experts, and Islamic scholars in Jember, the principal of the madrasa proposed the opening of a new program based on PMA No. 90 of 2015 concerning madrasa diversification. The proposal received resistance from some teachers and the Ministry of Religious Affairs of the Republic of Indonesia. At this point, the principal optimizes his role as a leader by influencing others for these people to have the desire to work together to achieve organizational goals. This follows the essence of leadership as stated by Koontz: "The function of leadership, therefore, is to include or persuade all subordinates of followers to contribute willingly to organizational goals in accordance with their maximum responsibility."<sup>16</sup>

The essence of leadership is the sense of following, so in this case, the principal of the madrasa invites all his subordinates to have the same perception to unite and support the development of the madrasa's programs through the madrasa diversification. In experiencing a deadlock, the principal of the madrasa should interact with the opposing parties, including reaching the Ministry of Religious Affairs of the Republic of Indonesia to see the promptness of the madrasa to implement the program firsthand.

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<sup>16</sup> Harold Koontz, Cyril O'Donnell, and Heinz Wehrich, *Essentials of management*. Vol. 18. (New York: McGraw-Hill, 1986).

This is in line with Blumberg and Greenfield's view of the principal's function, "...the organizer or problem-solver, the value-based juggler, the authentic helper, the broker, the humanist, the catalyst, the rationalist and the politician."<sup>17</sup>

Based on that description, the principal is the one who can solve problems, function as an assessor and supervisor, assist the subordinates' tasks, have a social and humanistic spirit, provide rational insight, and be an expert in politics. The madrasa principal has practiced ingenuity in politics and flexibility in negotiating to make those who were initially opposed or apathetic to be moved and even provided support and help to the process of opening and legal documents for the new program to be issued. What is done by the principal of this madrasa requires an extensive collection of information about what is needed by the community, the hopes and desires of the parents, education experts, community leaders, and ulama or Islamic scholars as to the founding fathers of this madrasa.

## 2. Opening a new madrasa program

As a follow-up to the opening of a program for the madrasa diversification, the principal of the madrasa proposed an additional new program which was finally approved, and the legal document had been issued; they are; Religious Program, Bina Insan Cendekia, Life Skills Program. These new programs, called the regular program, do not necessarily erase the existing programs. So, students who are interested in the regular program are still facilitated. This is in accordance with the opinion of Anne Mai Walder, who understands learning innovation in the context of education as "to that adjustment, improvement, development, study/pilot project, experiment, or even modernization, reform or renewal."<sup>18</sup>

In other words, innovation is defined as adjustment, improvement, development, study/pilot project, experiment,

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<sup>17</sup>Arthur Blumberg and William Greenfield, *The Effective Principal Perspectives on School Leadership*, (Boston: Allyn and Bacon, 1980).

<sup>18</sup> Walder, 195-202.



modernization, improvement, renewal, novelty, or any new findings that have never been discovered. Strengthening Anne Mai Walder's opinion, Markus Sattler explains that the innovation process is characterized by input and organizational elements. The factors of the formal product development process, proficiency in the product development process, reduced cycle time, customer input, competitor intelligence, cross-functional coordination, explicit knowledge management, external networks, and available knowledge in the workforce.<sup>19</sup>

The innovation process is a combination of input characteristics and organizational elements. Meanwhile, the factors involved are formal product development processes, expertise in product development processes, reducing cycle time, customer input, competitor expertise, cross-functional coordination, knowledge management, external networks, and knowledge or competencies as strengths in work. The character of the madrasa has been learned from the previous principals by collaborating public schools with religious identities.

The principal of the madrasa aspires its alumni to have the characteristics of memorizing the Qur'an, at least for the last chapter of the Qur'an, usually known as juz amma. Therefore, memorizing the Qur'an is one of the graduation requirements. It has now become the branding of this madrasa. The parents' minds about their children are, "My child will have the same knowledge as high school, the same religious knowledge as in Islamic boarding schools, and the same life skills in SMK."

The progress made by competitors has also inspired madrasa principals to make changes, including in the ICT subject, by building e-learning. Teachers must respond to change by applying information technology in the learning process.

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<sup>19</sup> Markus Sattler., *Excellence in Innovation Management, A Meta-Analytic Review on the Predictors of Innovation Performance*, (German: Gabler Verlag, 2011), 91.

This innovation was carried out thanks to the capital owned by the madrasa principal, including the input, hopes, and desires of the parents of students, the competition between fellow Madrasah Aliyah, and the network and competence of teachers owned by the madrasa. Concerning this matter, Haberman in Wahyudin, Dedi Supriadi, and Ishak Abdulhak stated that one of the characteristics of innovation is addition.<sup>20</sup> The addition of Religiosity, Bina Insan Cendekia, and Skills Programs, as well as the effort to include memorizing the Qur'an as one of the requirements for graduation, and building e-learning applications is an additional innovation.

### 3. Restructuring Madrasa

The principal of the madrasa appoints teachers and personnel considered high-committed and competent seniors in their respective fields for the success of the entire madrasa program. Such action is inseparable from the function of the principal as a catalyst, that is, to give a trigger for accelerating the process at the madrasa. The appointment of new officials who are experts in their fields is carried out so that all madrasa programs can be carried out correctly. The appointment of senior teachers by the madrasa principal does not necessarily look at the age side but instead on the experience, qualifications, competence, integrity, and high commitment of the teacher.

### 4. Conducting reinforcement

Workshops and training activities for teachers have been held before, but they have not been as intensive as this time, where they are not appropriately scheduled regularly. Because the madrasa principal already knows each teacher's character, strengths, and weaknesses, the form of strengthening competence for teachers is adjusted to their area of expertise. Muhammad Salihin, H.M. Asrori, and Wahyudi stated that reinforcement is a

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<sup>20</sup> Dinn Wahyudin, Dedi Supriadi, dan Ishak Abdulhak, *Pengantar Pendidikan*, (Jakarta: Pusat Penerbitan Universitas Terbuka, 2002), 6-9.

form of action shown by the leadership so that people are influenced to follow it.<sup>21</sup>

As the leader of the madrasa, the principal's undertaking of inviting experts in the field of education is to change the behavior of teachers to become more professional. Stephen P. Robbin and Timothy A. Judge said, "Reinforcement is an important influence on behavior."<sup>22</sup> Reinforcement for the teacher can make them realize their traits that stimulate the desire to carry out their duties and responsibilities. Thus, in increasing teachers' professionalism, madrasa principals strengthen the driving forces and weaken the resisting forces. Haberman in Wahyudin, Dedi Supriadi, and Abdulhak stated, "One of the characteristics of innovation is reinforcement."<sup>23</sup> This form of reinforcement can be in the form of strengthening the professionalism of teachers through workshops and training.

##### 5. Developing the professionalism of teachers individually and in teams

There is some kind of a symbiotic mutualism between teachers' needs and madrasas' needs. On the one hand, as a teacher who teaches at the Madrasah Aliyah Negeri, one has the right to be promoted to his grade level as a Civil Servant (PNS). One of the requirements is to write a scientific paper. The principal of the madrasa has been concerned about this by helping to develop the ability of teachers to write journals or scientific works by bringing in experts to train them. The benefit for the madrasas is that they have teachers who can write scientific papers in journals and mass

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<sup>21</sup> Muhammad Shalihin and H. M. Asrori. "Penggunaan Reinforcement Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru di SMA Negeri 1 Mempawah." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 2, no. 3 (2013). DOI: <http://dx.doi.org/10.26418/jppk.v2i3.1234>

<sup>22</sup> Stephen P. Robbin and Timothy A. Judge, *Organizational Behaviour*, (New Jersey: Pearson Education International, 2008), 245

<sup>23</sup> Dinn Wahyudin, Dedi Supriadi, dan Ishak Abdulhak, *Pengantar Pendidikan*, 6-9.

media. The development of writing skills for teachers and the training program in making lesson plans are a form of developing the professionalism of individual teachers.

As a team, the principal of the madrasa appoints a subject coordinator to foster and guide teachers, discussing various problems related to learning through the Subject Teacher Consultation (MGMP). The madrasa principal in the team acts as a consultant, provider of all resources, and facilitator. This is in line with Richard A. Gorton "...their leadership roles as consultants, resource persons, or facilitators of group discussion and decision making, they are more likely to work with groups as members than as individuals in charge."<sup>24</sup> The madrasa principal acts as a consultant or the one who has all the necessary resources and functions as a facilitator in discussion groups and decision-making. The principal should act in the teamwork as the group member, not as the leader.

## 6. Managing the physical environment

Management of the physical environment as a form of innovation that has been carried out are those that are related to the development of infrastructure facilities in the form of building a teacher's room, repairing the office room layout, building an integrated laboratory, library building renovation, parking lot arrangement, CCTV camera installation, provision of trash bins, and renovation of security posts. As stated by Richard Andrews and Jill Hearne in Gorton regarding School Plant Development, he states that "Implementation plans for the orderly growth and improvement of school plant facilities."<sup>25</sup> As a leader in the madrasa, the principal must implement a plan to establish a beautiful environment and improve physical facilities, including school buildings.

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<sup>24</sup> Richard A. Gorton, *School Based Leadership, Challenges and Opportunities, third edition*, (San Diego State University: Wm.C. Brown Publishers, 1991), 74.

<sup>25</sup> Gorton, *School Based Leadership*, 57.

## 7. Performing alternation

The madrasa principal as an instructional leader is also responsible for instruction and curriculum development, as Richard Andrews's view and Jill Hearne in Gorton, in which they "Relate the desired curriculum to available time, physical facilities and personnel ."The Madrasa principal adjusts the existing curriculum, available time, physical facilities, and personnel. The existence of cross-interest in Madrasah Aliyah Negeri, on the one hand, is a hallmark of the implementation of the Revised 13 Curriculum. However, on the other hand, it causes a moving class. Since the physical facilities for cross-interests are still lacking, the number of personnel is limited, and time availability is minimal. Implementing these cross-interests poses problems empirically regarding the administration, assessment, and evaluation report. Based on the experience, students from the Social Sciences major rarely major in Science while in college. In this case, the principal of the madrasa focuses on cross-interest only for English and Arabic subjects. The madrasa principal's undertaking in changing the cross-interest from Science to social studies majors, or vice versa, into cross-interest only for English and Arabic subjects can be considered an alternative innovation. The changes made do not change the substance of cross-interest as a characteristic of the Revised-13 Curriculum.

### *Duties and Responsibilities of Madrasa Principals as Motivators*

#### 1. The principal should provide a spiritual approach.

The principal of the madrasa, on various occasions, should be able to advise that being a teacher is a noble profession, and teaching is an embodiment of the worshiping act to Allah SWT. The spiritual approach taken by the principal of the madrasa is seen as religious, which is one of the attributes of spiritual leadership. Sendjaya in Tatik Mulyati said that the measurement of spiritual leadership consists of four main attributes: religiousness, interconnectedness, sense of mission, and wholeness (holistic

mindset).<sup>26</sup> Furthermore, it is stated by Pargament that what is meant by religion or religiousness is "The search for significance in the ways that are related to the sacred."<sup>27</sup> The religious approach is often preferred by madrasa principals in motivating teachers. One of them is on a particular occasion in giving a lecture. He said the teacher's job is represented in the Qur'an Surah at-Tahrim (66) verse 6. When this verse is drawn into the context of learning, it can be understood that saving our students from hell and the hereafter is to educate and teach the knowledge to them.

2. Applying Ki Hadjar Dewantara's motto "*Ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani*"

The principal of the madrasa, when he functions as a motivator, needs first to set an example, then establish goodwill among his subordinates, and encourages teachers and the personnel staff at the madrasa. This is in accordance with the motto of Ki Hadjar Dewantara "*Ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani.*" In the context of teaching and learning nowadays, this motto is still relevant.

3. Encouraging teachers to improve their educational qualifications

One of the principals' efforts to motivate teachers is encouraging them to continue their studies. He views the teacher as an essential asset for the madrasa. The future of the madrasa will depend on the madrasa principal, the teachers, and all members of the madrasa. Therefore, fostering teacher qualifications is a necessity. Although the academic qualifications required to teach at Madrasah Aliyah are at least to hold a bachelor's degree, fostering

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<sup>26</sup> Tatik Mulyati, "Pengaruh Kompetensi, Budaya Akademik dan Kepemimpinan Spiritual terhadap Motivasi dan Implikasinya," *Ekuitas: Jurnal Ekonomi dan Keuangan*, 19, no. 1, (2015): 66 – 89.

<sup>27</sup> Kenneth I. Pargament, *Spiritually Integrated Psychotherapy: Understanding and addressing the sacred*, (New York: Guilford Press, 2007).

the qualifications for teachers is very important so that teachers have adequate standards of competence, qualifications, and welfare.

According to Drost, teachers are seen as strategic assets required to continue to experience a process of increasing the teaching knowledge and skills (ongoing formation) and be able to look ahead. These aspects can be fulfilled when the teacher tries to improve his educational qualifications.<sup>28</sup> Lefrancois stated that competence is the capacity to do something resulting from the learning process. During the learning process, the stimulus will merge with the contents of the memory and cause a change in the capacity to do something.<sup>29</sup> Based on these two opinions, it can be stated that there is a close and positive relationship between teachers' educational qualifications and their competencies. In other words, the higher the educational qualification of a teacher, the more potential the teacher has to take on the responsibility to educate, guide, and teach effectively and efficiently.

#### 4. Providing Rewards

The madrasa principal has given rewards as a form of motivation. One of them is giving an umrah to one of the teachers at Ma'had. He saw that the teacher had worked with all his heart, had good integrity and commitment, and had uplifting work achievement at Ma'had. Likewise, when other teachers perform well in other tasks, the principal will personally thank the teacher and give a reward during the regular ceremony. This is important so other teachers are motivated to do the same, increasing their work performance. The principal's gratitude is a form of appreciation for the teacher's performance, which has been given to the madrasa and has a profound meaning for the teacher.

Lawler stated, "If an organization cares for its employees as an important talent, to reach their full potential it has to be

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<sup>28</sup>J. Drost, "On Going Formation bagi Seorang Guru," Kompas, 14 Pebruari 2002.

<sup>29</sup> Guy R. Lefrancois, *Psychology for Teaching*, 7<sup>th</sup> ed., (Belmont: Wadsworth Publishing Company, 1991), 63.

knowledgeable about what is that which increases the to the employers.”<sup>30</sup> In line with this statement, Nevada Shakir, Shazia Zamir, and Shabana Zamir stated, "Motivate the teachers and make their effective performance reward is significant."<sup>31</sup> Further, Homan stated, "The employees who accomplish their task or give a good performance, not only want to focus on their achievement but they want their achievement to be appreciated.”<sup>32</sup> Thus, the leadership within an institution, including madrasas, needs to provide rewards to increase the motivation of the teachers and the staff personnel.

#### 5. Strengthening the friendship (*silaturrahim*)

The principal of the madrasa is very concerned about the closeness and friendship aspects. He held *anjangsana* (visiting each other's house), where he invited retired former madrasa principals to provide encouragement and moral support for teachers who are still active. Moreover, he also invited alumni who had served and mingled in the community. Some benefits are obtained by teachers from gathering activities, including increasing work motivation, being tolerant between fellow madrasa residents, fostering a corporal spirit, sharing and discussing, as well as self-introspection. Silaturahmi also strengthens affection, increases love, and strengthens the family ties-like interaction.

#### 6. Improving teacher welfare

The efforts made by the principal to improve the welfare of teachers, especially non-civil servant teachers, are done by providing teaching incentives whose calculations are based on several criteria, such as qualifications, education, length of teaching, and length of service. Teachers who have special skills, for

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<sup>30</sup> Chris Ajila and Awonusi Abiola. "Influence of rewards on workers performance in an organization." *Journal of social sciences*, 8, no. 1 (2004): 7-12.

<sup>31</sup> Naveda Shakir and Shabana Zamir. "Impact of rewards on teachers' performance at secondary level." *J. Educ. Pract*, 5, no. 10 (2014): 101-105.

<sup>32</sup> Richard Thorpe and Gill Homan, eds. *Strategic reward systems*. (New York: Pearson Education, 2000), 287-301.



example, in computer-related, will be given additional tasks to manage the computer lab. Another effort is to involve teachers in various activities so that they can get honorariums for activities, both as committee members and as participants.

#### 7. Resolving conflicts

Conflicts taking place in madrasas are an unavoidable part and often faced by madrasa principals. As a motivator, the principal should act as a mediator for the conflicting parties.<sup>33</sup> As a mediator, the principal of the madrasa, of course, will not lean towards one party. He needs to be fair and wise and seeks the best way out for conflict resolution. According to Stevenin, there are five steps in reconciling conflict. First, recognize and understand the existing state's gap and how it should be, and avoid errors in detection. Second, making a diagnosis using the correct and tested method and focusing on the core of the problem. Third, agree on a filtered solution and the best selected one from the various options. Fourth, implementing the resolution must be carried out carefully and weighed the best because every solution has its pros and cons. Fifth, the principle conduct evaluation where the solution that has been decided can originate new problems. When it is not successful, it can repeat the steps from the beginning until there are not any new problems arise.<sup>34</sup>

#### *Duties and Responsibilities of the Head of Madrasa as Administrator*

##### 1. Constructing Job Description and Job Specifications

Job descriptions and specifications are arranged so that performance in each working part of the madrasa runs effectively and efficiently. Before assembling the job description and job specifications, there should be a job analysis. According to Dessler, job analysis is a procedure for determining the tasks and skills

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<sup>33</sup> Gorton, *School Based Leadership*, 168.

<sup>34</sup> Mohamad Muspawi, "Manajemen Konflik (Upaya Penyelesaian Konflik dalam Organisasi), *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 16, no. 2, (2014), 41-46.

demand in a position (job description) and what kind of person it will be (job specification).<sup>35</sup> From Dessler's point of view, it emphasizes two aspects: "What is the job" and "who is working." Hence, in this case, job analysis is part of administrative and human resource management activities in improving organizational performance.

The madrasa's principle involves subordinates compiling job descriptions so that all input from subordinates can be accommodated. This is important because the subordinates understand exactly their conditions and needs. Job specifications also involve people who can be trusted so that the principle of "the right man in the right place" can be fulfilled.

## 2. Allocating all of the resources in the madrasa

The principal is responsible for sharing madrasa resources. In this case, he needs to conduct a needs analysis, calculating the number of teachers, office staff from the computer lab and Ma'had, library staff, security guards, and cleaning staff. The principal should adjust the needs of each unit with existing human resources. The distribution of the resources itself should be based on the main objectives of providing exemplary service for madrasa teachers.

The resources in the madrasa can be in the form of man, money, and material. Man is the need for human resources; money refers to the funding; the material is related to equipment in the madrasa. Richard A. Gorton stated, "School administrators are usually responsible for making sure that the schools operate within their allocated budgets and do not overspend in any budget categories."<sup>36</sup> Madrasa principals are responsible for ensuring that schools operate within proper allocations. Furthermore, the budget spent does not exceed what it should be.

The principal of the madrasa has made an appropriate, proportional distribution of madrasa resources aims to provide

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<sup>35</sup> Gary Dessler, *Manajemen Sumber Daya Manusia*, terjemahan Benyamin Molan, (Jakarta: Prenhallindo, 1997).

<sup>36</sup> Gorton, *School Based Leadership*, 168.

good services to the needs of teachers. When all the needs of teachers are adequately met, the quality of teaching will increase. Under these conditions, teachers will likely get the supplies they need in adequate amounts, which is the ultimate goal of good supply administration.<sup>37</sup> Therefore, all of the types of supply given by the principal is to meet the needs of teachers so that they can work and carry out their duties properly.

### 3. Assigning a capable person to lead a group of people

To accelerate the achievement of the objective set by the madrasa, the principal needs to assign a person who is mandated to lead a group of people. This assignment adheres to the applicable regulations and is carried out selectively. There will be no principal who can complete all the administrative tasks of the madrasa. This follows the statement of R. Rees in Gorton, "No administration can effectively perform all of the various administrative functions and tasks within a school. Thus, some tasks should be delegated to other people."<sup>38</sup> "Others" referred to, and it could be, vice principals, personnel staff, and teachers who have the required competencies.

There are several obstacles encountered related to the delegation of tasks. Carl Heyer, as quoted by Gorton, identifies leaders' reluctance to delegate tasks to others. They are:

- a. They need to be involved in every aspect of administration and cannot bear to delegate any of their responsibilities to others.
- b. They are concerned that others may wonder if they can handle the job if they delegate some of the responsibilities to other people.
- c. They are not confident that others will do good jobs if they delegate specific responsibilities, or at least,

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<sup>37</sup>Williard S. Elbree, Harold J. McNally, and Richard Wynn, *Elementary School, Administration, and Supervision* (3<sup>rd</sup> ed.), (New York: American Book Company, 1967), p.404.

<sup>38</sup>Gorton, *School Based Leadership*, 67.

administrators doubt whether others could do as well as they would in carrying out a task.

- d. They have a solid need to be recognized as leaders in the organization. They are concerned with the possibility that delegation of some of the responsibilities will necessitate the sharing of leadership recognition.
- e. They are concerned that by delegating responsibility to someone else, they may be facilitating the advancement of that individual to the point at which the situation could become competitive.<sup>39</sup>

To overcome this, Gorton argues that "the principal should define in considerable detail the nature and scope of the responsibility being assigned, the degree of authority that the individual should be given over others, the extent to which there are supervisory responsibilities associated with the assignment, and the people with whom the individual should communicate in carrying out the new assignment. As a result of carefully defining these factors, administrators can avoid, or at least minimize, uncertainty and unsatisfactory performance on the part of the person to whom an assignment has been delegated."<sup>40</sup>

#### 4. Coordinating the performance of teachers and staff within madrasa

One of the duties of the principal as an administrator, according to Richard A. Gorton, is to coordinate the work of teachers. Madrasa principals need to coordinate the performance of madrasa teachers.<sup>41</sup> The practice of coordination done by madrasa principals regarding teacher and staff performance involves vice-principals, heads of administration, and senior teachers who are appointed as subject coordinators. Joseph LC Cheng in Gorton suggests that this is important for the principal to be done. Because

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<sup>39</sup> Gorton, *School Based Leadership*, 68.

<sup>40</sup> Gorton, *School Based Leadership*, 68-69.

<sup>41</sup> Gorton, *School Based Leadership*, 56.

a well-coordinated organization is characterized by a high degree of coherence, various work activities are performed to supplement and complement one another and directed toward a common objective.<sup>42</sup>

The term "being complementary to each other" means that the madrasa's principal ensures no conflict between teachers or teachers and employees, and there is no "overlapping" or doing something beyond their duties and authorities. The principal of the madrasa has indeed carried out various coordination, but it is necessary to carry out very detailed coordination. Related to this, Gorton stated that administrators might have to redefine roles to complement each other better. They may need to restructure tasks, so they do not conflict with or overlap; new lines of communication may need to be designated for better coordination of activities or use of resources, and time schedules may need to be rearranged so individuals or groups can work together more efficiently. In all of these activities, administrators are engaged in the process of coordinating. They are reorganizing people, tasks, resources, and time so that functions proceed more smoothly".<sup>43</sup> In this coordination, it is recommended that the principal of the madrasa be involved in the process so that all components can synergize with each other and that tasks can be completed properly.

##### 5. Arranging program scheduling in madrasa

The arrangement of the program schedule is included in the planning stage. Most of the time, some activities have not been planned but must be implemented. Such undertakings are confusing for teachers or staff assigned to the task. To prevent this, Gorton suggests that school principals should consider the following:<sup>44</sup>

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<sup>42</sup> Gorton, *School Based Leadership*, 67.

<sup>43</sup> Gorton, *School Based Leadership*, 67.

<sup>44</sup> Gorton, *School Based Leadership*, 65.

**Table 1.** Aspects that the madrasa principal should consider

1.	<i>What needs to be done?</i>	→	<i>Task definition</i>
2.	<i>Which resources are needed to do the job, and within which period?</i>	→	<i>Definition of resource needs and time parameters</i>
3.	<i>Who is competent, interested, and available to do the job?</i>	→	<i>Selection of personnel</i>
4.	<i>What responsibilities need to be assigned to whom?</i>	→	<i>Definition and assignment of responsibility</i>
5.	<i>Which tasks and people need to be related to each other?</i>	→	<i>Identification of coordination needs.</i>
6.	<i>Who should be in authority over whom?</i>	→	<i>Specification of authority relationships</i>
7.	<i>Who should supervise whom and in which areas?</i>	→	<i>Specification of supervisory relationships</i>
8.	<i>Who should communicate with whom and about what?</i>	→	<i>Specification of Communication relationships</i>
9.	<i>Which standards determine the effectiveness</i>	→	<i>Establishment of evaluation criteria</i>

The planning process, including arranging a program schedule for the madrasa, must begin with a definition of the tasks or activities needed to achieve the goals that have been previously agreed upon them. The decision-making is obtained by considering the determination of the criteria used to evaluate the extent to which the goal is achieved or the decision is successfully implemented. The steps include determining the authorities, supervision, and communication links between people and defining the resources needed to perform specific tasks within a certain period. Suppose the principal of the madrasa takes these steps. In that case, the program schedule that is made will run effortlessly because all things have been anticipated correctly, including

incidental matters that have been anticipated long before in advance.

#### 6. Collaborating with other parties

The collaboration carried out by the principal of the madrasa is in the context of developing teacher professionalism. The madrasa has collaborated with UIN Kiai Haji Achmad Siddiq Jember, University of Jember, State University of Surabaya, Gajah Mada University, UIN Walisongo, SMA Negeri 1 Jember, Ministry of Religious Affairs, and other education and training institutions. The collaboration that has been carried out is in line with Gorton's opinion, which says that one of the principal's duties is to cooperate with other community agencies.<sup>45</sup> The goal is to develop teacher professional-ism. Through this collaboration, madrasa principals can invite experts in specific subject areas like curriculum to hold ICT media development training in learning and others. Moreover, this form of cooperation can be done utilizing comparative studies to determine the advantages and disadvantages of madrasas compared to others.

#### 7. Developing and managing policies and procedures for parents and community participation in madrasas

Gorton argues that a school principal must develop and administer policies and procedures for parents and community participation in the schools.<sup>46</sup> A school is not an independent or isolated entity. It operates in a social context, an essential element of the local community."<sup>47</sup> Madrasas need to communicate and involve the community to participate in developing madrasas. According to Frederick Wirt, Michael Kirst, and Joel Spring in Gorton, the school draws its students from the community and depends on it for much of its financial and social support. The

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<sup>45</sup> Gorton, *School Based Leadership*, 56.

<sup>46</sup> Gorton, *School Based Leadership*, 56.

<sup>47</sup> Gorton, *School Based Leadership*, 513.

community attempts to exercise its power over the school primarily through the school board, which has the authority to establish policies and approve financial expenditures. The community also tries to influence the school informally through parent and special interest groups and individual contact."<sup>48</sup>

There are several benefits derived from the involvement of parents and the community. First, through involvement, parents and other citizens become more knowledgeable about school affairs, and as a result, they become a. Better informed about what students are learning in school b. More understanding of the problems that the school faces c. More supportive of efforts by the school to improve the educational program. Second, through involvement with teachers and school administrators, parents become better equipped to provide learning activities at home, including developing students' social and personal skills, enhancing basic skills education, and contributing to advanced skills and enrichment education. *Third*, through participation by parents and other citizens, the school receives ideas, expertise, and human resources, all of which improve school decision-making and the school's educational program. *Fourth*, through involvement, parents and other citizens are in a much better position to evaluate the school fairly and effectively.<sup>49</sup>

## Conclusion

*First*, as the innovator, duties and responsibilities of madrasa principals are enriching insight and related information about madrasa, opening a new madrasa program, restructuring madrasa, conducting reinforcement, developing the professionalism of teachers individually and in teams, managing the physical environment, and performing alternation. *Second*, as the motivator, duties and responsibilities of madrasa principals are provide a spiritual approach, apply the motto of *ki hadjar dewantara* motto "*ing ngarso sung tulodho, ing madya mangun*

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<sup>48</sup> Gorton, *School Based Leadership*, 513.

<sup>49</sup> Gorton, *School Based Leadership*, 521.



*karso, tut wuri handayani*, encourage teachers to improve their educational qualifications, provide rewards, initiate discipline, strengthen the friendship, and improve teacher welfare, provide recreation, pay attention to subordinates' conditions, and resolve conflicts. *Third*, as the administrator, duties and responsibilities of the madrasa principals are constructing job description and job specifications, constructing job description and job specifications, allocating all of the resources in the madrasa, assigning a capable person to lead a group of people, coordinating the performance of teachers and staff within madrasa, arranging program scheduling in madrasa, collaborating with other parties.

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