

Improving the Quality of Education at Madrasah Tsanawiyah Negeri Fakfak through Leadership Strategies implemented by the Head of Madrasah

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Diterima: [2024-09-11]

Direvisi: [2024-10-05]

Disetujui: [2024-10-14]

Abstract : *The goal of this study is to (1) assess how the Head of the Fakfak State Tsanawiyah Madrasah carries out their main roles and functions, (2) identify the factors that assist or hinder the head of the Fakfak State Tsanawiyah Madrasah in improving the quality of education, and (3) investigate the solutions implemented by the Madrasah Head to overcome obstacles to carrying out these primary tasks. The qualitative study draws on pedagogical, management, and theological approaches. Primary data was gathered from the madrasah head, teachers, administrative staff, and relevant individuals within the madrasah, while secondary data was collected from books, the internet, and other sources related to the research problem. Data collection methods included observation, interviews, and documentation studies. The study found that the head of MTsN Fakfak utilizes a democratic leadership style in fulfilling their main responsibilities, as evidenced by the active, dynamic, and purposeful strategies, actions, and programs that involve all stakeholders in advancing the institution. The leadership of the madrasah head has had a positive impact on the quality of education, but there are areas for improvement that require a more effective strategy for the madrasah head to fulfill their duties. The study suggests that as a leader, the head of the madrasah must continuously and optimally carry out their primary responsibilities to enhance the quality of*

education within the madrasah. Consequently, madrasah heads must adeptly mobilize resources in program planning and evaluation, curriculum development, learning, personnel management, learning facilities and resources, finance, student and community services, and fostering a conducive madrasah environment.

Keywords *Madrasah Head Strategy, Education Quality*

INTRODUCTION

Families, communities, and the government engage in deliberate actions to provide guidance, teaching, and training within and outside school settings throughout one's lifetime to equip students for suitable participation in diverse societal contexts in the future.¹ Strategy is the key to success in achieving madrasah goals. A good madrasa head is a madrasah head who has a strategy for advancing his madrasah. The madrasah program cannot run without a strategy. When a leader aims to progress a madrasah, strategy is the initial and crucial step. Even if a leader is exceptional, their program will lack significance without a solid strategy. Leadership relies not only on the leader's capabilities but also on the leader's strategy.² The madrasah head is the personnel in charge of all activities at the madrasah/school. He is fully authorized to oversee all educational activities within the madrasah/school environment he manages. All activities taking place in the madrasah/school must be answerable to the head of the school's madrasah. Therefore, the head of the madrasah/school is accountable for all educational activities within the madrasah.³ The madrasah head must have a strategy to improve the quality of education in the madrasah which is his mandate, to create a conducive madrasah climate, as well as the ability of the madrasah head to provide advice, motivation, and solutions to teaching staff in implementing a learning system that is right on target. Apart from carrying out its functions, by having a mission and strategy the head of the madrasah knows in which direction to move and how to achieve goals according to the targets of the madrasah educational institution.⁴ Producing high-quality and dependable human resources relies on the quality of education, making it

¹ Pristiwanti, Desi, et al. "Pengertian Pendidikan." *Jurnal Pendidikan Dan Konseling (JPDK)* 4.(6), (2022), h. 7911-7915

² Zamroji, Muhammad. "Analisis Strategi dan Kunci Keberhasilan Lembaga Pendidikan Islam." *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 2.(2), (2019), h. 100-114.

³ Astuti, Astuti. "Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Mutu Pendidikan." *Adaara: Jurnal Manajemen Pendidikan Islam* 5.(1), (2019)

⁴ Kuntoro, A. T. (2019). Manajemen Mutu Pendidikan Islam. *Jurnal Kependidikan*, 7(1). <https://doi.org/10.24090/jk.v7i1.2928>

crucial to continuously implement initiatives to enhance it. This requires the implementation of special policies, such as innovating education management using the concept of education quality management.⁵ At the madrasah level, the madrasah head is the driving force in efforts to improve the quality of education, so the madrasah is expected to be able to make significant changes. Here, many factors influence the success of implementing quality management, one of which is the ability of the madrasa head to carry out analysis in recognizing environmental conditions in school management.

Creating quality education requires teachers who possess high qualifications, competence, and dedication to fulfilling their professional responsibilities. Teachers play a crucial role in the success of an educational institution, and their behavior and teaching methods have a significant impact on the institution's reputation. Competency is an essential professional trait that teachers and lecturers must acquire, internalize, and demonstrate through their skills and abilities in performing their duties.⁶ Among the various competencies, pedagogical competency stands out as it encompasses the teacher's capacity to effectively manage student learning, a unique skill set that distinguishes teachers from other professions and significantly influences the success of their student's learning process and outcomes.⁷

The position of the head of the madrasah is strategically important for carrying out supervisory duties, as it allows direct observation and guidance for improvement. This makes the head of the madrasah the most suitable supervisor due to their comprehensive understanding of the institution. Various factors, including the availability and optimal management of educational facilities and infrastructure, greatly influence the success of educational programs. Facilities and infrastructure play a crucial role in supporting the smooth running of learning activities, making their management essential for educational institutions, particularly schools.⁸ Participation of the community in providing education in this era of autonomy demonstrates the community's recognition of

⁵ Astawa, I. Nyoman Temon. "Pendidikan Inklusi Dalam Memajukan Pendidikan Nasional." *Guna Widya: Jurnal Pendidikan Hindu* 8.(1), (2021), h. 65-76

⁶ Husna, R. L. (2023). Pengaruh Skill Guru Terhadap Efektivitas Belajar Peserta Didik Kelas III MI Roudlotus Salafiyah Di Era Society 5.0. Ta'lim: Jurnal Multidisiplin Ilmu, 2(1), 22-27. <https://www.ejournal.staihitkediri.ac.id/index.php/talim/article/download/31/16>

⁷ Sudrajat, Akhmad. "Aspek dan Indikator Kompetensi Pedagogik Guru." Artikel Pendidikan. Artikel Pendidikan Online (<https://akhmadsudrajat.wordpress.com/2012/01/29/kompetensi-pedagogik-guru/>) (2012).

⁸ Megasari, Rika. "Peningkatan pengelolaan sarana dan prasarana pendidikan untuk meningkatkan kualitas pembelajaran di SMPN 5 Bukittinggi." *Jurnal Bahana Manajemen Pendidikan* 2.(1), (2020)

its ownership of educational institutions, fostering a sense of duty to create high-quality resources. The school principal's efforts aim to enhance the quality of education through the implementation of school program activities.⁹ Quality of education is a dynamic concept that can be assessed from various perspectives.¹⁰ Consensus on the definition of quality refers back to established formulations or references such as education policies, teaching and learning processes, curriculum, infrastructure, learning facilities, and educational staff. The determination of education quality is not solely the responsibility of schools as educational institutions but is also aligned with the perspectives and expectations of the constantly evolving society.¹¹

A quality madrasa can be seen from the achievements it has achieved. Therefore, leaders play a very important role in achieving goals thanks to leadership efforts, both in achieving completeness of infrastructure, teacher empowerment, and other components that influence the quality of education. Meanwhile, leadership is the skill of effectively organizing and guiding individuals or groups to reach predetermined objectives. Madrasah Tsanawiyah Negeri Fakfak is a school located in JL. Yos Sudarso Wagon, Fakfak Regency is a Madrasah Tsanawiyah Negeri Fakfak school which is under the auspices of the Ministry of Religion. This madrasah is the only Madrasah Tsanawiyah Negeri Fakfak school in Fakfak Regency.

The results of temporary observations show that the strategic role of the madrasah head as a top leader is very necessary to realize the Madrasah Tsanawiyah Negeri Fakfak as a quality Madrasah, especially in the last few years the Madrasah Tsanawiyah Negeri Fakfak has made achievements in the academic field, including first place in the provincial Arabic Language Olympiad competition. West Papua in 2023, followed by second place in the KSM competition in science subjects, and third place in social studies subjects at Fakfak Regency level in 2023. Apart from that, researchers are interested in conducting research at the Madrasah Tsanawiyah Negeri Fakfak because of the Madrasah Head's ability to direct the public's views towards the Madrasah Tsanawiyah Negeri Fakfak so that it can grow the level of public trust to be

⁹ Suhaimi, & Khalik, A. (2018). Kepemimpinan Transformasional Kepala Sekolah pada SMP Muhammadiyah 4 Banjarmasin. *Jurnal Penelitian Tindakan Dan Pendidikan*, 4(1).

¹⁰ Megasari, R. (2014). PENINGKATAN PENGELOLAAN SARANA DAN PRASARANA PENDIDIKAN UNTUK MENINGKATAN KUALITAS PEMBELAJARAN DI SMPN 5 BUKITTINGGI. *Administrasi Pendidikan*, 2.

¹¹ Hamida, Fatimah Husnul. *Perencanaan Strategis Dalam Upaya Peningkatan Mutu Pendidikan Di Man 1 Nganjuk*. Diss. IAIN Kediri, 2019.

better than before, this can be seen, one of which is the increase in prospective new student enrollment starting in 2020 continues to see an increase in new student registrations, and in 2023 students registering will reach 300 people, but considering the availability of study groups and teachers, only 192 students can be accepted, according to the maximum capacity of the educational unit level; Madrasah Tsanawiyah. Madrasa heads implement new policies due to competition with neighboring schools, particularly in the Fakfak district. The specific policy is a deliberate initiative by the madrasah head to enhance the quality of education at Madrasah Tsanawiyah Negeri Fakfak, which has been well-received by the teachers' council and the local community. For instance, the head of the madrasah has implemented a policy aimed at improving the education quality in the Fakfak district.

The madrasah head's policy aims to enhance the standard of Islamic education at Madrasah Tsanawiyah Negeri Fakfak, and it has been well-received by the teaching staff and the local community. For instance, one of the measures implemented by the madrasah head to enhance the quality at Madrasah Tsanawiyah Negeri Fakfak involves removing financial burdens. Registration for prospective students who want to register, then eliminate the money from the madrasa committee and in 2021 and 2022 the Madrasah Tsanawiyah Negeri Fakfak has built adequate infrastructure, namely the construction of a new building 1a new study room from the SBSN Ministry of Religion, in the first stage of 2021, 6 rooms will be built study on the second floor, and in 2022 four study rooms will be built on the second floor as well. Apart from that, the learning process in several classes already uses computer and LCD technology, in focus. The leader of the madrasah is always open in his approach to mobilizing teachers, students, and residents to enhance the education quality at Madrasah Tsanawiyah Negeri Fakfak. Consequently, in recent years, students have achieved non-academic successes, including securing first place; in Fakfak Regency MTs in 2023, in the Badmington sports branch, also as the first winner of the Fakfak Regency Middle School/MTs student championship.

This research is informed by several previous studies, specifically:

1. The thesis written by Asmuri was entitled: *Managerial Skills of Madrasah Heads in Management of the Madrasah Tsanawiyah Negeri Model Barabai, Hulu Sungai Tengah Regency*. This research aims to find out how (1) managerial skills in the areas of technical skills, human relations, and concept skills are implemented, and (2) Madrasah heads employ various tactics to enhance the standard of education. They utilize a qualitative research

framework and gather data through methods such as observation, interviews, and documentation.¹² This research discusses the managerial skills of madrasah heads in the management which includes technical skills, human relations skills, and conceptual skills implemented by the head of the Madrasah as well as the strategies used by school principals in improving quality. Education, especially at the Madrasah Tsanawiyah Negeri Model Barabai. Meanwhile, the research that the author will conduct is related to the leadership of madrasa principals in Islamic education innovation. Previous research focused on madrasa innovation in the management of the Madrasah Tsanawiyah Negeri Model Barabai, Sungai Tengah district and the current research has differences in location and place of research, while the similarities are that both discuss the management of school principals.

2. Abdul Khaliq with the thesis title, *Transformational Leadership of the Principal at SMP Muhammadiyah 4 Banjarmasin*. This research aims to find out about (1) transformational leadership; and (2) The principal of SMP Muhammadiyah 4 Banjarmasin utilizes a qualitative research model to inform the decision-making and communication processes. Data is gathered through observation, interviews, and documentation techniques.¹³ School principals should offer greater appreciation and acknowledgment for the efforts of teachers within their schools. Conversely, teachers should be able to offer assistance for the transformational leadership exhibited by their school principals; The decision-making process carried out has been carried out democratically involving all parties. The communication process carried out runs effectively and efficiently through formal and non-formal channels. It is hoped that in the future this process can continue so that an attitude of caring and responsibility for a decision emerges. Meanwhile, the research that the author will conduct is related to the leadership of madrasa principals in Islamic education innovation. The decision-making process and communication process conducted by school principals were the main focus of previous research. The current research, however, is distinguished by its location, while both studies address the leadership role of school principals.
3. Habib Saiful Bahri, with the thesis title *School Principals' Efforts in Educational Innovation (Case Study at MTs Al-Yakin Pumpungan Kalitidu Bojonegoro)*. This research aims to examine the efforts of school principals

¹² Kuntoro, Alfian Tri. "Manajemen mutu pendidikan Islam." *Jurnal Kependidikan* 7.(1), (2019), h. 84-97.

¹³ Suhaimi, Abdul Khalik. "Kepemimpinan transformasional kepala sekolah pada SMP Muhammadiyah 4 Banjarmasin." *Jurnal Penelitian Tindakan Dan Pendidikan* 4.(1), (2018)

- in (1) Innovation to improve teacher quality; (2) Curriculum management innovation; and (3) Innovation in evaluating teaching and learning activities. Utilizing a qualitative research framework, data was gathered through observation, interviews, and documentation techniques. The findings indicate that the principal's initiatives for educational innovation at MTs Al-Yakin have been successful, namely a) Improving teacher quality through innovation involves engaging teachers in seminar activities, conducting comparative studies, and participating in Teacher Conferences Subjects (MGMP), b) Innovation in curriculum management, namely implementing the Education Unit Level Curriculum (KTSP) in providing education, c) Innovation in evaluation of teaching and learning activities (KBM, using class-based evaluation using a pure report form. The school principals at MTs Al-Yakin developed leadership patterns to enhance the quality of education and adopt a transformational leadership style so that all the potential in the school can function optimally. The author's upcoming research will focus on the leadership of madrasah heads in driving innovation in Islamic education.¹⁴ The current research has differences in research places/locations, while the similarities between the two discuss the educational innovations carried out. By the leadership of the school principal.
4. Amrazi Zakso, scientific article with the title *Educational Innovation in Indonesia Between Hope and Reality*. The scientific article concludes that educational innovation is an important factor in educational progress.¹⁵ Educational innovation in Indonesia is not running as smoothly as expected and even seems to be faltering. The key to the problem seems to be at the class level. Therefore, efforts to reform education must start at the class level. Previous research only discussed the demand for innovation to improve quality in education, while this research reveals various quality improvements that have been carried out by school principals. Current research has different research locations, the similarities between both are discussing improving the quality of education.

From the four studies mentioned above, there are differences with the research that the author conducted, namely that in this research the author discusses the leadership of madrasa principals in improving the quality of

¹⁴ Bahri, Habib Saiful. *Usaha-usaha Kepala Sekolah dalam inovasi pendidikan: Studi kasus di MTs Al-Y Yakin Pimpungan Kalitidu Bojonegoro*. Diss. Universitas Islam Negeri Maulana Malik Ibrahim, 2008.

¹⁵ Zakso, Amrazi. "Inovasi Pendidikan di Indonesia Antara Harapan dan Kenyataan." *Jurnal Pendidikan Sosiologi dan Humaniora* 1.1 (2010).

Islamic education at MTs Negeri Fakfak. The Madrasah Head tries his best to advance the Madrasah he leads by making breakthroughs, namely making improvements in the curriculum, teacher professionalism, student affairs, community relations, religious and financial management fields, and making arrangements in the work environment.

RESEARCH METHODS

This research was conducted at the Madrasah Tsanawiyah Negeri Fakfak. This educational institution was chosen because the Madrasah Tsanawiyah Negeri Fakfak was considered to have met standards in terms of management, learning programs, discipline, and relations with related agencies and the community, and unique historical background, besides that the Madrasah Tsanawiyah Negeri Fakfak is the only Madrasah Tsanawiyah Negeri Fakfak level madrasah. The madrasah is deemed to have sufficient facilities and infrastructure to facilitate the educational process and is appropriate for serving as an educational institution. A descriptive qualitative approach was employed for this study, and it adopted a case study research design. Case studies serve as the primary method for emic research, presenting the perspectives of the subject under study to establish internal consistency encompassing stylistic and factual coherence and trustworthiness. The case study was chosen as the research design because the researcher wanted to maintain the integrity of the research subject. Researchers also think that the problem formulation will be easier to answer with this case study design.

Primary data in this thesis was obtained from interviews with parties who were considered to understand the problem being studied. The data collected on-site consisted of observations, interviews, and documentation. The information gathered in the field about the impact of madrasa leaders on enhancing education quality is examined and assessed based on the research's objectives.¹⁶ Data sources in this research include madrasah heads, teachers, administrative staff, and related parties in the Madrasah. The main data sources in this research are actions, words, real conditions, and information that researchers obtained through interviews with madrasah principals, teachers, administrative staff, and related parties in the madrasah and the community helping the madrasah in educational development. Secondary data is data that supports primary data. Secondary data is obtained from books, the internet, and

¹⁶ Arcaro, J. S. (1995). *Quality in Education: An Implementation Handbook*. In CRC Press.

other sources considered relevant to the problem being researched. These sources are based on literature reviews rather than provide data directly.

In this research, researchers used three methods commonly used in qualitative research in general, namely observation, interviews, and documentation studies. The process of methodically looking for and arranging field notes, interview transcripts, and other information that the researcher has gathered is known as data analysis.¹⁷ Reviewing data, breaking it down into digestible chunks, synthesizing, searching for trends, determining what is significant, and reporting methodically are all steps in the analytical process. The data itself consists of descriptions of situations, events, people, interactions, and behavior. In other words, the data is a description of a person's questions about perspectives, experiences or things, attitudes, beliefs, and thoughts as well as excerpts of the contents of documents related to a program.¹⁸ Data analysis was carried out during data collection in the field and after all data was collected using interactive model analysis techniques. Data collection, data reduction, data display, and conclusion or verification are the steps that make up the data analysis process, which is completed concurrently with the data collection process. Data collection, data reduction, and conclusion are the three interconnected parts of the interactive analytic paradigm that researchers use. Contextualization, classification, and description are created in the meantime using data gathered from field incidents. As a result, data collecting and analysis processes merge to form a single, simultaneous unit that cannot be divided.

DISCUSSION

A. Application of the Principal Responsibilities of the Head of the Tsanawiyah Madrasah in Fakfak State to Enhance the Quality of Education

a. Head of Madrasah as Educator

Those who teach are known as educators. In the meantime, education may be defined as the process of a person or group of people's attitudes and conduct toward becoming mature individuals through teaching and training efforts. Education involves giving training (teachings, leadership) regarding morals and intellect.¹⁹ For every

¹⁷ Anak, S. P. (2009). Arikunto, Suharsimi.(1993). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. Universitas.

¹⁸ Prestasi, M., & Akuntansi, P. B. (2014). Arikunto, Suharsimi. 2012. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. Universitas (Stuttg), 137.

¹⁹ Murtini, Guru Mata Pelajaran Bahasa Arab MTsN Fakfak, Wawancara, 27 Mei 2024.

madrasa head as an educator, two main things need to be considered, namely the target or to whom his behavior as an educator is directed. Second, however, how an educator performs their duties.

As part of his role as an educator, the madrasah head needs to have a plan in place for how to raise the caliber of instruction provided by the staff, foster a positive environment for learning, counsel residents, support all of the staff, and introduce an engaging teaching methodology. Based on research findings from the Madrasah Tsanawiyah Negeri Fakfak, it can be seen that as head of the madrasah he has guided educational staff by routinely including various education and training, workshops, and seminars, the head of the madrasah also provides space and always motivates his educational staff to continue their education to the highest level. Higher, this is done by the head of the madrasah to further increase the professionalism of the education staff. In terms of attractive learning models, the madrasah head makes the Madrasah Working Group more effective and increases the number of Subject Teacher Deliberations. MGMP is an effective forum for solving problems faced by teachers in the classroom. At MGMP teachers with different teaching styles and facing different students can discuss, share experiences find solutions to the problems they face in class, and look for interesting learning models.

Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers stipulates that madrasah heads, as educators, must also be competent. Specifically, article 10 paragraph (1) explains that teacher competence encompasses pedagogical competence, personality competence, social competence, and professional competence acquired through professional education. A pedagogical competency is the capacity to oversee the learning of students. The capacity to have a steady, honorable, authoritative, and wise personality that serves as a role model for kids is known as personality competency." The range of skills required to recognize oneself as a professional teacher is known as professional competence. A sense of responsibility for one's responsibilities, a sense of community with fellow educators, and mastery of the content to be taught and its methods are all components of professional competence. The ability of a teacher to connect and communicate with students, other instructors, parents, and society at large is known as social competency.

Madrasah heads who demonstrate a strong commitment to developing the curriculum and learning activities in their madrasahs will naturally pay close attention to the level of competence of their teachers,

as they are the primary implementers and bearers of the curriculum. They will also be able to continuously monitor and improve their competence to be more professional, which will enable learning activities to run smoothly and effectively.

b. Head of Madrasah as Manager

The madrasa head also plays the role of manager. Manager in a general sense is a process for organizing and supervising activities to achieve a certain goal using implementing people. Planning, organizing, directing, and supervising the work of organizational members while making use of all available organizational resources to accomplish preset objectives is the process of management. Three things are important and need to be considered, namely: process, utilization of all organizational resources, and achievement of organizational goals.

The madrasa head must have the appropriate plan in place to empower education staff through collaboration, give them opportunities to advance their careers, and promote their participation in all madrasa activities to fulfill their managerial responsibilities. From the results of research at Madrasah Tsanawiyah Negeri Fakfak, Always trying to build good cooperation with all existing teaching and education staff, this can be seen from the implementation of the curriculum and learning, facilities and other matters related to the madrasah program planned, implemented and supervised through good cooperation with all stakeholders in the madrasah. Apart from that, the head of the madrasah also believes that cooperation is a very basic thing in an organization. The Head of MTsN Fakfak in carrying out his role as a manager applies a transformative leadership style, this is reflected in the way he makes decisions and involves all components in the madrasah in every madrasah activity.

Organizing, mobilizing, and harmonizing all of the madrasa's educational resources is a major responsibility of the president of the institution. One of the things that can motivate madrasa leaders to help their institutions realize their vision, mission, goals, and objectives is their ability to lead. Well-planned programs that are implemented gradually and with good organization and supervision can help madrasahs reach their stated targets and goals. Madrasa heads must therefore possess sufficient management and leadership abilities to be able to take initiative and initiatives to raise the standard of education.

c. Head of Madrasah as Administrator

Based on study findings from Madrasah Tsanawiyah Negeri Fakfak, the Head of MTsN Fakfak's curriculum management team conducted multiple stages of designing, organizing, coordinating, executing, and assessing the curriculum. At the planning stage, the curriculum is designed based on the GBPP which is detailed into a learning plan until it is translated into a teaching plan. In the organizing and coordinating stage, the head of the madrasah organizes the distribution of teaching duties and prepares lesson schedules and extracurricular activity schedules. At the implementation stage, the madrasa head carries out supervision to help teachers find and overcome the difficulties they face, and then finally evaluation.

In terms of administrative management of madrasah archives, the head of MTsN Fakfak manages madrasah archives neatly. TU files, teachers, students, employee master books, and rank order lists are all complete and neatly arranged. Archives of correspondence, outgoing letters, decision letters, circulars, and so on are also neatly arranged, the madrasah provides adequate filing cabinets to store archive files in the madrasah. In terms of managing madrasah financial administration, La Boisi routinely carries out checks on financial administration. Every madrasa expenditure is accompanied by a letter of responsibility for the expenditure accompanied by evidence and validity from the treasurer. La Boisi always strives to ensure that financial management is transparent, accountable, effective, and efficient.

Because administrative management, which entails recording and documenting all madrasah programs, cannot be isolated from madrasah operations, the head of the madrasah plays a crucial role in the institution's administration. Heads of madrasahs must be knowledgeable about and adept at overseeing the curriculum, student affairs, facilities and infrastructure, and archives. To properly manage and run the madrasah administration, several tasks must be completed successfully.

d. Head of Madrasah as Supervisor

The madrasa head's job as a supervisor is to carry out prearranged coaching activities to support teachers and other school personnel in doing their jobs well. In the field of education, supervision serves a variety of purposes. In addition to ensuring that all operations are carried out by the stated plan or program, it also establishes the conditions or requirements for the people and resources required to collaborate with educational staff

and create an effective learning environment. to look for ways to make the learning experience better and more superior.

According to a study conducted at the Madrasah Ibtidaiyah Negeri Fakfak, La Boisi, the madrasah's head, oversees both academic and management supervision to ensure that all activities and learning processes function well. Individual supervision can be accomplished through class visits, observations, direct interactions, and group supervision through panel discussions, committee work, and group projects. The research findings also demonstrate that the advantages of the supervision provided by madrasah heads have positively impacted the way the learning process is implemented. These advantages include the following: teachers are better prepared to manage the classroom, their learning is more thorough, and they are more motivated to carry out their primary responsibilities in the classroom due to the orderly administration of the learning process.

Unlike an inspection, which is a one-time event, supervision is an ongoing process meant to help teachers improve their task-carrying abilities and their ability to effectively and efficiently address a range of educational and teaching issues. Implicitly, the definition of supervision offers fresh perspectives on the subject that include key concepts like encouraging educational staff to become more professionally trained, cultivating democratic leadership, letting go of tension, and resolving a range of issues about the efficiency of the learning process.

e. Madrasah Head as Leader

As a leader, the head of the madrasah needs to be able to assign duties, foster two-way communication, enhance the skills of the teaching team, and offer direction and oversight. The vision and mission of the madrasah, communication skills, personality, knowledge of the teaching staff, and ability to make judgments are all factors that the head of the madrasah needs to possess to be considered a successful leader. The personality of a person is intimately linked to their leadership, and the madrasa head's personality is expressed in the following ways: Sincere, self-assured, accountable, courageous enough to take chances and make choices, kind-hearted, emotionally steady, and model.

From the results of research conducted at the Madrasah Tsanawiyah Negeri Fakfak, it is clear that in carrying out his role as a leader, the Head of MTsN Fakfak is a democratic type of leader. This can be seen from the way he makes decisions through deliberation and opens

himself up to criticism. In terms of decision-making, the head of MTs is also a leader who dares to take risks. The head of MTsN Fakfak builds good communication with madrasah residents and the community. The Head of MTsN Fakfak always builds communication with the community explaining the programs and problems faced by madrasahs, this is done so that the community can support and respond to madrasah programs.

f. Madrasah Head as Innovator

As an innovator, the madrasah head might search for, identify, and carry out different innovations within the madrasah. The traits of an innovator include being constructive, creative, delegation, integrative, rational and objective, pragmatic, diligent, disciplined, flexible, and adaptable in his work methods. Innovativeness is the ability to create or use skills and abilities in carrying out or developing a particular job. Innovative madrasah heads have the power of imagination to face problems.

From the results of research conducted at the Madrasah Tsanawiyah Negeri Fakfak, several innovations carried out by the head of the madrasah include the use of a fingerprint attendance machine to improve discipline, providing wifi internet network facilities at the madrasah. In the field of extracurricular activities, procurement of drum band equipment. In the field of facilities, the construction of twelve multi-story learning classroom buildings to support the learning process and the use of IT tools in the learning process such as laptops and LCD projectors. From several innovations that have been carried out by the head of MTsN Fakfak, it can be seen that the Head of MTsN Fakfak is a leader who is quite innovative in developing his madrasah.

g. Madrasah Head as Motivator

The head of the madrasah needs to be a good motivator who knows how to get the educational personnel to do their various jobs and duties. Creating a Learning Resource Center and implementing discipline, encouragement, effective rewards, and control over the physical surroundings and work culture are all ways to promote motivation.

From the results of research at the Fakfak State Tsanawiyah Madrasah, it can be seen that in running the grandfather as a motivator, the head of MTsN Fakfak first sets an example, gives an example to teachers, staff, and students in the madrasah, apart from that, to provide motivation, the head of the madrasah also applies rewards. And punishment. Giving rewards, based on the type of task and work results,

as well as implementing regulations, of course, by looking at the madrasa's capabilities, giving punishment is adjusted to the form of norms that are violated.

One of the things that makes the madrasa head successful in running his madrasah is motivation. A social structure made up of individuals with various traits and connections to one another is what constitutes an educational unit. In such conditions, motivation from the head of the madrasa is needed to support the growth and development of the organization (madrasah).

Leadership is the ability to mobilize human resources to work by their main tasks and functions so that they can run well. Madrasah heads must provide strong motivation by creating a calm work climate and a good, orderly work culture directed towards the goals to be achieved by the institution. Give awards to those who excel and take firm action against those who violate them, as well as clear and measurable job descriptions.

B. Encouraging and Disincentive Elements the Madrasah Head of Tsanawiyah Negeri Fakfak Faces in Performing the Primary Tasks of Enhancing Education Quality

From the research findings, it is stated that in general the supporting factors for the head of Madrasah Tsanawiyah Negeri Fakfak in carrying out the main task of improving the quality of education are:

- a. Adequate funding provided by the government, specifically the Ministry of Religion.

One of the resources that directly contributes to the efficacy and efficiency of madrasa management is finance. When putting education into practice, finance is a very determining potential and an inseparable part of the study of educational management. Along with other factors, the financial component of a madrasah dictates how instructional activities are implemented within the institution. Put another way, whether madrasahs are aware of it or not, every action they undertake involves expenses because, generally speaking, the field of education is always confronted with the issue of financial constraints. In terms of finances, MTsN Fakfak as a madrasah with state status practically does not experience too many problems, this is different from madrasahs with private status which generally experience problems in financial terms because the funding platform for state madrasahs is certain and the amount

is very large from the Ministry of Religion compared to the share of private madrasah. The MTsN Fakfak-owned Budget Implementation List (DIPA) contains all of the information regarding the financial management of the educational institution under the direction and control of the Ministry of Religion. It is unclear what approach the madrasah leader will take to prepare and present the budget the madrasah needs to the Ministry of Religion for approval.

It is felt that sufficient financial support from the government is very beneficial for the implementation of the main duties of the head of MTsN Fakfak in improving the quality of education. This can be seen in the budget for building construction and rehabilitation, procurement, scholarships, KKM, and KKG activities obtained by madrasahs in recent years. For construction, at least MTsN Fakfak has received a budget to build a representative learning classroom building. Built twelve multi-story learning classrooms. For procurement, the madrasah has received a budget, including the procurement of computers, notebooks, liquid crystal display monitors, mobiles, and drum band equipment for students' extracurricular activities. Madrasahs also receive a scholarship budget for outstanding students and poor students. In 2023, for example, MTsN Fakfak will receive a scholarship allocation for poor students as many as two hundred and thirty-seven students. Finance is a factor that determines the achievement of educational goals in madrasahs, which requires several investments from the government budget and community funds. This investment must be managed effectively and efficiently and directed directly towards improving the quality of education.

b. Support from local government and community for madrasa development.

Regional autonomy was addressed by Republic of Indonesia Law No. 22 of 1999, which was then amended by Republic of Indonesia Law No. 32 of 2004, and has had quite a big influence on the government system and bureaucratic performance in both central and regional governments, including the education sector. The National Education System Law No. 20 of 2003 states that, madrasahs are public schools that have the same rights and obligations as other public schools. Therefore, its explicit implementation is no longer the responsibility of the central government but has become the responsibility of regional governments. In other words, the implementation of education is the responsibility of the regional government, both in the context of guidance and in the context of funding subsidies for education costs.

The direction of the Fakfak City development policy with the main strategy of making Fakfak City with seven dimensions including religious and educational dimensions has made the Fakfak City Government provide great attention and support to the development of Islamic educational institutions in Fakfak City. MTsN Fakfak feels the benefits of this as one of the Islamic educational institutions in Fakfak City. Support can be seen from good guidance, coordination, and cooperation between the madrasah and the Fakfak Government, in this case, the Fakfak Education Service, the Fakfak MTsN is always involved in educational coordination meetings or educational activities carried out by the Fakfak Government.

The role of regional administration and the implementation of education in the regions are inextricably linked. The government's obligation to carry out human resource development is closely tied to its duty to provide education. By improving the quality of a region's human resources it will have an impact on more advanced regional development.

Madrasahs as an integral part of society, in their implementation, require support and participation from the community. Fakfak State Tsanawiyah Madrasah as the only aliyah-level madrasah in Fakfak City shows a fairly good level of participation and support from the community, although there are indications of a decline in community participation and interest in enrolling their children in MTsN Fakfak in recent years. Of course, this is inversely proportional to the upper secondary schools in Fakfak City, which every time they accept new students, are flooded with enthusiasts.

This problem is certainly homework that must be completed by the head of MTsN Fakfak so that his madrasa can be more attractive to the community. The role of the madrasa head is crucial in promoting the program and benefits that madrasahs offer, while also ensuring that the quality of the madrasahs is improved. This role is closely linked to the responsibilities of the madrasa head as a leader, which necessitates that the madrasa head be able to establish effective communication with the community.

The inhibiting factors or obstacles faced by the head of the Fakfak State Tsanawiyah Madrasah in carrying out the main task of improving the quality of education are:

a. Not Yet Available and Sufficient Teachers in Certain Subjects.

From the research findings, it is stated that madrasahs still lack teachers in subjects such as arts education, physical and health education, and counseling guidance. The problem of teacher shortages should not be an inhibiting factor in improving the quality of education at MTsN Fakfak because, with the existing budget, the madrasah can overcome the teacher shortage by appointing honorary teachers or temporary teachers who are competent and qualified. After all, the quality of teachers cannot be based on their status as civil servants. Or honorary.

A good teacher can be identified, at the very least, by his demeanor and his depth of knowledge in the areas he instructs. He is also accountable for overseeing student learning results using a variety of assessment methods, such as behavior observations and assessments of learning outcomes. A teacher must master methodological skills because methodological skills are the characteristics that differentiate teachers from other professions.

- b. Several subject teachers do not match their educational background.

The caliber of instructional materials is correlated with the professionalism of teachers. For pupils to enjoy studying and generate human resources that are of high quality and competitive in the post-globalization period, professional teachers design high-quality educational programs. However, inexperienced educators can lead to subpar instruction. For this reason, the Republic of Indonesia Law Number 14 of 2005 about instructors and lecturers was created, stating that these positions are considered professional. Professional roles necessitate specific skills and a particular educational background.

Teachers are professionals, which means that their job can only be done by those who meet the standards for each particular type and degree of education, including academic qualifications, competencies, and an educational certificate. As a result, it's important to consider several teaching profession tenets. The teaching profession is a unique one that operates based on certain principles, such as possessing educational credentials and having a background in the relevant sector.

The problem of subject teachers who do not match their educational background is a problem also faced by MTsN Fakfak. From the research findings, there are still several subject teachers whose educational backgrounds do not match, such as in ICT, sports, and arts subjects. At the very least, madrasah heads need to be able to

get over this by keeping up the improvement of these teachers. One way to do this is to routinely enroll them in different subject training, which should help them gain a deeper understanding of the subject's teaching materials. Aside from that, the madrasa head's motivational function must continue to inspire teachers to study new things and enhance their craft.

C. The Madrasah Tsanawiyah Negeri Fakfak's Head came up with solutions to overcome challenges in carrying out the primary duties of raising the standard of education

To overcome these weaknesses, the Head of the Fakfak State Tsanawiyah Madrasah implemented the following tips:

- a. To overcome the problem, there are not yet enough teachers in certain subjects. Madrasa heads continue to apply for teachers through relevant agencies, especially through the Ministry of Religion. Madrasah principals also appoint qualified non-permanent teachers to address very urgent needs.
- b. To overcome the problem, there are still subject teachers who do not match their educational background. To get around this, the madrasah leader regularly involves these teachers in topic instruction.

Indicators of improving the quality of education at MTsN Fakfak can be seen, including the development of more advanced madrasahs, both in terms of madrasah infrastructure and facilities supporting the learning process, increasing the percentage of students passing MTsN Fakfak and increasing interest and learning achievement of MTsN Fakfak students. During the period of leadership of the madrasah head, there were changes and improvements to the madrasah facilities and infrastructure for the better, this can be seen from the condition of the buildings such as the study room building which was built from SBSN funds and other supporting facilities such as libraries which are more representative, as well as the facilities supporting the learning process, madrasahs have computer laboratories, science laboratories which are equipped with adequate facilities.

The percentage of students graduating from MTsN Fakfak continues to increase every year, this can be seen from the data for the 2021/2022, 2022/2023, and 2023/2024 academic years. The increase in student interest and learning achievement can be seen from various student achievements including 1st place in the Arabic language competition at the provincial level, 1st place in KSM Science at the Fakfak Regency level, and 1st place in the

IPS KSM at the Fakfak Regency level, apart from that in sports, 1st place in badminton and table tennis in the competition percent of Fakfak district level.

Based on the aforementioned research, it can be said that madrasah heads' capacity to perform their primary responsibilities effectively determines how successful the madrasahs are in raising the standard of both academic and non-academic education. As the head of an educational institution, the madrasah head plays several crucial functions in raising the standard of instruction at the madrasah he oversees. Two criteria are used to determine the quality of education: the ability to graduate based on curricular objectives and the satisfaction of demands during the learning process. Thus, the head of the madrasa plays a crucial role in raising the standard of instruction provided by the madrasah.

CONCLUSION

The head of Madrasah Tsanawiyah Negeri Fakfak's primary responsibilities is supported by two primary factors: first, adequate financial assistance from the government, in this instance the Ministry of Religion. Second, support from local government and the community for madrasa development. The main inhibiting factors or obstacles faced by the head of Madrasah Tsanawiyah Negeri Fakfak in carrying out his main task of improving the quality of education are first, there are still not enough teachers available and sufficient in certain subjects. Second, several subject teachers do not match their educational background.

In facing obstacles in implementing the main task of improving the quality of education, Madrasah heads take the following tips: first, to overcome the problem of not having enough teachers in certain subjects, madrasah heads continue to submit requests for teachers through the relevant agencies, especially through the Ministry of Religion and Madrasah heads also appoint qualified non-permanent teachers to address very urgent needs. Second, to overcome the problem that there are still subject teachers who do not match their educational background, the head of the madrasah overcomes this by routinely involving these teachers in subject training.

The Fakfak State Tsanawiyah Madrasah's educational quality has improved as a result of the madrasah head's leadership in carrying out his primary responsibilities, but there are still several shortcomings that need to be fixed and better methods from the madrasah head in carrying out his primary responsibilities, particularly in resolving the issues that are currently being faced.

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