

The Effectiveness of Madrasah Head Leadership, Work Ethics, and Internal Stakeholder Trust in Management of Tsanawiyah Madrasah, Deliserdang District, The Covid 19 Pandemic

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ABSTRACT

This study aims to analyze the effectiveness of the madrasa principal's leadership, work ethics, and internal stakeholder trust in the management of Madrasah Tsanawiyah in Deli Serdang Regency during the Covid-19 pandemic. The technique used in the research uses descriptive, comparative and analytical qualitative research techniques from the results of field observation studies, documentation studies, interviews and triangulation so as to obtain data, original information, natural phenomenology on the actual research subject. The sample in this study was all the heads of public and private madrasah tsanawiyah as many as 130 head of madrasah tsanawiyah Deli Serdang district. The data analysis was carried out using content analysis, comparative and analysis from the results of the observation study documentation, triangulation interviews from the data obtained in the study. The results revealed that there was a decrease in the effectiveness of the leadership of the madrasa principal, work ethic, and the trust of stakeholders in the district of Deli Serdang during the pandemic. covid 19 by: 1. Madrasah principal decision makers are less democratic and less in favor of teachers; 2. Madrasah principals are less than ideal in dividing the proportion of working hours to teachers; 3. The principal of the madrasa does not maximize the supporting devices for online learning activities at school; 4. Not prioritizing services to students both online and directly coming to school; 5. The existence of madrasa activity programs that are not well implemented online or offline; 6. Inability of the head of madrasa to solve internal problems properly; 7. Lack of confidence that the head of the madrasa in carrying out his duties as a manager.

Keywords: Leadership Effectiveness, Work Ethics, Trust, Covid 19.

ABSTRAK

Penelitian ini bertujuan untuk menganalisa efektivitas kepemimpinan kepala madrasah, etika kerja, dan kepercayaan *stakeholder* internal dalam pengelolaan madrasah tsanawiyah Kabupaten Deli Serdang masa pandemi Covid-19. Teknik yang pakai dalam penelitian menggunakan teknik penelitian kualitatif pendekatan deksriptif, komparatif dan analisis dari hasil study observasi lapangan, study dokumentasi, wawancara serta triangulasi sehingga mendapatkan data, informasi original, fenomenologi alamiah pada subjek penelitian yang sebenarnya. Sampel dalam penelitian ini adalah seluruh kepala madrasah tnsanawiyah negeri maupun swasta sebanyak 130 Kepala Madrasah tsanawiyah kabupaten deli serdang. Analisis yang data yang dilakukan menggunakan conten analisis, komparatif dan analisis dari hasil studi observasi dokumentasi, wawancara triangulasi dari data data yang diperoleh dalam penelitian Hasil penelitian mengungkapkan bahwa terjadi penurunan efektivitas kepemimpinan kepala madrasah, etika kerja, dan kepercayaan stakeholders tsanawiyah kabupaten deli serdang masa pendemik covid 19 dengan: 1. Pengambil keputusan kepala madrasah kurang demokratis dan kurang berpihak pada guru; 2. Kepala madrasah kurang ideal membagi proporsi jam kerja kepada guru; 3. Kepala madrasah kurang memaksimalkan perangkat pendukung kegiatan belajar on line disekolah; 4. Tidak teprioritaskan layanan kepada peserta didik baik melalui daring dan yang langsung datang kesekolah; 5. Adanya program kegiatan madrasah yang kurang baik dilaksanakan dengan daring maupun luring; 6. Kurang mampunya kepala madrasah menyelesaikan masalah internal dengan baik; 7, Kurang percaya diri kepala madrasah menjalankan tugasnya sebagai manajer.

Kata Kunci: Efektivitas Kepemimpinan, Etika Kerja, Kepercayaan, Covid 19.

A. INTRODUCTION

The problem of educational leadership today shows complexity, both in terms of the components of education management, as well as the environment that affects the sustainability of an education. Problems that arise can be spontaneous, can be repeated. Leadership is the most important factor in any organization, including educational organizations or institutions. Without leadership in educational institutions, the goals of achieving educational institutions will not be achieved. Educational institutions have a goal to improve ideographic and nomothetic education. Ideographic education is to increase the capacity of individuals based on their talents and interests, as well as their latent potential. While nomothetic education is to institutionalize the goals of educational institutions into the ideographic character of students.

Leadership in education requires the ability to understand ideographic and nomothetic educational goals, because without knowing the goals of such education, it will be difficult for an educational unit to carry out and achieve the educational goals as it should (Assingkily & Mesiono, 2019). Based on empirical evidence, it can be found that the success of leading by the principal in an

education unit will affect the achievement of overall educational goals in that education unit.

The leadership of the principal/madrasah has a strong and focused significance if the leadership understands the purpose of education as a whole and comprehensively. The success of leading in the education unit, of course, cannot be separated from how an education unit leader understands what is the main basis for him to bring the education unit in the direction that has been set.

As educational institutions, schools/madrasahs require leadership that has talents, interests, intelligence, and coupled with experience as educational staff. support teaching skills.

Leaders in educational units today are indeed required to be able to understand the various developments that occur, this needs to be considered, considering the various phenomena faced in the future tend to be more complex related to growth and development, science, technology, culture, and politics, all This aspect affects the pattern of organization in the education unit (Alfiansyah, et.al., 2020).

The head of the madrasa will be considered successful when the

organization or madrasa/institution is also successful. Rahman, et.al. (2006: 106) revealed that the head of the madrasa is a teacher (functional position) who is given the mandate to occupy a structural position (head of madrasa) in the school. Wahjosumidjo added that the task given to a teacher to lead a madrasa/school where there is a learning process is called the head of the madrasa.

The success of a madrasah principal can be seen from his ability to implement his role as a leader in a madrasa who is able to understand the state of the madrasa in depth and know the uniqueness of the madrasa in a complex manner. Another thing that must be possessed is the ability to run HR so that they are willing to voluntarily achieve the goals that have been set without any element of coercion, in educational institutions usually these goals are the vision and mission and goals. Some of the abilities that can determine the success of a leader according to Hadari & Nawawi (2006: 36) Among other things, being able to direct people, create a cohesive team. The same thing was also stated by Soebagia (2000: 161) that educational leadership requires the main attention, when a leader carries out the right and good leadership, qualified members will also be born in accordance with their fields. So that the quality of

human resources and madrasas will be quality. In this regard, the quality of learning in madrasas with the leadership quality of the madrasah principal is very decisive. If the leadership of the madrasah principal is good, then the implementation of learning goes well and the optimization of teachers in their work will appear.

Leadership in madrasas is all activities in an effort to influence personal in the educational environment in certain situations so that through cooperative efforts, they are willing to work with full responsibility and sincerity in order to achieve the educational goals that have been set.

An important consideration for the leadership of the madrasa principal. First, madrasah principals must be able to communicate the institution's values to teaching staff, students, and the wider community. Communicating an institution's value to a unit in educational institutions such as students, teachers and committees is a very important consideration, this is the first part that must be done. For the second, the head of the madrasa is able to understand educational institutions, not only that the head of the madrasa also has to discuss and communicate to find out what is developing. Third, the goals to be achieved must be used as a basis so that a sense of

togetherness, desire, enthusiasm and potential arises in each staff (Syafaruddin, 2002: 57).

The pandemic that leaves wounds and sorrows in the economic, health, social and political sectors, defense also has an impact on the world of education. Learning that has been carried out so far with face-to-face classes by teachers and students must now be used online (in the network) distance learning. Even though an evaluation has been carried out and looking for ways to teach the formulation of the best way to teach, it is still felt that distance learning is still lacking and meaningful while at the same time still far from the expected achievements to be achieved. In addition, it is very expensive to provide online support tools such as; mobile phone. Laptops and packages / credits so that it is feared that they will increase the burden and costs for students and education staff which has the potential to increase the dropout rate for students, decrease morale.

The COVID-19 outbreak also has an impact on the low level of public services in the government bureaucratic sector and also has an impact on the education sector, the COVID-19 pandemic situation that has hit, is endless, unpredictable and does not know when it will end, thus forcing school stake holders

to find solutions and answers. to continue to carry out teaching and learning activities by promoting health and safety signs and protocols at work, the covid 19 pandemic which has lasted for 2 years has also changed the order, system, and way of working humans in the organization, this must be done in line with the guidelines and rules made by the government and WHO.

The results of various research reports and survey data conducted by the government and professional institutions indicate that during the COVID-19 pandemic, the service and the government bureaucratic system got worse, this was caused by the Work from home system, office lockdown, and a chaotic bureaucratic administration system due to absenteeism. officers and officials in charge and made worse by not running *good technology support system*. *If this is allowed to continue, it will have an impact on the lack of community satisfaction in carrying out the government system of good governance.*

To annul and break the chain of transmission of the epidemic, a series of steps and policies have been taken by the government to cut and keep the contagion from spreading, such as: keeping a distance, washing hands, working from home, social distancing (social distancing),

large-scale social restrictions, city lockdown, not leaving the house, wearing masks, avoiding crowds, not spending time together, it is hoped that by obeying and implementing health signs and protocols, we can reduce the rate of increase in the epidemic, and the pandemic can disappear in the midst of society.

Preliminary studies and documentation studies conducted on the head of madrasah in Deli Serdang district during the COVID-19 pandemic found that the implementation of effective leadership of the madrasah principal towards the progress and improvement of the quality of madrasahs was evident from: and

addressed in school work plans due to health protocol signs that must be obeyed, 2. Lack of maximum communication and coordination between madrasah principals and teachers due to limitations in space, time, place, tools, and costs, 3. Too relaxed at work, less than optimal teacher involvement in carrying out school activities, 4. Decreased academic services for students and teachers; 5. Many instructions and commands that are top down are always changing.

This is with what Robbin described in Usman (2012: 292) that the signs of less effective leadership are:

deserter	Missionary	Out cart	Compromisher
No involvement	relaxed	Foot	wind wind
Low spirits	helper	Dictator	Dictator
Hard to predict	weak	Stubborn	short-sighted

Coupled with the percentage of teacher absence from carrying out tasks online and offline during the COVID-19 pandemic, it is still considered unsatisfactory, besides that it is also explained that there are still madrasa principals who are not disciplined when working during the COVID-19 pandemic and do not meet the provisions of working hours. Meanwhile, various efforts have been carried out such as periodic supervision, coordination through zoom

meetings, providing training, and other coaching activities. Of course, this is inversely proportional to the efforts that have been made to increase the effectiveness of the performance of madrasa principals so far.

Whereas the mandate of PP No. 10 of 1979, related to the workload of elements of leadership in the government must be able to complete the workload properly, effectively and efficiently and dare to take decisions and face the risks

that will occur for the work done is a responsibility.

B. METHOD

This study uses a qualitative approach, with an analytical descriptive method. Qualitative research is research to answer problems that require in-depth and objective understanding (Sugiyono, 2010; Assingkily & Salminawati, 2020). The setting of this research is in Deli Serdang Regency, with the focus point on the Madrasah Tsanawiyah institution. Sources of data in qualitative research can be taken from informants, places and events, as well as archives or documents related to research problems. Data collection techniques, namely, interviews, observation and document study. Furthermore, the data is analyzed through data reduction techniques, data display and drawing conclusions.

C. DISCUSSION RESULT

1. Leadership

The meaning of the word leadership is closely related to the meaning of the word lead. The word lead implies the ability to mobilize all existing resources in an organization so that they can be utilized optimally to achieve the stated goals.

In general, the definition of leadership can be formulated: "leadership means the ability and readiness possessed by a person to be able to influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept this influence and then do something that can help achieve this. a certain goal that has been set (Rosmiati & Kurniadi, 2011: 125).

Robert Dubin in Rosmiati & Kurniadi (2011: 125) defines that leadership in organizations means the use of power and the making of decisions. Another opinion was expressed by Fiedler in Rosmiati & Kurniadi (2011: 125), that The leader is the individual in the group who gives the task of directing and organizing that is relevant to the group's activities.

Leadership is the contribution of a person in cooperative situations. Leadership and group are two things that cannot be separated from one another (Soetopo & Sumanto, 1982: 270). Educational leadership is the ability to drive the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently (Wahyosumidjo, 2003: 17-18; Syafaruddin, et.al., 2020).

Terry (1983: 327) defines leadership as a relationship in which one person, the

leader, influences others to cooperate voluntarily in an effort to carry out related tasks to achieve what the leader wants. Furthermore, Gobson & Donnelly (1997: 334) provide a definition of leadership is an attempt to use the type of influence is not coercive (concoersive) to motivate people to achieve certain goals.

Hersey & Balncard (1996: 83) argues that leadership is a process of influencing others to achieve goals, as stated by Hersey and Blanchard "Leadership is the activity of influencing people to strive willingly for group objectives". Leadership exists not only in organizations but everywhere the process of influencing others is already said to be leadership.

Yukl (2009: 8) Explaining leadership is the process of influencing others to understand and agree with what needs to be done and how to do it effectively, as well as the process of facilitating individual and collective efforts to achieve common goals.

Gribbin (1992: 9) explained that leadership can be described as a process of influence on a group in a particular situation, at a given point individual time, and in a specific set of attain organization objectives, giving them the experience or helping attain the common objectives and satisfaction with the type of leadership

provide. Leadership is the process of influencing other people or groups to cooperate voluntarily in certain situations, so that members are motivated to do their work and do not feel forced, all of this is done in order to achieve the goals that have been set.

Hersey & Blanchard (1996: 86) argued that leadership is influencing people to follow in the achievement of a common goal. Leadership is an attempt to influence a person's behavior to achieve goals. So a leader must know how to function himself to integrate with his members so that it will be easier to influence others.

Koontz, et.al. (1984:306) explaining leadership is we define leadership as influencing, the art organization process of influencing people so that will trive willingly and enthusiastically toward the achievement of group goals. This concept can be englarged to imply not only willingness to work but also willingnes to work with deal and confidence. Leadership is influence, the art or process of influencing others so that they will cooperate voluntarily for the attainment of a goal.

Then Good (1973: 313) provide an understanding of leadership is the ability and readness to inspire, guide, direct, manage other organizations. The quote can

be interpreted that leadership is a person's ability and readiness to inspire, guide and direct or manage others to want to do something in order to achieve a common goal. In this case, it means that someone who wants to be recognized as a leader must have strengths and abilities in influencing, guiding and directing others.

Furthermore, Nur (1995: 15) The definition of leadership is a process or any attempt, at any time, to influence the attitudes and behavior of other people, individuals or groups, without having to be limited by an organizational context in order to achieve a purpose. Both individual goals and group or organizational goals, and the achievement of these goals in an understanding and voluntary manner. Nawawi & Martini (2010: 36) argues that leadership is the ability to encourage a number of people (two or more people) to be able to work together in carrying out activities that are directed at a common goal.

Anoraga (2001: 76) the definition of leadership is the ability of a person to influence others, through direct or indirect communication with the intention of moving these people so that they are fully understanding, aware and willingly willing to follow the wishes of the leadership.

Furthermore, Sutisna (1983: 141) argues that leadership is a process of

influencing the activities of a person or group in an effort to achieve goals in certain situations. Mintorogo (1996: 76) see leadership as a person's ability to influence the behavior of others, so that the person is willing to follow his will consciously, willingly, and wholeheartedly.

Leadership is a relationship that exchanges opinions and thoughts between leaders and their followers, where interaction takes place continuously with members and each member obtains mutually beneficial social benefits (Stogdill, 1974: 216).

Martoyo (1987: 101) interpret leadership as a whole activity in order to influence people to want to work together to achieve a common goal. Hersey & Blanchard (2012: 94) argued that leadership is the activity of influencing people to strive willingly for group objectives. Leadership is an attempt to influence the behavior of a person or group towards the achievement of goals.

Leadership in an organization is something that must exist, because leadership is a strategic factor. This means that there is no organization without a leader. Sutarto (1991: 79) states that a group without a leader is like a body without a head, prone to panic, misguidance, chaos, and anarchy.

This is also expressed in the same way Davis (1972: 140) namely it has been pointed out that an organization consists of a group of individuals cooperating under the direction of executive leadership toward the accomplishment of certain common objectives. An organization is a group of people who work under the direction of executive leadership for the achievement of goals.

according to Danim (2009: 41) Leadership is an interaction between one party as the leader and the party being led. Leadership only exists in the process of one's relationship with others. No followers, no leaders. Thus, an effective leader must know how to inspire, motivate, and cooperate with his subordinates.

Furthermore, Wahyudi (2012: 120) argues that leadership can be interpreted as a person's ability to move, direct, as well as influence the mindset, the way each member works to be independent in work, especially in making decisions for the sake of accelerating the achievement of predetermined goals.

Leadership is a very important process in every organization because it is this leadership that will determine the success or failure of an organization. The word lead has the meaning of giving guidance, guiding, directing, and walking

in front Syafaruddin (2005: 156) emphasizes that leadership can take place anywhere and anytime. Leadership is the ability to influence others so that they want to take action voluntarily to achieve certain goals.

Furthermore, Muhaimin (2010: 29) emphasized that by definition, leadership has various differences in various things, however, what is certain from the definition of leadership is that there is a process in leadership to exert social influence on others, so that other people carry out a process as desired by the leader.

Leadership is certainly concerned with the process of influencing people to understand and agree on what needs to be done and how it is done effectively, as well as the process of facilitating individual and collective efforts for a common goal. Leadership is a process to influence the activities of a person or group in their efforts to achieve goals in certain situations.

The description above explains that the leader must use his power in running the organization he leads by putting out all his abilities in moving his subordinates to the maximum to achieve the goals that have been set. Thus leadership is the process of one's activities to move others by guiding, directing and motivating to do

something in order to achieve the expected results.

Leadership is the process of influencing other people or groups to cooperate voluntarily in certain situations, so that members are motivated to do their work and feel not forced, all of this is done in order to achieve the goals that have been set. So a leader must have strong leadership talent, meaning that he must master the art or technique of performing actions such as the technique of giving orders, obtaining advice, strengthening the identity of the group being led, making it easier for newcomers to adjust, instilling a sense of discipline among subordinates and eliminating rumors, and so on.

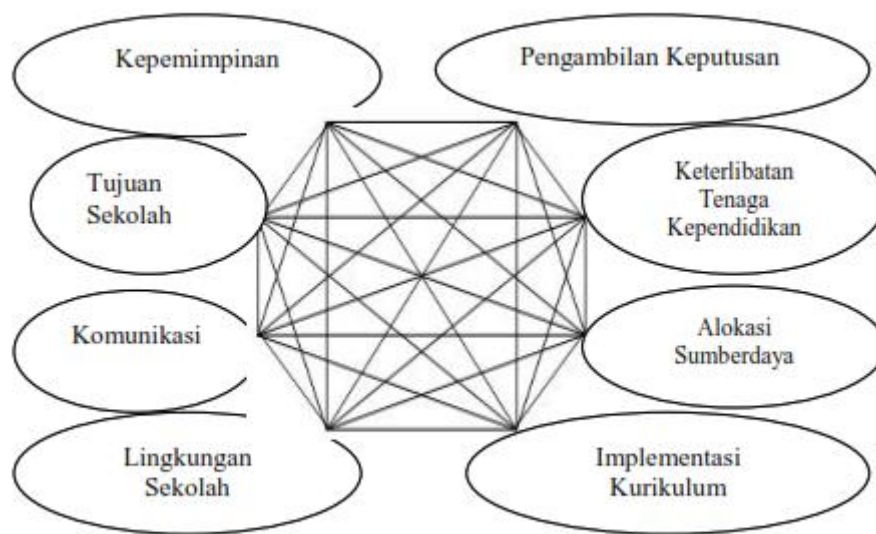
2. Leadership Effectiveness

The realization of an effective school is one of the efforts to improve the quality of education. An effective school is a

school that seeks to carry out its function as the best place to learn by providing quality learning services for its students.

Schools are educational institutions that are a means of carrying out the learning and teaching process. However, due to the variety of student conditions and the rapid development of science and technology to the high expectations and intense competition both at home and abroad, to create graduates who meet expectations, the schools needed are effective schools (Siahaan, 2018: 101).

Furthermore Siahaan (2018: 101) said to make schools more effective, then all existing resources in educational institutions must be directed to make learning efficient, superior and effective. Meanwhile Townsend is in Sutapa (2006: 8), describes the process that takes place in an effective school as follows in the following;



Gambar 4. 1: proses keefektifan sekolah

School is called effective if the school can achieve what has been planned. The notion of school effectiveness is also related to the formulation of what must be done with what has been achieved. A school will be called effective if there is a strong relationship between what has been formulated to be done with the results achieved by the school, otherwise the school is said to be ineffective if the relationship is low (Moerdiyanto, 2007: 4).

Research studies on effective and ineffective leadership suggest that effective leaders are not based on certain human traits, but lie in how far the nature of the leader can master the circumstances they face, the traits possessed by effective leaders include K11, namely: 1. Piety, 2,

honesty, intelligence, sincerity, simplicity, broad view, commitment, expertise, openness, breadth of social relations, maturity, and justice (Usman, 2011: 289).

The school effectiveness model provides a lens through which schools can think about their performance, their plans and their priorities. Effective schools (effective schools) must meet the following components: have a vision and goals, focus on teaching goals, high expectations, promote learning, Accountability, a stimulating and safe learning environment, Professional leadership, Focus on learning and teaching. For more details can be seen in the following image:



Picture. 1. School Effectiveness Model

Mortimore in Reynolds (1992:11-13), Mortimore's research identified a number of schools, both academically and socially effective, that had the following characteristics: (1) Purposeful leadership of the staff by the head, (2) Involvement of the deputy head, (3) Involvement of teachers, (4) Consistency among teachers, (5) A structured day, (6) Intellectually challenging teaching, (7) A work-centred environment, (8) A limited focus within sessions, (9) Maximum communication between teachers and pupils, (10) Thorough record-keeping, (11) Parental involvement, (12) A positive climate.

The results of this Mortimore study reveal the characteristics of effective schools, namely: 1) leadership that has a purpose, 2) Involvement of vice principals, 3) teacher involvement, 4) teacher consistency/commitment, 5) structured schedule every day, 6) intellectually

challenging teaching, 7) A centered work environment, 8) limited focus, 9) maximum communication between teacher and student, 10) careful note-taking, 11) parental involvement, 12) positive climate.

Furthermore, As'ad (1996) said that there are several requirements to become an effective leader, namely: 1. Higher-than-average lang ability, among others: a) have sufficient intelligence; b) have the ability to speak; c) have self-confidence; d) have the initiative; e) have achievement motivation; and f) have ambitions.

Newastrom & Davis (1997) said that the qualities that must be possessed by an effective leader are: 1. Desire to lead, 2. Confidence, knowledge, 3, positive feelings, 4. Creativity, originality, 5. Desire for personnel, 6. Honesty and integrity, 7. Ability to think. , 8, flexible and active, 9. Charisma.

Another concept of educational

effective leadership as described by Bish (2008) is; 1. Visionary, 2. Appearance of authority, 3. Assertive, 4. Well-spoken, 5. Aggressive, 6. Hard working, 7. Consistent, 8. Courageous, 9, friendly, 10, intelligent. The same thing is explained by the (ISLLC) instestate school leadership lisencure concorsium; 2007) that effective leadership has: 1. Student-centered vision, 2. Student-centered culture, 3.

Organizational management and leadership, 4. Communicative and involving the community, 6. Ethics and integrity, 7. Student-centered politics, 8. Continuously develop professionalism.

Furthermore, Robbins in Usman (2012: 292) said that effective leadership is the ability to understand language to process meaning. Here are presented 4 effective leadership styles.

4 Effective Leadership Styles			
Bureauchart	Developer	Benevolent	Executive
Obey the rules	Creating cooperation	Able to motivate others	Oriented to the future
Loyal	Using other people	Learn from experience	Build subordinate participation
Protecting the environment with regulations	Believe in others	Effective for getting results	Long term view
	Developing the talents of others	Understand the rules and work methods	Motivate well Work effectively

According to H. Jodeph Reitz in Fattah (2004: 98-99), the factors that affect the effectiveness of leaders include: 1. Personality past experiences and expectations of leaders, this includes values, background and experience will affect the choice of style. For example, if he has been successful by appreciating subordinates in meeting their needs, they tend to apply a subordinate/people-oriented leadership style. 2. Expectations and behavior of superiors, for example, bosses who clearly use a task-oriented style, tend to use that style. 3. The

characteristics, expectations and behavior of subordinates affect the manager's leadership style. For example, highly knowledgeable employees are less likely to need a directive approach from the leader. 4. Task requirements, each subordinate's task will also affect the style of the leader, for example, subordinates who work in the data management (R&D) department prefer a more task-oriented direction. 5. Organizational climate and policies influence the expectations and behavior of subordinates. For example, the policy in awarding, rewards with a salary

scale supported by other incentives (pension funds, bonuses, leave) will affect the work motivation of subordinates. 6. Expectations and behavior of colleagues, for example, managers form friendships with colleagues in the organization. Some of their attitudes are damaging to their reputation, unwilling to cooperate, competing for resources, thus affecting the behavior of their colleagues. For clarity, it can be described simply as follows: subordinates who work in the data management (R&D) department prefer a more task-oriented direction. 5. Organizational climate and policies influence the expectations and behavior of subordinates. For example, the policy in awarding, rewards with a salary scale supported by other incentives (pension funds, bonuses, leave) will affect the work motivation of subordinates. 6. Expectations and behavior of colleagues, for example, managers form friendships with colleagues in the organization. Some of their attitudes damage reputations, do not want to cooperate, compete for resources, thus affecting the behavior of their colleagues. For clarity, it can be described simply as follows: subordinates who work in the data management (R&D) department prefer a more task-oriented direction. 5. Organizational climate and policies influence the expectations and

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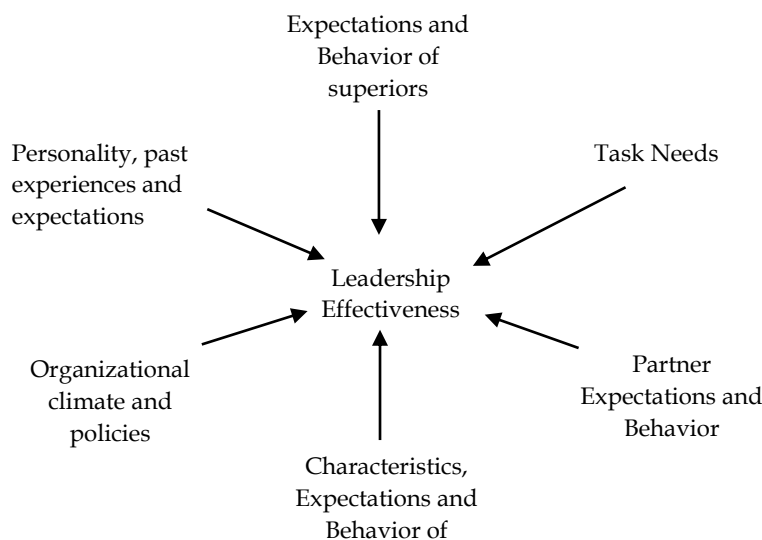


Figure 4. Leadership Effectiveness.

Furthermore, Nawawi & Martini (2010: 60) explains that effective leadership will be realized if it is carried out in accordance with its functions, namely:

- 1) The instructive function is the ability to move to move and motivate others to want to carry out orders well.
- 2) The consultative function is intended

to obtain input in the form of feedback that can be used to improve and refine the decisions that have been determined.

- 3) The function of participation is the leader's effort to activate the people he leads, both participating in decisions and implementing them.
- 4) The function of delegation is to

delegate authority to make or determine decisions, either through approval or without approval from the leadership.

- 5) The control function can be realized through the activities of guidance, direction, coordination and supervision.

When associated with the principal as a leader in his school, the principal functions of the school are seven kinds known as EMASLIM, namely: (1) the principal as an educator (educator), (2) the principal as a manager, (3) the principal as an administrator, (4) the principal as a supervisor, (5) the principal as a leader, (6) the principal as an innovator, and (7) the principal as a motivator (Ahmad, 2001: 41).

The key to the success of a school essentially lies in the efficiency and effectiveness of the appearance of its leader, in this case the principal. Principals are required to have strong leadership quality requirements, because school success can only be achieved through the leadership of quality principals.

Correspondingly, the quoted Tiong Usman (2012: 323) in his research revealed the characteristics of effective principals, among others: 1. Principals who are fair and firm in making decisions; 2. The principal who divides tasks fairly to

teachers; 3. Principals who value staff participation; 4. Principals who understand the feelings of teachers; 5. Principals who have a vision and seek to make changes; 6. Skilled and orderly principals; 7. Capable and efficient principal; 8. A dedicated and diligent school principal; 9. Sincere principal; 10. A confident principal.

Furthermore, Davis & Thomas (1989) revealing the characteristics of effective principals include: 1. Leadership traits and skills; 2. Problem solving ability, 3. Social skills; 4. Professional knowledge and competence. Furthermore, Manning & Curtis (2003: 214) measuring effective leadership with indicators; 1. based on facts, 2. creating a vision, 3. motivating, and 4. empowering staff.

Based on the results of research conducted by Ghesilli on 300 managers from 90 different institutions in the United States, it was found that six traits of effective leadership were: 1. The need to achieve results, namely responsibility, hard work for success; 2. Intelligence: using careful consideration, having clear reasons and the ability to think; 3. Ability to make decisions: can take difficult decisions without hesitation; 4. Initiative starts with oneself: doing a good job, with minimal supervision; 5. Supervision ability; can work with other people (Usman, 2012: 294).

3. Work Ethics

Ethics, according to a dictionary definition, refers to certain actions that are right or wrong, and to the good or evil of their motives, and the purpose of those actions. What is ethical and what is not, however, borrows from his own personal interpretation. according to Karp & Abramms (1993), all decisions are determined by values; and according to Casteter (1996) these values are upheld, freely chosen, and properly expressed.

Furthermore, Casteter (1996) explain that pThe exercise of authority requires training through a decision-making process including consideration of its ethical implications. Among the reasons for providing a basis on which to base an assessment of organizational values and implemented through ethical actions are because they include such things as guiding ethical standards that it is assumed that educators and the education system are the front line guardians of preservation and development. national culture that underlies strategies for strengthening and maintaining ethical standards of behavior among its employees related to ethical issues and social change, identification of ethical systems, ethical standards,

Then Castetter (1996: 26-27) give categorization related to ethics for the school system clearer examples are as

follows: 1. The ethical obligations of members to the school system; 2. The ethical obligations of the school system to its members; 3. The ethical obligations of teachers to students; 4. The ethical obligations of the school system to the public; 5. Obligations of personnel towards the profession; 6. Psychologically inherent system and personnel obligations of the contract; 7. Commitment of the system and its members to professional employment practices; 8. The obligations of the system and its members to environmental demands such as taxpayers, creditors, suppliers, governments, unions, accrediting bodies, and recruitment of resources; 9.

Castetter (1996: 29) pathetic there is considerable support for the proposition that the prevalence of moral honesty contributes to the desired image, goodness, and effective operation of the entire school system.

4. Trust

Kenneth (2001: 126) states that the essence of commitment is trust and closeness. Trust is evidence of commitment, without trust commitment will never exist. Trust is the fruit of commitment. The organization will give confidence to its members because of the commitment of members to the organization.

The existence of a member's commitment to the organization and the organization's trust in members makes the relationship between the two harmonious, there is intimacy between members and members as well as between members and the organization. Commitment includes orientation to the organization in terms of its loyalty, identification, and involvement (Robbins, 2008: 240).

Trust integrates a person's beliefs, attitudes, and intentions and ultimately manifests as a single behavior. trust is ultimately relinquishing one's personal choice and control to another in the hope that the other party will honor the duty felt indebted (Cadwell, 2017: 15).

Colquitt suggests that individual outcomes in organizations, one of which is organizational commitment. Individual outcomes are influenced by individual mechanisms consisting of job satisfaction, stress, motivation, trust, fairness, ethics, as well as learning and decision making. Individual mechanisms are influenced by

organizational mechanisms consisting of organizational culture and organizational structure, while group mechanisms consist of leadership style and behavior, power, and influence of leadership, team processes, team characteristics, and individual characteristics, which consist of: personality and cultural values and ability (Colquitt, et.al., 2009: 8).

Colquitt, et al. (2009: 34) suggested that organizational commitment can be influenced by organizational mechanisms, group mechanisms, individual characteristics, and individual mechanisms.

According to Spector as stated by Sophia (2008: 158), There are several factors in forming organizational commitment as shown in the following figure.

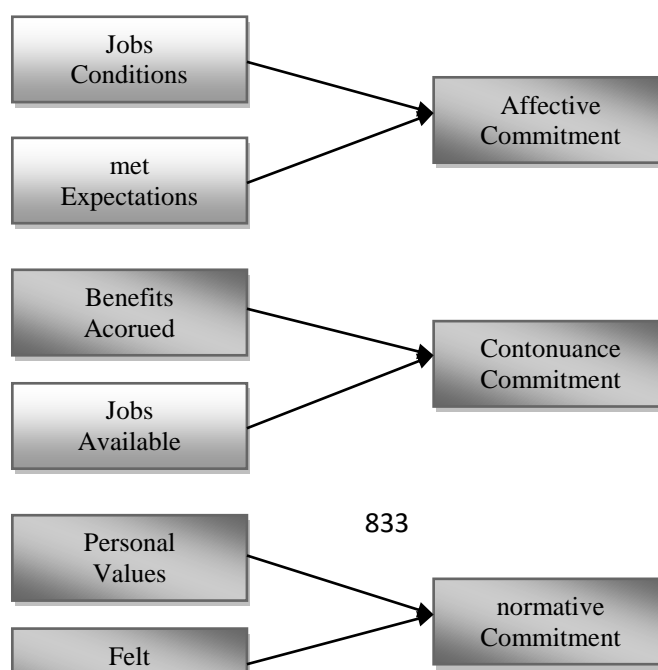


Figure 3. Factors Forming Organizational Commitment.

D. CONCLUSION

Based on the results and discussion of the research, it was concluded that there was a decrease in the effectiveness of the madrasa principal's leadership, work ethic, and the trust of tsanawiyah stakeholders in Deli Serdang Regency during the covid 19 pandemic by: 1. Madrasah principal decision makers were less democratic and less supportive of teachers; 2. Madrasah principals are less than ideal in dividing the proportion of working hours to teachers; 3. The principal of the madrasa does not maximize the tools that support online learning activities in schools; 4. Not prioritizing services to students both online and directly coming to school; 5. The existence of madrasa activity programs that are not well implemented online or offline; 6. Inability of the head of madrasa to solve internal problems properly; 7, Lack of confidence that the principal of the madrasa in carrying out his duties as a manager.

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