

The Role of The Madrasah Head In Improving Teachers' Work Ethic In Teaching at MTs Al-Washliyah Tandam Hilir, Hamparan Perak, Deli Serdang

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ABSTRACT

This research aims to describe the role of the madrasa head in improving the work ethic of teachers at MTs Al-Washliyah Tandam Hilir. The method used in this research is qualitative descriptive research. Data collection uses observation, interviews and documentation studies methods. The results of this research show that the role of the madrasa head in improving the work ethic of teachers in teaching at MTs Al-Washliyah is by meeting the teacher's financial needs, then the madrasa head also gives rewards to teachers who are considered the most active in terms of attendance and discipline in carrying out their duties. Another thing that is done is providing training in curriculum development for subjects according to the field of study, in order to improve the professional quality of teachers, so that teachers can improve their work ethic in teaching. The obstacle faced is that there are still teachers who often arrive late and lack discipline in teaching. Then there are still some teachers who are not academically aligned with the subjects they teach. The solution offered as an improvement effort in overcoming the obstacles that occur is that the head of the madrasah provides punishment or administrative sanctions for teachers who are undisciplined and often come to school late. Discuss with the madrasa supervisors regarding policies for teachers who are not yet aligned with their academic fields.

Keywords: *Work Ethic, Madrasah Head, Learning.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peran kepala madrasah dalam meningkatkan etos kerja guru di MTs Al-Washliyah Tandam Hilir. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Pengumpulan data menggunakan metode observasi, wawancara dan studi dokumentasi. Dari hasil penelitian ini menunjukkan bahwa peran kepala madrasah dalam meningkatkan etos kerja guru dalam mengajar di MTs Al-Washliyah adalah dengan cara memenuhi kebutuhan finansial guru, kemudian kepala madrasah juga memberikan *reward* kepada guru yang dinilai paling aktif dari aspek kehadiran dan disiplin dalam menjalankan tugasnya. Hal lain yang dilakukan adalah memberikan pelatihan pengembangan kurikulum mata pelajaran sesuai bidang studi, dalam rangka meningkatkan kualitas keprofesian guru, sehingga para guru dapat meningkatkan etos kerjanya dalam mengajar. Kendala yang dihadapi adalah masih ada guru yang sering terlambat hadir dan kurang disiplin dalam mengajar. Kemudian beberapa guru masih ada yang secara akademik belum linier dengan mata pelajaran yang diampu. Solusi yang ditawarkan sebagai upaya perbaikan dalam mengatasi kendala yang terjadi, yaitu kepala madrasah memberikan *punishment* atau sanksi administratif bagi guru yang tidak disiplin dan sering terlambat hadir ke sekolah. Mendiskusikan dengan pihak pembina madrasah terkait kebijakan bagi guru-guru yang belum linier dengan bidang akademiknya.

Kata Kunci: Etos Kerja, Kepala Madrasah, Pembelajaran.

A. INTRODUCTION

A role is a task or function of a person who has been mandated by a certain party and has a strategic position to provide contributions in the form of thought, energy or material, so that he can carry out his role in accordance with what is expected from the job. Badeni (2017) said that a role is something that must be done by someone to make a contribution in the form of thought, energy or material, or means: ways, actions, understanding the expected and associated behavior.

According to Sagala (2013) view, the madrasah head is the person who is given the task and responsibility of managing the madrasah, collecting, utilizing and mobilizing all the potential of the madrasah optimally to achieve its goals. Meanwhile, Wahjusumidjo in Ramayulis (2017) stated that the head of a madrasah is a professional teacher who is given the task of leading a madrasa where the learning process is held or a place where interaction occurs between teachers who give lessons and students who receive lessons. The madrasa head is also the spearhead and backbone of a madrasa. Because the progress of a madrasa organization really depends on the existence of a head. Therefore, the madrasa head must be a dynamic, creative and competitive figure, and not give up easily, become discouraged and have weak aspirations (Subaidi, 2018; Assingkily & Mesiono, 2019).

So it can be concluded that the head of the madrasah is a leader and also a manager who really determines the dynamics of the madrasah in improving the quality of education towards the gates of success and progress in all areas of life in the madrasah by utilizing all the potential of the madrasah optimally to achieve the goals. The head of the Madrasah as a dreamer is essentially someone who will definitely be asked to take responsibility for his leadership in the future.

A human being as a leader must at least be able to lead himself, when he is able to do this it will be very easy for him to lead other people in an organization or group that he leads, his subordinates will obey and respect him. Husaini (2014) explains that leadership cannot be separated from power because without power, leaders do not have juridical power or other power to influence other people to act as they wish.

According to Hidayatullah & Dahlan (2019), the madrasa head as a leader must be able to encourage the emergence of a strong will with enthusiasm and confidence among teachers, staff and students in carrying out their respective duties. Providing guidance and directing teachers, staff and students as well as providing encouragement to spur and stand at the forefront for progress and provide inspiration for the madrasah in achieving its goals.

Apart from that, a madrasa head also plays the role of a manager, namely being able to plan, organize, implement, lead and control all organizational functions in order to achieve the planned goals as an achievement in his work program as a leader. According to Kaharuddin (2021), a madrasah head, in carrying out his functions, must have the right strategy to empower educational staff through cooperation or cooperation, provide opportunities for educational staff to improve their profession and encourage the involvement of all educational staff in various activities that support madrasa program.

Based on the Decree of the Minister of National Education (Mendiknas) Number 162 of 2003 concerning Guidelines for the Assignment of Teachers as Madrasah Heads, it is stated that the job of the madrasah head is as an educator, namely as an educator, the head of the madrasah must create a conducive madrasah climate, provide advice to madrasah residents, and provide encouragement. to all educational staff, as well as implementing an interesting learning model, then as a manager, namely the head of the madrasah, you must have a strategy that is able to implement management functions effectively and efficiently. As an Administrative Actor (Administrator), namely the head of the madrasah, he must have the ability to manage the curriculum, manage student administration, manage personnel administration, manage facilities and infrastructure administration, manage archives administration and manage financial administration.

Next, as a supervisor, the job of the madrasa head as supervisor is to supervise the work carried out by educational staff. By helping teachers learn about daily tasks in madrasas, they can use their knowledge and abilities to provide better services to parents of students and madrasas, and strive to make madrasas more effective learning communities.

As a leader, you must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. As an entrepreneur, the head of a madrasah as an entrepreneur must be able to have various kinds of skills which he can pass on to the people he leads. Climate Creator, namely that the head of the madrasah must be able to prepare various work plans, then put them in the form of work tools that are carried out in a conducive and pleasant atmosphere. A conducive climate will help realize high work stability so that it becomes more effective and efficient (Rismi & Donni, 2014).

Work ethic is a number of cultural values characteristic of humans in the world of work. Work ethic is related to a moral attitude that is oriented towards norms that must be followed and is related to attitudes and desires based on conscience. A pure work ethic will

be embedded in everyone's souls so that there is an urge to be honest, disciplined, obedient, orderly and responsible in carrying out their obligations.

Setyo (2016) suggests that work ethic can be measured based on several things, namely the first way a person views work. People who have a high and good work ethic view work as a noble thing. Therefore, he will definitely appreciate his work. Secondly, regarding whether there is enthusiasm for doing work, people who have a good work ethic, if they are assigned to do a job, will have enthusiasm to complete the job well.

Third, there are efforts to improve work so that it becomes more productive. He doesn't just do a job based on orders, but he tries to make the way of work, work model or work system better and more productive. Fourth, there is pride in being able to do the work that is your duty. He feels proud and satisfied if he can do the work that is his duty. He will feel proud and satisfied if he can do his job well. Anyone who has all four is considered to have a high work ethic.

B. METHOD

The research uses qualitative research methods which are descriptive and tend to use analysis (Moleong, 2013). Qualitative research examines participant perspectives with interactive and flexible strategies. Qualitative research is aimed at understanding social phenomena from the participant's perspective (Assingkily, 2021). Thus, this research only applies to natural object conditions where the researcher is the key instrument (Iwan, 2019). Meanwhile, the data sources used in this research are primary data sources and secondary data, namely observation and interviews with resource persons, namely the Head of the Madrasah, all teachers in the Madrasah environment. Secondary data in this research is official documentation from the madrasah regarding the madrasah head's program in improving the work ethic of teachers in the classroom, then supplemented with several other documents as support during the activity in the form of field notes.

C. RESULTS AND DISCUSSION

1. *The Role of Madrasah Heads in Improving Teacher Work Ethic at MTs Al-Washliyah Tandam Hilir*

The role of the Madrasah Head in improving the work ethic of teachers in teaching at Madrasah Tsanawiyah Al-Washliyah Tandam Hilir is in line with the mission of the Madrasah, namely implementing religiously oriented educational services so that students develop optimally in accordance with their achievements to achieve high levels of

achievement in accordance with hope. There is a need to increase the work ethic of teachers in teaching in class which will later make a positive contribution to improving the quality of education services in the Madrasah.

Based on interviews conducted, work ethic is the totality of an individual's personality and the way the individual expresses, views, believes and gives meaning to something that encourages the individual to act and achieve optimal results. Work ethic is closely related to a person's moral attitude which is oriented towards norms, attitudes and desires based on conscience (Syah, 2021). A pure work ethic will be inherent in every person so that there is an urge to be honest, disciplined, orderly and responsible in carrying out their obligations (Dono, 2021). The head of the madraasah encourages all teachers to improve the quality of teaching professionally, their attitude of responsibility in carrying out teaching duties in the classroom can be proven by the teacher's discipline in both attendance and mastery of the material to be delivered to students.

In the observation of the head of the madrasah, according to the instructions given to the teachers' council at the new school year work meeting, all teachers are required to prepare a learning implementation plan (RPP) along with the syllabus and accessories, then the equipment is brought and placed on the table for each teacher. teach in class. The head of the madrasah will check directly in the class whether everything agreed upon has been fulfilled or not. If it is not fulfilled, a verbal warning will be given in several stages according to the agreement between the head of the madrasah and the teacher concerned. In addition to having complete learning equipment, teachers are also required to be present on time with an estimated time of 5 minutes before the bell rings. Previously, the head of the madrasa would have arrived early. This is done in order to improve the teacher's work ethic in discipline. Teachers who arrive late for irrelevant reasons will be given a written warning.

Apart from the above, the head of the madrasah in his role as a leader of an educational institution strives to meet the needs of teachers for the smooth running of the learning process in the classroom, the facilities and infrastructure are slowly being filled as much as possible for the comfort and effectiveness of the learning process. Madrasah heads are also slowly meeting the financial needs of all teachers in order to earn a decent income in accordance with the duties they carry out by providing rewards for those who excel and are at the forefront of the success of the teacher work ethic program in teaching. This is done to create a working atmosphere that improves work ethic for each teacher.

2. *Obstacles and Solutions Implemented by Madrasah Heads in Improving Teacher Work Ethic at MTs Al-Washliyah Tandam Hilir*

The head of the madrasah said that it cannot be denied that in every implementation of an activity there will be obstacles or obstacles that can slow down the achievement of the expected goals. Likewise, improving the work ethic of teachers in teaching at this Madrasah includes the fact that even though sanctions have been set, there are still teachers who attend more than the specified time for various reasons such as flat tires on the road, being stuck in traffic, family problems and so on. Apart from that, the obstacle faced in improving the work ethic of teachers in the classroom is that teachers are less effective and optimal in providing and delivering material in front of the class. This can be seen because there are still some teachers who academically do not have linear educational qualifications, which makes it difficult for teachers. in preparing the learning devices and learning media used.

Another obstacle found was that there were still teachers teaching past the specified lesson hours so that it had an impact on teachers in other fields of study who would enter the class. This usually happened because teachers were very enthusiastic in explaining the material which was greeted with students' responses in responding to the explanation. from the teacher so that he forgot that class time had ended. Based on the obstacles above, the madrasah head then provided several solutions in order to increase the teacher's work ethic in teaching, including firstly the madrasah head giving punishment or sanctions to teachers who were recorded as having a history of not attending school on time. Second, the madrasa head provides training to the teacher council, so that even non-linear teachers will be able to slowly learn and train themselves in order to improve the quality of learning and understand the preparation of appropriate learning tools.

D. CONCLUSION

Based on the description above, it is concluded that the teacher's work ethic in teaching at MTs Al-Washliyah Tandam Hilir, is shown by the teacher being able and aware of his obligations in preparing learning tools for the new school year, the discipline attitude shown by the teacher in his daily life, especially attendance discipline is good by coming to school on time. The role of the Madrasah Head in Improving Teacher Work Ethic in teaching at MTs Al-Washliyah Tandam Hilir is pursued by meeting teachers' financial needs, providing rewards to teachers who are considered the most disciplined. Furthermore, providing curriculum training to teachers as a form of improving the

professional quality of teachers, so that later they can improve the work ethic of teachers. The obstacle faced is that there are still teachers who like to be late. And there are teachers whose qualifications are not yet aligned with the field of study they teach in class, which creates difficulties for these teachers in preparing learning tools. The solution offered as a corrective effort to overcome the obstacles that occur is that the head of the madrasah gives punishment or sanctions to teachers who are recorded as having a history of the most absences and provides training to teachers in order to improve their professional quality as educators.

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