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THE ROLE OF LEADERSHIP IN IMPROVING THE QUALITY OF HUMAN RESOURCES IN MADRASAH

Lina Marliani¹

Universitas Islam Bunga Bangsa Cirebon, Jawa Barat, Indonesia
(linamarliani@bungabangsacirebon.ac.id)

Dede Rosyada

Universitas Islam Bunga Bangsa Cirebon, Jawa Barat, Indonesia
(dederosyada@bungabangsacirebon.ac.id)

Abdus Salam

Universitas Islam Bunga Bangsa Cirebon, Jawa Barat, Indonesia
(abdussalam@bungabangsacirebon.ac.id)

Fitri Meliani

Universitas Islam Bunga Bangsa Cirebon, Jawa Barat, Indonesia
(fitrimeliani@bungabangsacirebon.ac.id)

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ABSTRACTS

This study aimed to examine how the head of MI Ma'arif Kedawung, uses his leadership style to improve the effectiveness of teacher performance. The achievement of quality education goals is highly dependent on teacher performance. Field studies with other qualitative methods were used to compile this research. In-depth interviews, participant observation, and document analysis were used to collect this data. This study's subjects were the madrasah's head and two educators of MI Ma'arif Kedawung. Our purpose in conducting this research is to gain insight into how the leadership style of madrasah heads builds a conducive environment that supports the formation of quality human resources in the world. The research results on the leadership style of the head of the madrasah influence the performance of teachers in MI Ma'arif Kedawung. The results of this study show democratic leadership styles have a positive impact on encouraging teacher performance in MI Ma'arif Kedawung. Support in effective communication, coaching and professional development, motivation, and problem-solving also play a vital role in improving human resources, namely teachers and staff.

¹ Correspondence author

A. INTRODUCTION

Education has a central role in developing a country's Human Resources. (Assadej, 2023). The primary purpose of education is to improve the ability and quality of human resources to face challenges and meet the demands of an ever-evolving era. (B. B. Fernández, León Guerrero, Fernández-Martín, Arco Tirado, & Arrebola, 2023) In addition, the formation of character and morals of individuals also includes the importance of education, which provides some of the essential knowledge skills needed to live a daily life that involves good communication skills, effective collaboration with others, and strong interpersonal skills. (Meliani & Sati, 2023) Through quality education in schools, individuals can learn and develop intellectual, social, emotional, and spiritual abilities. Education has a very significant long-term investment value for a country's progress. (Habeb, Sedeeq, Altyar, Ismail, & Md Nor, 2020).

Countries that have qualified and educated human resources will be able to face global challenges and become developed and prosperous nations. (Acih, Nu'man, & Kusnadi, 2023). A teacher must have several specific abilities and skills to carry out his activities and obligations as a teacher. These abilities and skills are integral to a teacher's professional competence. However, the field of education in Indonesia faces various challenges that are difficult to overcome. Complex problems include inequality of access to education, the disparity in education quality between urban and rural areas, differences in facilities between private and public schools, and the low competitiveness of Indonesian education at the global level due to the lack of relevance of education to market needs. (Drolet, 2020).

According to Al-Khasawneh & Barakat's research, the poor quality of education in our country is caused by several factors, including inexperienced school management and low quality of Human Resources (HR), especially educators. The teaching ability of educators is considered low, so educational programs that aim to prepare and improve the quality of human resources are needed to adapt to rapid social changes. In this case, good administrative management is critical for quality human resources to adapt to environmental changes. Therefore, quality human resources must have the ability to adapt quickly and appropriately to survive and adapt to uncertain environments. (Al-Khasawneh & Barakat, 2016) Human Resource Empowerment (HR) plays a crucial role in improving a school's education quality. As a school principal, leadership is essential in ensuring that all personnel in the school can work optimally and continue to improve the quality of human resources. (Effa et al., 2021).

According to Cunningham & Gresso (1993), a leader is an individual who can influence one's actions within his scope of work through power. According to Gorton & Alston (2008) As explained in the book, a leader has expertise in leadership and can influence others without asking for specific reasons. Leaders are people who are chosen because they can achieve the desired goals. Leaders are also responsible for developing the potential of team members through training and development. Several types of leadership can be found in effort, success, and effectiveness, namely, attempted, successful, and effective leadership. The function of leadership is to influence, guide, motivate, and supervise other individuals so that they can complete the tasks set to achieve organizational targets and goals. (Mulyasa, 2011).

In a school organization, the primary role of the leader is the principal. As a principal, I am responsible for leading and organizing resources in the school, creating a positive work culture, and achieving high productivity. This leadership has an essential

role because it is not only a driver but also plays a role in overseeing all activities carried out by teachers, employees, and students and exploring problems that arise in the school environment. The goal is to improve the teaching professionalism of teachers (Luthans, Luthans, & Luthans, 2015).

The principal is primarily responsible for managing and developing human resources in the school, including planning and implementing training, development, and performance improvement programs for personnel. In addition, the principal must also be able to create a supportive work atmosphere and motivate all team members personally to continue to produce quality work. In this way, the empowerment of human resources in schools can run optimally and significantly contribute to improving the overall quality of education. (Akrim & Harfiani, 2019). HR is a significant factor in an organization. Organizations are formed with various goals and visions to meet human needs, and humans manage all organizational actions and activities. Therefore, humans become a significant strategic factor in all forms and objectives of organizational activities. Of the many previous studies that have been conducted, this research focuses on the role of school principals in improving the quality of human resources in the school environment, with the aim of 1) finding out how leadership motivates and directs education implementers, namely teachers so that the purpose of increasing human resources in education can achieve results effectively and efficiently carried out through optimal methods; 2) can understand the factors that hinder and support the implementation of improving human resources in teachers; and 3) can provide solutions to school principals to the obstacles experienced during the process of improving human resources in teachers. (Aydin, Ozfidan, & Carothers, 2017).

The approach of the head of the madrasa is to lead his staff towards greater self-control by setting a good example for themselves. However, there has not been much research on the management techniques used by the head of the madrasah, especially in MI Ma'rif Kedawung Cirebon. Therefore, this study aims to fill in the gaps in that information and add to what is already known about educational leadership. Education practitioners and policymakers at the madrasah level can benefit from a study of the leadership style of madrasah heads in boosting teacher performance in MI Ma'rif Kedawung Cirebon. Madrasah heads can use this research as a guide to hone their leadership skills and improve classroom efficiency.

Research of Gallagher, Wolfson, Reilly, & Mathieu (2023) Describe that integrative model highlighting how unit leaders can leverage HR management practices and their leadership behaviors for the most significant impact on unit HR. They identify a potentially potent nexus for scholars of both disciplines to focus their integrative efforts on, given their responsibility for HR management practice delivery (e.g., implementing a job rotation program) and their leadership behaviors (e.g., composing teams). Organizational goals can be realized by integrating leaders' efforts with HR management. Research results of Khalili (2023) The same discusses the skills of leaders, namely, essential education leaders understand and manage their own emotions as others, increase employee participation and commitment, and ultimately, customer satisfaction is the emotional intelligence as a critical factor in successful learning.

Research like this can potentially produce valuable insights and policy prescriptions to improve madrasahagama education in general and MI Ma'rif Kedawung Cirebon in particular. The findings of this study can also help us understand how madrasah heads' leadership style affects their teachers' effectiveness. The ability of

madrasah heads to create an innovative and flexible environment is essential in the context of increasing internationalization and advances in information technology today. Therefore, this study will also investigate how the head of the MI Ma'rif Kedawung Cirebon madrasah increases creativity and flexibility in the classroom. This study's findings are expected to significantly contribute to our knowledge of the role of madrasah heads in influencing teacher effectiveness. The findings of this research can also be an input for the development of initiatives aimed at improving teaching standards in madrasahs. It is hoped that by analyzing the leadership style of the head of the madrasah in MI, Ma'rif Kedawung Cirebon, it can be known the success strategy that can be applied by the head of the madrasah elsewhere. The findings of this study are expected to improve the effectiveness of teachers and the quality of education provided in madrasah, contributing to the growth of solid educational leadership.

B. METHOD

The type of research in this article is qualitative research. In qualitative research raised by researchers this time, the level of naturalness is a top priority, where researchers are directly involved in problems and conditions that occur in the research context. Researchers are in the field, observing different sides of events that occur. According to Creswell & Creswell (2018) In qualitative research, intensive involvement is required. A researcher must be deeply involved in a community to gain a thorough understanding of a situation or experience.

Researchers utilize critical data obtained through collecting information directly in the field. As a result, this research is categorized as qualitative research, which involves researchers directly at the research location. This approach allows researchers to observe phenomena in detail and detail, from the smallest to the largest. (Moleong, 2018). In addition, this study also seeks solutions to existing problems for the common good. The location of the researchers taking the data is in MI Ma'rif Kedawung, precisely in Cirebon Regency. The author uses several techniques of data preparation elaboration, including data reduction, data presentation, and conclusion. The purpose of these steps is to verify the validity of the data. Based on the data that has been collected, a series of processes are carried out to measure the validity of the data, including credibility (level of trust), transferability, dependability, and confirmability (verification of research results). The author executed this research by directly being at the location of MI Ma'rif Kedawung Cirebon from December 2023 to January 2024. The study was carried out in stages for two months, paying close attention consistently because informants were involved in many activities. This research activity requires several stages, which include (1) the Research preparation stage, which includes researcher licensing (2) the Implementation stage, which consists of two main aspects: a) data acquisition and b) data review (3) presentation of results, which includes a) research results, and b) preparation of journal articles.

C. RESULT AND DISCUSSION

Leadership Style of the Head of the Madrasah

The contribution of head of MI, Ma'arif Kedawung, succeeded in carrying out the role as a principal in Ma'arif Kedawung Cirebon in strengthening human resources in the education division to create quality educators. In carrying out his responsibilities to improve the quality of human resources, the principal has successfully implemented effective educational leadership. In carrying out his leadership, the principal uses a transformational approach in interacting, motivating, and encouraging performance, as well as providing guidance and supervision to teachers and employees. Mr. H. Oman Fathurrahman, M.A. also developed the work discipline of teachers and employees by being an example, followed by a principal. This transformational approach ensures all activities run smoothly and inspires leaders to always strive for their best efforts. The evolution of management and leadership recognizes the mutual influence between people, performance, and organizational growth.

The grade 6 homeroom teacher described how the Head of MI, Ma'arif Kedawung Cirebon, built standards in schools:

"Mr. H. Oman Fathurrahman, M.A., as the principal of Ma'arif Kedawung Cirebon, proved to be a smart and trustworthy leader who carried out his duties. Through his leadership, he aims to develop MI Ma'arif Kedawung Cirebon into an educational institution with high standards. This can be achieved because he implements a type of leadership that refers to renewal. This democratic leadership approach emphasizes the importance of cooperation, openness, and deliberation in every activity and provides freedom for teachers and employees to express new ideas (freedom of expression). He had a charisma that influenced his followers significantly."

Improving the quality of human resources (HR) in the form of teachers is very important to ensure an improvement in the quality of better and higher-quality education. Mulyasa (2005) Teacher career improvement is a process of professional evolution that aims to assist teachers in carrying out their duties well and seeks to achieve professional teacher status to school expectations. (Musthafa & Meliani, 2021). According to the grade 5 homeroom teacher, teacher training and professional development are carried out regularly every semester by the Head of Madrasah, MI Ma'arif Kedawung. This training aims to examine what teachers need individually and collectively. MI principal Ma'arif said,

"Ways that can be done to identify these needs include performance evaluations, surveys, or open discussions with teachers. In teacher training and professional development, there is a structured training program that should cover various aspects relevant to the teaching profession. Some aspects that need to be considered in this training program are effective teaching methods, educational technology, classroom management, learning evaluation, inclusive approach, and others. Training can take many forms, such as workshops, seminars, online courses, or other collaborative activities. This training program requires external resources, such as education experts, consultants, or higher education institutions. These external resources can bring new knowledge and experience into the training environment and help teachers gain greater insight. Teacher training and professional development is not just a one-time activity but

should be ongoing. Periodic meetings need to be held for reflection and collaborative learning."

Schools need to recognize participating teachers and show progress in training programs. This recognition can motivate teachers to continue improving their competence. Evaluation is crucial in teacher training and professional development programs. It helps ensure program effectiveness, identify successes, and find areas of improvement. Teachers also need to be allowed to provide feedback on training programs so that they can be continuously improved according to their needs. (Aisyafarda & Sarino, 2019). Head of MI Ma'arif Kedawung Cirebon stated,

"Collaboration between experienced and new teachers can help exchange knowledge and experience. The collaboration can potentially be a key driver of change in grassroots education."

The head of Madrasah MI Ma'arif's statement is in line with the opinion. Patwary, Mohd Yusof, Simpong, Ab Ghaffar, & Rahman (2023) Collaboration is done through regular discussions, team meetings, or other collaborative activities in schools or educational institutions. It plays a significant role in increasing potential human resources. Teachers can learn from each other through collaboration, identify practical solutions, and create a supportive learning environment. Collaboration is limited to teachers in the same school and involves cooperation with other schools or educational institutions. (Azman, Sirat, & Ahmad, 2014). Examples of collaboration between schools or educational institutions include holding joint meetings or workshops to address common problems, expanding teachers' knowledge and skills, and building a collaborative learning culture. In addition, teachers can also collaborate with education experts, researchers, or consultants to improve human resources. This collaboration may involve specialized training, research cooperation, or other professional activities. The grade 6 homeroom teacher gave information about the evaluation of the teacher performance program held at MI Ma'arif Kedawung Cirebon:

"Performance evaluation aims to ensure the effectiveness and impact of the efforts made. The evaluation results can be used to draw up a personal development plan for teachers, which includes additional training or development of specific skills. Evaluation of teacher competence can involve several aspects, such as curriculum understanding, effective use of teaching methods, ability to evaluate student learning outcomes, and mastery of educational technology."

The above statement is in line with the statement of Fernández & Martínez (2022), that evaluation may also be related to professional development programs, such as training, workshops, or courses. Active participation in activities, implementation of new practices in the classroom, and the ability of teachers to implement some of the knowledge and various skills acquired are part of the performance appraisal.

The evaluation results can be used as a basis for teachers' personal development, including additional training or skills development. Encourage participation in professional networks, such as workshops, seminars, and discussion groups. Administrative support must allocate adequate resources, such as budget, time, and facilities, to support teachers' professional development programs. There are supporting and inhibiting factors in improving human resources in schools, namely supporting factors including the availability of adequate funds caused by an increase in the number of students enrolling, additional curriculum content, and proper facilities and

infrastructure, and an inhibiting factor is decreased teacher discipline. This is due to the teacher's lack of awareness of the importance of discipline. This issue was discussed in the research of Gull, Bukhari, Qamar, & Tanvir (2022). It found that employees' motivation is influenced by the work environment and their perception of their skills. This reflects the importance of leaders convincing workers that they have good skills so that their work performance is also good.

The following is the statement of the Head of MI Ma'arif Kedawung Cirebon, regarding administrative support related to improving the quality of human resources, "Administrative support involves allocating adequate resources, such as budget, time, and facilities, to support teacher professional development programs. This includes providing funding for training, workshops, or other professional development programs and allowing sufficient time for teachers to participate in such activities."

The statement of the Head of MI Ma'arif Kedawung Cirebon same as said by Deal & Petterson (2019) Administrative support also involves policies and procedures that support teachers' professional development. In addition to teachers as teachers, administrative personnel also have an essential role in supporting educational and school administration tasks. Therefore, the role of administrative personnel is crucial in supporting practical learning activities. All efforts are aimed at students' interests, namely producing quality graduates who have good mastery of competencies. Policies that allow teachers to apply for training leave, procedures for recommending teachers to professional development programs, or policies that encourage collaboration and knowledge sharing among teachers. Furthermore, administrative support also relates to recognition and rewards. (Maslowski, 2011).

Teachers actively involved in improving human resources need to get the recognition and appreciation they deserve. This can be an individual or team award, an achievement award, or recognition in school events. This kind of recognition can motivate teachers to continue to participate and invest in their professional development. (Darmawan, 2019) Overall, it highlights the importance of adequate administrative support for teachers. Administrative support includes resource allocation, supportive policies and procedures, and teacher recognition and rewards. Good administrative support can provide a conducive environment for developing teachers' human resources and increase their motivation to become more professional.

Inhibiting and Supporting Factors on Improving the Quality of Human Resources in Madrasah

Supporting and inhibiting factors in improving the quality of human resources in MI Ma'arif Kedawung Cirebon:

a. Supporting factors in improving human resources for teachers are:

- 1) The availability of sufficient funds due to an increase in the number of students enrolling can have a positive impact on improving human resources for teachers. As the number of students enrolling increases, expanding teachers' human resources becomes a priority to meet the needs of quality education. Adequate funding enables schools or educational institutions to provide training and professional development for teachers through internal and external programs. With sufficient funds, academic institutions can also offer additional incentives or allowances to teachers whose performance has a good role or has higher

qualifications. This will encourage teacher performance to continue adding more to their skills and knowledge through professional development programs. Adequate funds can be used to expand teachers' access to educational resources, such as textbooks, learning software, and other digital resources that can improve the quality of teaching and learning. Overall, the availability of adequate funds is essential in enhancing teachers' human resources, strengthening their competencies, and positively influencing the quality of education provided to students.

- 2) Additional curriculum content, with the addition of curriculum content, can be considered one of the steps to improve human resources in the context of education. When an educational institution expands the curriculum load, it provides additional opportunities for teachers to enhance their experience and skills in new areas. This allows teachers to continue learning and improve their competence in teaching new materials included in the addition of curriculum content. With the addition of curriculum content, teachers will face new challenges that may require updating their knowledge, preparation, and skill development.
- 3) Adequate facilities and infrastructure are essential factors in improving human resources for teachers. Adequate facilities and infrastructure include various physical facilities, equipment, technology, and infrastructure that support the learning and teaching process. With sufficient facilities and infrastructure availability, teachers have a more efficient opportunity with educational resources, such as complete libraries, laboratories, comfortable classrooms, technological devices, and fast internet connections. This provides opportunities for teachers to use relevant and up-to-date educational tools and resources in their teaching activities. Furthermore, adequate facilities and infrastructure include administrative support, such as an efficient school management system, comfortable workspace, and access to support services such as curriculum planning, program development, and learning administration. Adequate administrative facilities can help teachers focus on teaching tasks and give them more time and energy to interact with students and improve the quality of their teaching (Banmairuoy, Kritjaroen, & Homsombat, 2022).

The inhibiting factor in increasing human resources is the absence of teachers in subjects. Teacher absenteeism can adversely affect the improvement of teachers' human resources. Teacher absenteeism refers to situations where teachers are absent or absent from the learning activities they are supposed to undergo. This can hinder the improvement of human resources for teachers, as well as interfere with student development. When a teacher is absent, students may not receive proper and regular teaching as expected. Teacher absence can result in missing important material, explanations, or guidance for good understanding. This can hurt student progress and hinder efforts to improve teachers' human resources. In this context, teacher absence can disrupt the continuity of learning and impede the progress of human resources for teachers. Therefore, teachers must maintain their presence consistently to ensure the smooth and quality of the learning process. (Poór, Perizade, & Katalin, 2023).

Discussion

The way the leader motivates and directs the implementer of education so that education can run and can be achieved with appropriate and appropriate results; the leader conducts the required analysis and analyzes the extent of the teacher's development in implementing the improvement of human resources in the school so that it can be concluded that in improving human resources the leader needs to conduct professional development training for teachers, by their respective fields, encourage collaboration between teachers, which allows teachers to share teaching experiences and encourages them to dare to express opinions by what they believe is right and conduct performance evaluations as a form of leader responsibility to improve further the human resources being built. (Newstrom, 2017).

Good leadership in madrasah, i.e., giving praise (motivation). Leaders with these traits can foster confidence, calm the heart, and inspire the educational component to become leaders over themselves. It is included in the inspirational motivation dimension. Next is always deliberation. In deliberations, there is a brainstorming process so that when problems occur, all members can contribute. Leaders explore ideas and solutions from the people they lead and boil down to problem-solving solutions. This is the dimension of intellectual stimulation. (Cortini & Benevene, 2020). Proximity to subordinates and effective communication fall under individualized consideration components. Being close to the community refers to leadership behaviors that are more emotionally connected to members, such as delegating authority, coaching, leading, and conducting effective communication that promotes two-way communication. These three things, based on the personal characteristics of the Prophet Muhammad (peace be upon him), can be classified into two, namely personal nature and public nature, so that this leadership style can be an agent of change in leadership dynamics in madrasas, build a healthy organizational culture and foster professionalism. (Taufan, Maria, Rusdinal, & Gistituati, 2021).

Some research related to leadership in madrasas:

- 1) Transformational leadership is characterized by the ability of a leader to motivate his subordinates to prioritize organizational growth over self-interest, to pay close attention to people, and to shift subordinates' perceptions of old problems in new directions. The transformational leadership paradigm primarily emphasizes that a leader must push his subordinates beyond their expectations in carrying out their obligations (Azman et al., 2014). From here, it will then give birth to a character that is not only related to ethics but also work professionalism (QS.33: 21);
- 2) To uncover, define, and convey the vision of the organization by inviting subordinates to accept and respect the credibility of the leader, the leadership style invites subordinates to be able to balance IQ, EQ, and SQ intelligence (Sari, Daneska, & Hartanti, 2019).
- 3) Transformational leadership in madrasah makes the leader in the madrasah into a qualified madrasah leader, namely a visionary and egalitarian leader characterized by the ability to: a) set goals, vision, and mission; b) Identify himself as an agent of renewal; c) Able to make new policies to achieve the vision and mission that has been set; d) Trust teachers and employees in the performance of their respective duties; e) Perform its leadership role based on the value system; f) Heighten the value of subordinate truth) Overcome complex situations and resist change (Aristianingsih, Irawan, & Sulhan, 2022).

- 4) If transformational leadership is implemented, it will give birth to a process of cultivating and empowering all educational actors in the madrasah. Some things that must be nurtured and empowered include physical ability, appreciation of the direction of organizational goals, enthusiasm, friendly attitude, integrity, decision-making abilities, intelligence, leadership skills, and trust. Some of the components that have been mentioned are requirements that a leader or khalifah must possess (QS. 2: 30). From here, it will then develop on improving the quality of madrasah, increasing religiosity and emotions (Haningsih, 2008).

Based on the conclusions and findings above, it is hoped that the implications of this article can help various parties in efforts to form transformational leadership. For madrasah leaders to implement and cultivate transformative leadership that is egalitarian and prophetic to have an ideological influence on all madrasah residents, provide inspiration and intellectual stimulation, provide individual consideration, and emphasize the direction of the madrasah. The headmaster wants to direct the madrasah through a clear statement of vision and mission. Effective communication, intellectual stimulation, personal attention to individual challenges, and organizational members in the madrasa, as well as the development of commitment to work together to meet organizational goals (Lu Wei, 2021).

D. CONCLUSION

Based on research and discussion on the leadership style of school principals in improving Human Resources at MI Ma'rif Kedawung Cirebon, the conclusion is that principals can build a collaborative culture that encourages open communication. Hold discussion forum meetings to share experiences. Form teams or work groups that allow teachers to work together. Organize training or workshops that enable teachers to communicate. The head of the madrasah's leadership style influences teachers' performance at MI Ma'rif Kedawung Cirebon. The leadership style has a positive impact on encouraging teacher performance. Support in effective communication, coaching and professional development, motivation, and problem-solving also play an essential role in improving teacher performance. Therefore, madrasah heads and administrators must develop practical leadership skills and adequately support teachers.

The main inhibiting factor of teacher absenteeism is the lack of communication between teachers and the principal. Possible reasons for lack of communication are limited time, lack of initiative, or collaborative culture. From these problems, we can provide solutions to these obstacles. Namely, school principals can build a collaborative culture that encourages open communication, hold discussion forum meetings to share experiences, form teams or work groups that allow teachers to work together, and organize training or workshops that encourage teachers to communicate.

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