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Madrasah Head's Knowledge Management(Km) In Improving Communication Intelligence(Ci)In Mas Batamiyah Riau Islands Province

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Abstract: This research aims to determine and analyze the knowledge management (KM) practices of Madrasah Heads in improving Communication Intelligence (CI) in Batamiyah Private Madrasah Aliyah (MAS) Riau Islands Province. The research method used is a qualitative approach with a phenomenological case study type. The research population was three heads of MAS Batamiyah. This research uses field observation techniques with data analysis according to Miles and Huberman's theory. Data validity is tested based on the criteria of data trustworthiness, data transferability, data trustworthiness and data certainty. The research results show that the implementation of KM in improving CI has played a role in increasing CI through the effectiveness of management functions, namely (1) Planning, in the form of madrasah strategic policies in the form of preparing vision, mission, goals and programs as well as strategic plans with development through strengthening ECP and PAP, (2) Organizing, in the form of formalizing the duties and functions of managing private madrasah institutions; (3) Madrasah policy and action management strategies are carried out with a level of communication intelligence that is maximizing the effectiveness of motivation, optimizing the effectiveness of knowledge and optimizing the effectiveness of skills. The implementation of KM functions shows a management system in building CI which is seen from input, process, output and outcome which produces madrasah quality.

Keywords: Knowledge Management (KM), Madrasah Head, Communication Intelligence (CI)

INTRODUCTION

Batamiyah Private Madrasah Aliyah (MAS) is a state-recognized educational institution (Asvio, Yamin and Risnita, 2019): Empowering madrasahs cannot be separated from the ability of the madrasa head to mobilize all components and management systems. The madrasa head must have extensive knowledge to control the management system of the madrasa organization. The knowledge of the madrasa head will determine communication in managing information which continues to develop at this time. Therefore, the main concern in

this case is how to increase the productivity of madrasah organizations through effective communication intelligence.

In order for knowledge to become something valuable and then develop into knowledge in an organization or madrasah, a system or concept called Knowledge Management (KM) is needed. This concept can help organizations or madrasahs to create new discoveries to compete in the era of globalization. Apart from that, KM can also give birth to new innovations that are really needed, so that madrasahs produce quality products in accordance with the expected goals. As competition for the quality of madrasahs continues to increase, the need for KM for madrasah heads will become increasingly important and strategic. For this reason, its implementation can be one solution to face the ongoing quality competition.

Hellriegel and Slocum argue that effective organizations have leaders who can integrate customers, employees, and organizational goals. The ability of organizations to achieve their goals depends on the extent of the ability of managers and leaders to plan, organize, control, influence and act effectively (Hellriegel and Slocum, 2011). The development of science and information technology has progressed very rapidly, humans have not only grown up in the era of the "communication revolution", but have even been at the center of the pool of information known as the "cornucopias of communication." (Williams, Neuman, John Keane, Williams, 1995). There are three communication functions, namely the connecting function, the thinking function and the regulatory function. When three communication functions are used in an organization, these three functions become the focus of the development and quality of organizational or individual processes

The madrasa head must have intelligence in leading the madrasa organization. This is shown by the managerial creativity he carries out. J.F. Guilford, as quoted by Zubaedi, said: "Creative and non-creative people have different thinking abilities. People who are not creative when facing problems use convergent thinking, which is the standard and orthodox way of dealing with them, or focus on right/wrong approaches. However, creative people can depart from traditional ways of thinking and look for other ways, even ones they haven't thought of before. This thinking ability is called divergent thinking, which can produce various possible solutions, all of which may be correct and appropriate." (Zubaedi, 2017)

The nature of the madrasa head greatly influences his leadership behavior, and leader behavior influences each other situationally and at the same time influences organizational effectiveness. Gibson, Ivancevich, Donnelly, and Konopaske stated that "an effective leader has three characteristics, namely: (1) personality, (2) motivation, (3) ability." (Gibson, Ivancevich, Donnelly and Konopaske, 2012).

In the Riau Islands there are 31 private Madrasah Aliyah spread across seven regencies and cities. All existing madrasahs have produced many graduates who will continue on to tertiary institutions even though the standard of qualifications is still low when compared to other schools. This shows that it is important for private madrasahs in the Riau Islands to improve their quality so that they can compete with other schools/madrasahs. To realize superior quality, it really depends on the leader or head of the madrasah as manager.

The Head of MAS Batamiah Riau Islands is the leader of an educational institution that really determines the quality and success of madrasahs, especially in the current era of competition for quality. A leader must be able to develop his own abilities (potential) in managing a madrasa. Based on data sources obtained in the MAS field in the Riau Islands Province, there are 31 units spread across seven City Districts. Of the number of existing MAS, there is only 1 MAS that has A accreditation, 13 that have B accreditation and 12 that have C accreditation. And 5 madrasahs are not yet accredited (Ministry of Religion, 2022.)

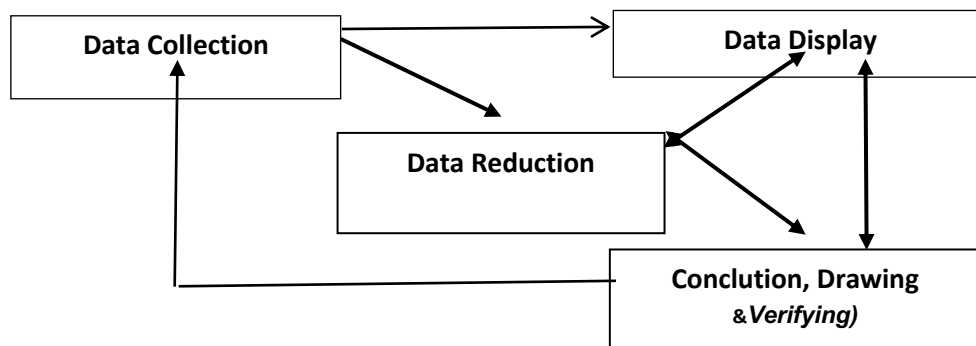
Based on the description above, this research raises the topic with the title "Knowledge Management (KM) of Madrasah Heads in improving Communication Intelligence (CI) at MAS Batamiah, Riau Islands Province."

METHOD

This research uses a qualitative approach, phenomenology. The qualitative approach to data was collected according to Denzin and Lincoln's theory, which uses natural conditions as a direct source of information. It is hoped that this research will be able to describe and discover information management in a comprehensive and complete manner to improve the communication intelligence of heads of Batamiyah private madrasahs in the Riau Islands Province. In addition, this research must be able to build theory inductively, which then formulates results according to the research focus of the abstracted research. This means that the data collected is not in the form of numbers, but rather information from interviews, field notes, personal documents, memos and other official documents.

The phenomenological approach is a qualitative research tradition that is rooted in philosophy and psychology, and focuses on human life experience (sociology) (Samsu, 2017). This research seeks to understand the phenomena experienced by the subject, such as behavior, perception, motivation and others (Sudjana & Ibrahim; 2001). The researcher's actions consist of collecting data in the natural environment in general (Husaini Usman & Akbar, 2011), because qualitative research must be able to give meaning to the facts obtained at the research site.

In this research, data analysis was carried out starting from initial data collection to collecting all data. To obtain accurate information from the research conducted, researchers used the data analysis steps proposed by Miles and Huberman, which are briefly described in the following diagram (M. B. Miles and Huberman AM, 1994),



**Figure 1 Data Analysis Process
According to Miles and Huberman**

Based on the chart above, the data analysis technique can be explained as follows: 1) Data Collection, at this stage the researcher collects data according to the research subject using the techniques previously mentioned through interviews, observation and documentation. 2) Data Reduction, refers to the process of selecting, aligning, simplifying, condensing and eliminating redundant information from field notes. 3) Data Display, is a complete set of organized information that leads to conclusions. Seeing the information presented makes it easier to understand what is presented and what needs to be done. 4) Conclusion / Verification (Conclusion, Drawing & Verifying), carried out from the beginning of data collection, data presentation, qualitative data analysis starting to determine intent, recognizing patterns, shapes and configuration explanations that allow reasoning and suggestions.

RESULT AND DISCUSSION

Knowledge Management (KM) Concept of Head of MAS Batamiyah

KM MAS Batamiyah, is a set of practices aimed at finding and utilizing the intellectual resources of the organization. According to M. Joharis Lubis et al, in *Principal Leadership Management*, the management functions that must be mastered by madrasah principals are: (1) planning, decision-making, organizing, (2) leadership functions, (3) coordination functions, (4) control function, and (5) supervision function (M. Joharis Lubis, et al, 2022).

In the context of the KM function, the head of MAS Batamiyah carries out planning regarding the arrangement of work procedures into structural considerations consisting of creating an organizational chain of command, division of work, determining authority. Organizing good work procedures and ensuring the use of human resources is carried out efficiently. With this understanding, it can be explained that work carried out collectively, or work carried out in a planned manner, is the meaning of management practice.

In more basic KM practices, the head of MAS Batamiyah develops explicit knowledge through the actions of managing the process of planning, coordinating, leading and controlling the efforts of members of the organization and using all other organizations to achieve organizational goals. The researcher believes that the KM practice of the head of MAS Batamiyah can be said to be a strategy for developing and applying knowledge in madrasah organizations which refers to two forms of tacit and explicit knowledge creation. Tacit and explicit knowledge require proper planning so that the knowledge can be used. For this reason, the researcher further explained that among the explicit knowledge of the head of MAS Batamiyah were:

Educational Capability Planning (ECP)

The educational capability planning of the head of MAS Batamiyah, later abbreviated as ECP, functions as a tool/means, establishing strategies and developing work plans to manage various activities. The existence of ECP in madrasah management is very important, because through planning it will make it easier to determine goals, policies, procedures, programs and can provide effective implementation methods or guidelines in achieving madrasah goals. Besides that, planning can also make it easier to determine the direction of the organization and how to achieve its goals well.

ECP can also be a source of the birth of a madrasa head's work culture. This ability will provide a strong basis for building strategies for implementing leadership tasks that are planned, accountable and of high quality, so that it becomes a work culture that is built in the madrasah. In the results of field research, all 3 madrasa heads studied strongly agreed and supported these criteria (Obs.ak.2, MAS.BT.13-02-2024.11.15.wib). Based on the research questionnaire, of the six questions asked to the three heads of MAS Batamiyah, on average they strongly agreed with the characteristics and indicators proposed. Educational ability indicators are a benchmark for the ECP head of MAS Batamiyah.

So educational capacity planning is the capacity of a madrasa head to plan and develop knowledge, skills, experience and proficiency in carrying out his/her functional duties as an individual and as a leader. In the ECP, the head of MAS Batamiyah carries out managerial behavior practices to formulate and develop madrasa programs to improve human resources. Some HR improvement programs that characterize ECP are:

1. Self enhancement

This program is implemented to improve quality as leaders, employees and teachers. Improving self-quality is a step towards future success. For this reason, the Head of MAS Batamiyah is trying to improve his quality towards a better future. Building future predictions with a self-improvement program is done by building a bridge between the past that has been passed and the unknown future. Self-improvement is more about developing individual scenarios to make the world (mandrasah leadership) look better so that the madrasa head is able to anticipate various possibilities that occur.

Human quality is a potential created by Allah SWT, as a form of miracle that is very close to humans. This potential is the ability of hearing, vision and conscience which is created in line with the process of fetal development. The task of humans is how this potential can develop properly so that humans become caliphs who are responsible for the trust they carry. The Head of MAS Batamiah in predicting the future can also be influenced by self-enhancement, where individuals tend to assess themselves as more competent, kind, attractive, and will be successful compared to the average of other people in the madrasa environment. This is illustrated by the results of the researcher's interview with one of the Batamiah MAS teachers, he said: "on average the madrasa heads we choose are better than those of us in the madrasas, so we choose them to be leaders." (W.3 / MAS.BT, 13.2.2024 .11.38 WIB.)

Head of MAS. Batamiah said; "Some of the self-improvement programs that the head of MAS Batamiah has participated in are Leadership Techniques Guidance (BIMTEK) which is carried out by the Regional Office of the Ministry of Religion of the Riau Islands Province and from related agencies which organize them on a temporary or unscheduled basis" (W.4. Ka. MAS. Batamiah-Lohoda Sari Handri, S.Pd). Although there are obstacles in increasing self-knowledge, such as support from age which is known as the old generation. As a result of an interview with the Head of MAS Batamiah, he revealed: "Yes, that's right, because I'm from the old generation, there are other factors such as always taking medication to stay fit in every activity." (W.5, Head of MAS Batamiah- Lohida Sari Handri, S ,Pd).

Table 1 MAS Batamiah Self Enhancement Program

PROGRAM	INDICATOR	OUT PUT
1	2	3
Increasing the knowledge of madrasah heads as leaders	1. Have a strong personality 2. Understand the condition of subordinates well 3. Have a vision and understand the school's mission 4. Have the ability to make decisions Have communication skills	1. Honest, confident and responsible 2. a. Understanding the teacher's condition, understanding the student's condition 2.b. Understand employee conditions 3.a. Understand the vision of the school he leads 3.b. Understand the school's developing vision 4.a. Able to make decisions within the school 4.b. Able to make decisions for school externals 5.a. Able to communicate verbally well 5.b. Able to express ideas in written form

Source: TU MAS Batamiah 2024

The ability to develop and increase knowledge for madrasah heads can be born from their own will and commitment. As stated by Noprizon, S, Ag, that the ability of the madrasa head is greatly influenced by commitment, integrity and good social relations between all stakeholders and all madrasah residents (W.6, Head of MAS Batamiah period 2004-2015, Noprizon, S, Ag). So the ability to be successful in managing an organization shows a person's knowledge and this is part of the results of guidance and the learning process through social interaction with other people and the environment to seek and improve knowledge. Meanwhile, knowledge has an important role in supporting madrasa organizational culture.

The self-improvement program for the head of MAS Batamiyah is also reflected in several competency trainings attended, namely; Competency of accompanying supervisors organized by universities and regional scouting institutions, increasing library knowledge organized by the National Library Board, self-development in technical media making workshops, self-improvement in cataloging guide activities organized by the Bibliography Center and National Library Materials distribution

Increasing Teacher Human Resource Capabilities

The program to increase teacher human resource capabilities is a form of improving personal abilities and is part of the management of human resources implemented at MAS Batamiyah. This management capability is carried out through appropriate planning, so that it is hoped that educators/teachers and employees have adequate intellectual capacity and skills. In an interview with Suryati, Spd, TU MAS Batamiyah said; "Yes, sir, teachers and employees are always asked by madrasa heads to take part in training both carried out by the government and madrasas, some are also carried out online independently, sometimes teachers don't have enough time because they have a lot of work, but for the sake of knowledge, we sincerely follow it. OK(W.6.MAS.BT.16.3.2024.14.20.wib).

From this interview it can be concluded that HR planning at MAS Batamiyah is a systematic process to inventory resources and ensure that the number and quality of teachers who have sufficient knowledge and skills are available so that MAS Batamiyah's human resources can meet the required quality. Increasing the quality of human resources capabilities of teachers can be expected to meet future demands. This can improve their position to continue to progress and compete with other teachers. Therefore, human resource planning related to teachers must be adjusted to certain strategies so that the main goal of facilitating the effectiveness of madrasa institutions/institutions can be achieved. The strategy of the institution/institution in the future is influenced by changes in which the environment requires leaders to develop programs that are able to translate current issues and support the plans of the institution/madrasah in the future.

Increasing teacher human resources is an effort to improve the quality and quality of knowledge which is the main thing at MAS Batamiyah. In another interview, researchers found that the teacher's workload was so heavy that teachers did not allocate enough time to improve the quality of their knowledge. As stated by one of the teacher respondents at MAS Batamiyah; "Because most of the workload is carried out" (W.7, Isra Jelita Hastun, MAS.BT, 16.3.2024.11.30.wib).

The large workload of teachers in teaching and other tasks results in little time for increasing knowledge. This is an obstacle in improving teacher human resources at MAS Batamiyah. However, due to changing times and the mastery of technology, these obstacles can be overcome. In an interview with the Head of MAS Administration. Batamiyah, Suryati, S, Pd said, "In this modern era, teachers who master IT find it easy to carry out their duties and functions." (W.8, Head of TU-Suryati, S, Pd, 16.3.2024.13.40 WIB).

Teachers who have knowledge skills will carry out their duties well and can influence, educate and guide students well too. At MAS Batamiyah, the ability of teachers' human resources to influence students is quite good, this is proven by the behavior of students who are always respectful towards teachers because they instill a sense of affection for students. To improve human resources, teachers often take part in training, for example by taking part in comparative studies, MGMP training which brings in resource persons, then taking part in training and training to improve teacher quality and provide rewards for teachers who excel every year on teachers' birthdays.

Increasing the abilities of employees

Improving human resources for employees is a priority program which is implemented through various training and guidance in accordance with the duties and functions of the madrasah. With this training, they are expected to be able to explore knowledge and gain broader knowledge to apply at work. In the employee improvement program not only within the madrasah but also outside the madrasah. Such as attending training to improve employee human resources both online and offline.

The resource improvement program above shows that there are efforts to have sufficient educational capabilities, both as madrasa leaders and as teachers and employees. This effort is a step to develop the educational capabilities of madrasa heads as a form of support for the implementation of KM at MAS Batamiyah. Educational ability is the main capital of an organization as an intangible asset (brand recognition, patent, customer loyalty) and is a form of creativity and innovation that is based on knowledge. The innovation process depends a lot on knowledge, because knowledge represents a scientific field that is much deeper than data, information and conventional logic.

Educational abilities can encourage a feeling of full and sincere responsibility for leaders. Meanwhile, a sense of responsibility and sincerity is the energy that drives a person to work optimally, even though sometimes financially it is not supported in accordance with financial quality standards. In an interview with the head of the madrasa, he revealed that "even though the salaries of teachers and administrative staff are not sufficient according to existing standards because madrasahs are private), we still work with enthusiasm and I always set a good example" (W.1, Ka. Batamiyah, Lohida sari, Handri, S.Ag.13-2-2024).

According to the author, the head of MAS Batamiyah can be said to be a leader who has good educational abilities. This opinion is in accordance with the characteristics of madrasa heads as follows; a) Scientific ability, b) Feeling of full responsibility, and c) Sincerity as a leader. Based on the research questionnaire, the head of MAS Batamiyah has the characteristics of responsibility and sincerity in carrying out his duties and functions. With this character, the madrasa head has the ability to encourage and exemplify the spirit of work by developing himself to continue working to realize the quality of the madrasa.

In ECP there is the potential to develop imagination as a very basic ability in a person. In the philosophical dictionary, it is explained that imagination is the ability to revive or especially create imagination in the eyes of the soul. However, more generally, the ability to create and generate possible situations, combine knowledge in unusual ways or invent thought experiments (Simon Blackburn, 2008).

In another opinion, Sartre states that imagination is an act of imagining an object that is not present or an object that does not exist in an object, using psychic and mental content that is present only as a "logical representation" of the imagined object (Jean Paul Sartre, 2016). In carrying out imagination, madrasa heads can develop ECP to find out the true goals of madrasa education. In this case, imagination functions as creation which can be said to be an appearance (epiphany, tajalli), namely a transition from magical potential to a shining state, manifestation, which is revealed, thus creation is a divine action, primordial imagination (Henry Corbin, 2014)

However, the formation of a creation through imagination related to its creation certainly does not just appear easily in the world of imagination. There must be an ongoing process to produce a creation that is considered to be true, with this a process called "Creative Imagination" or creative imagination arises (Creative Imagination, 1993). Thus, creative imagination as a medium between the creator descends to creatures or creatures to the creator. In essence, creative imagination is an organ for the appearance of God or what is usually called theophany. Theophany primordially means that God reveals himself through the qualities that can be experienced by His creation and this means Creative Imagination as a vessel for creating a creation.

Besides creative imagination, ECP has the ability to develop the loyalty of subordinates (teachers, administrative staff and people involved in the educational process) in madrasas. Based on a questionnaire distributed to three madrasa heads, two of them strongly agreed and one did not provide an answer. In fact, they have developed creative imagination in managing madrasas (Obs.ak.4.MAS.BT.13-6-2024.10.15-11.30 WIB). ECP strengthens the ability of madrasah heads to utilize human resources and other sources. Able to exercise control and correct mistakes, give signs of appreciation, and delegate authority to subordinates. In the results of an interview with the head of administrative sub-division, Mas Batamiyah Batam explained; "The head of the madrasah divides up the tasks according to the job or existing structure, the head teacher if there is another task not suddenly, he immediately comes to us and explains why the task must be completed immediately" (W.13.MAS. BT. 02 -01-2023.10-30-11.25 WIB).

Utilizing human resources is an effort to strengthen competence in organizational management. This is very important so that the organization can run optimally and with quality. Human resource competency according to the 2013 Regulation of the Minister of Home Affairs of the Republic of Indonesia article 1 concerning competency, is the ability and characteristics possessed by a Civil Servant in the form of knowledge, skills and behavioral attitudes required in carrying out the duties of their position, so that the Civil Servant can carry out their duties professionally, effectively and efficiently (Regulation of the Minister of Home Affairs, 2013). Meanwhile, according to Government Regulation (PP) no. 23 of 2004, concerning the National Professional Certification Agency (BNSP) explains work competency certification as a process of granting competency certificates which is carried out systematically and objectively through competency tests that refer to Indonesian national and/or international work competency standards (Government Regulation (PP) No. 23 of 2004). Spencer and Spencer (1993) show that competence is a person's basic characteristics consisting of knowledge, skills, attitudes which have a causal relationship with extraordinary work performance or work effectiveness (Spencer, Peter M., & Signe M. Spencer, 1993)'.

The scope of personal competence as above is of course very important to realize how these concepts can be integrated by the head of the madrasah in carrying out managerial functions as the highest leader in the madrasah. Personal competence will play an important role in formulating a relevant and effective approach in developing madrasa organizations.

So ECP for madrasah heads is the ability to plan to manage the basic characteristics of oneself and a person in the form of knowledge, skills, attitudes needed to carry out tasks professionally, effectively and efficiently. This ability is more of an encouragement from within with real action in activities. In an interview with the head of MAS Batamiyah, he explained: "In carrying out their duties and functions, all the subordinates are smart people, I only accompany them" (W.14.MAS.BT.05-02-2024.0915-10.30 WIB.). The interview shows that the madrasa head has strengthened his knowledge to carry out the madrasa organization effectively.

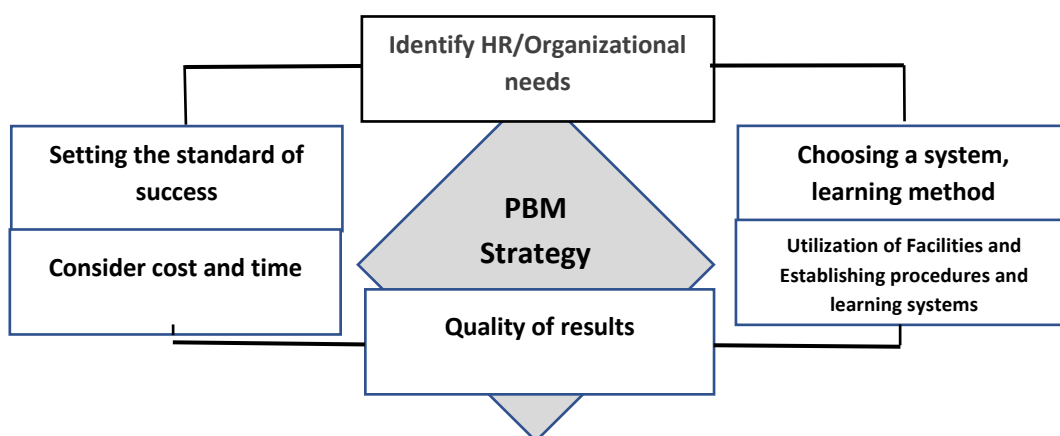
Personal Abilities Planning (PAP).

Personal Abilities Planning (PAP) is planning a person's abilities to develop themselves to manage an organization. For a PAP leader it is very important. Through PAP, someone can plan to increase their abilities, especially for a leader or head of a madrasah. PAP not only functions for a leader but is also open to anyone who wants to improve their quality. The implementation of PAP for the head of MAS Batamiyah can be seen from his motivation to improve the quality of the madrasa through comprehensively increasing knowledge both for himself and for teachers and employees.

In implementing PAP for teachers, the head of MAS Batamiyah carries out teacher standardization evaluation steps every time. In this evaluation, the heads of MAS Batamiyah

participated together in various training. In 2023, the head of MAS Batamiyah succeeded in getting a certificate of appreciation in the Technical Guidance of Civil Service Teacher Field Experience (PPKL) STAI Ibnu Sina Batam, then in 2023 he received a certificate of appreciation in improving the Technical Guidance of KHA, SRA, and case handling units in educational units in Batam City and In 2020, he received the same award certificate in Computational Injection technical guidance at the madrasah.

Improving the quality of MAS Batamiyah education is directed at improving the quality of the whole person through mental training, thinking, feeling and performance in order to have competitiveness in facing global challenges. Self-improvement based on talents and interests is very relevant to the goals of madrasa education. For this reason, MAS Batamiyah PAP is implemented through the Interested Talent Development (PBM) strategy as shown in the following picture:



**Figure 2 PAP Interested Talent Development Strategy (PBM)
MAS Batamiyah**

In the picture above, PAP MAS Batamiyah is a strategy that can be developed to explore the talents of interest for everyone. We can describe the Interested Talent Development Strategy, hereinafter abbreviated as PBM, as follows:

In PAP through PBM, the head of MAS Batamiyah first identifies the organization's HR needs. What PBM is needed and what can be developed in madrasahs. Then next set standards of success so that it is easy to evaluate or measure the achievement of the specified results. Then choose the right system and method for the PBM that will be developed. Then determine the use of facilities and determine procedures, learning systems, then consider the costs and time that will be used during the PBM process. From this process, it can be seen that the PBM strategy is a comprehensive approach related to the implementation of ideas, planning and execution of an activity within a certain period of time to produce personal quality.

Before the PBM strategy is carried out, the head of MAS Batamiyah first makes preparations and coordinates with the work team that has been formed, then determines the theme and identifies supporting factors that are in accordance with the principles of implementing ideas rationally, efficiently in funding to achieve goals effectively. The madrasa head as a leader must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication and delegate tasks and authority if necessary.

In principle, the success of the Head of MAS Batamiyah in managing the madrasah organization is greatly influenced by the ability to carry out planning, organizing, directing and supervising all operations at the educational unit level. However, the success of a madrasah in achieving good quality is largely determined by the leadership role of the madrasah head, because the role of the madrasah head has a very strong influence on all existing resources. The ability of the madrasah head as a leader can be seen from his personality, knowledge of

educational staff, vision and mission of the madrasah, ability to make decisions and communication skills. The personality of the madrasa head as a leader can be reflected in the qualities of honesty, self-confidence, responsibility, courage to take risks and decisions, big heart, stable emotions, and can be emulated. (Fathurrochman; 2023)

PAP's success is a personality competency that reflects a personality that is steady, stable, mature, wise and authoritative, being a role model for others and having noble character. An understanding of personality competence is interpreted as a manifestation of a complete human figure. Madrasah heads who have personal abilities are always enthusiastic about carrying out the organization's vision and mission. The vision and mission can be realized if the madrasa head is able to work together and manage resources to advance the quality of the madrasa well. The head of the madrasah strives to realize the vision and mission of the madrasah. Manage active knowledge management for all elements of the madrasa community. The madrasah vision and mission must be able to be translated into more pragmatic and concrete guidelines which can be used as a reference in developing strategies and activities within the madrasah organization.

The PAP head of MAS Batamiyah can also be seen from the efforts to place people who have skills at work and give full confidence in their duties. The importance of skills in carrying out tasks is a prerequisite for leadership. Apart from having strong abilities and commitment, a high sense of responsibility is also required. This becomes intellectual capital, namely in the form of competence and high commitment to the tasks they carry out. With this, he will strive to achieve optimal results, starting from planning, implementation and evaluating and finding solutions to the obstacles faced. The head of MAS Batamiyah is an ideal figure and has PAP in developing the vision, mission, goals and strategic targets of the madrasah. This capability begins with comprehensive strategic planning so that madrasah goals can be achieved well. Among the management elements that can be developed in PAP is planning personnel capabilities. In managerial actions, the head of MAS Batamiyah has the ability to manage his duties and functions as a manager. PAP encourages the realization of programmed performance at MAS Batamiyah. The work program for the head of MAS Batamiyah is as follows:

Table 2. PAP Head of MAS Batamiyah Work Program

COMPONENT	ASPECT	INDICATOR
1	2	3
I. Head of School as educator	<ol style="list-style-type: none">1. Ability to guide teachers2. Ability to guide employees3. Ability to guide students4. Ability to guide staff5. Ability to learn to follow developments in science and technology6. Ability to set a good teaching example	<ol style="list-style-type: none">1.a. Ability to guide teaching programs1.b. Implementing the teaching program1.c. Carrying out evaluations and analysis of evaluation results1.d. Implementing improvement/teaching programs2.a. Ability to guide employees in preparing work programs2.b. Ability to guide employees in carrying out daily tasks3.a. Ability to guide students in extracurricular activities3.b. Ability to guide the OSIS3.c. Ability to guide students to take part in competitions4.a. Through education and training4.b. Through MGMP/MGBK peer meetings4.c. Through seminars / discussions

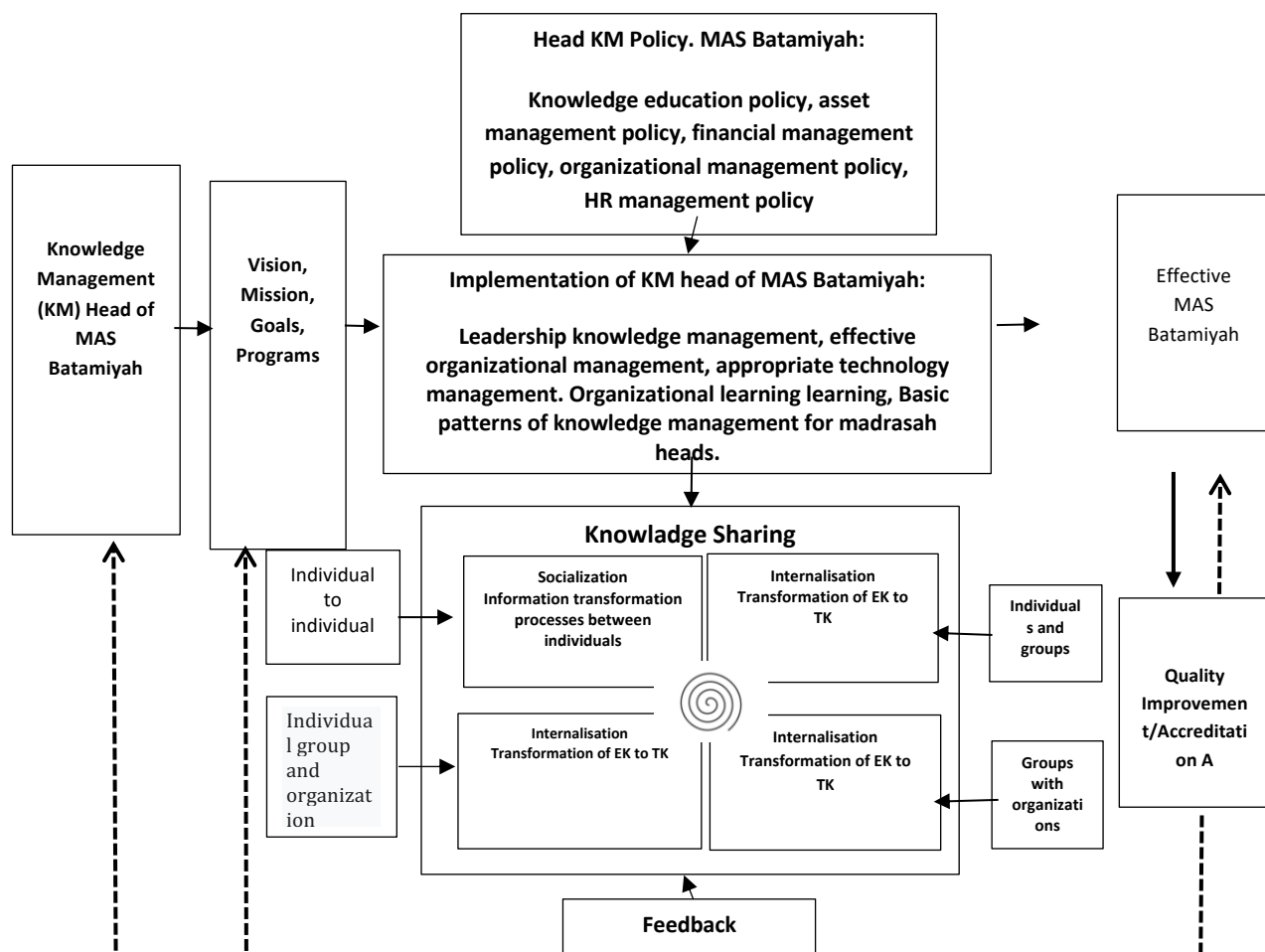
		4.d. Through reading material 4.e. Pay attention to promotions 4.f. Propose promotions through the selection of KS candidates 5.a. Through education/training 5.b. Through professional meetings / MKKS 5.c. Through seminars/discussions 5.d. Through reading material 6.a. Through a teaching schedule of at least 6 hours per week 6.b. Has prota, proter, SP, RP, and list of values
II. Principal as Manager	1. Ability to compile programs 2. Ability to organize organization/personnel 3. Ability to mobilize staff, teachers and employees 4. Ability to optimize school resources	1.a. Has a long term program (8 years) 1.b. Has a medium term program 1.c. Has a short term program (1 year). 2.a. Has a school program structure 2.b. Have supporting personnel 2.c. Arranging personnel for temporary activities 3.a. Give directions 3.b. Coordinate staff who are carrying out tasks 4.a. Make maximum use of human resources 4.b. Utilize infrastructure optimally 4.c. Create school-owned infrastructure
III. Principal as Administrator	1. Ability to manage KBM and BK administration 2. Ability to manage student administration 3. Ability to manage financial administration 4. Ability to manage infrastructure administration 5. Ability to manage correspondence administration	1.a. Have complete KBM administrative data 1.b. Have complete BK administrative data 2.a. Have complete student administration data 2.b. Have complete administrative data on extracurricular activities 3.a. Have complete administrative data on teacher staff 3.b. Have complete employee administration data 4.a. Have routine financial administration 4.b. Has OPF financial administration 4.c. Have financial administration 5.a. Has building and room administration data 5.b. Have furniture administration data 5.c. Have complete laboratory administration data 5.d. Have complete library data 6.a. Has outgoing mail administration data 6.b. Has incoming mail administration data

		6.c. Have administrative data on decision letters
IV. The principal as supervisor/supervisor	1. Ability to compile inspection programs 2. Ability to implement a supervision program 3. Ability to use the results of supervision	1.a. Has a KBM and BK supervision program 1.b. Have a supervision program for extracurricular activities 2.a. Has a classroom/clinical supervision program 2.b. Carry out an impromptu/clinical supervision program 2.c. Carry out supervision programs for extracurricular activities 3.a. Implementing the results of supervision to improve teachers and employees 3.b. Utilizing the results of supervision to develop the school
V. The school principal as leader	1. Have a strong personality 2. Understand the condition of subordinates well 3. Have a vision and understand the school's mission 4. Have the ability to make decisions 5. Have communication skills	1.a. Honest, confident and responsible 2. a. Understanding the teacher's condition, understanding the student's condition 2.b. Understand employee conditions 3.a. Understand the vision of the school he leads 3.b. Understand the school's developing vision 4.a. Able to make decisions for internal schools 4.b. Able to make decisions for school externals 5.a. Able to communicate verbally well 5.b. Able to express ideas in written form
VI. School principals as innovators	1. Ability to search/find new ideas for school reform	A. Able to find new ideas B. Able to choose ideas A. Able to carry out reforms in the field of KBM/BK B. Able to carry out reforms in the field of procurement and development of teachers and employees C. Able to carry out reforms in the field of extracurricular activities D. Able to carry out reforms in exploring resources, school committees and the community
VII. The principal as a motivator	1. Ability to manage the work environment (Physical) 2. Ability to regulate work atmosphere (non-physical) 3. Ability to apply the principles of reward and punishment	1.a. Able to organize an office space that is conducive to work 1.b. Able to organize a classroom that is conducive to KBM and BK 1.c. Able to organize a library space that is conducive to practicum

		<p>1.d. Able to organize a library space that is conducive to studying</p> <p>1.e. Able to organize a cool and orderly school yard/environment</p> <p>2.a. Able to create harmonious working relationships between teachers</p> <p>2.b. Able to create harmonious working relationships between employees</p> <p>2.c. Able to create harmonious working relationships between teachers and employees</p> <p>2.d. Able to create a harmonious working relationship between the school and the environment</p> <p>3.a. Able to apply reward/reward principles</p> <p>3.b. Able to apply the principles of punishment</p>
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Source; MAS Batamiah Administrative Data, 2024

KM Model Head of MAS Batamiah



Effectiveness of Communication Intelligence (CI) Head of MAS Batamiah Riau Islands

Communication intelligence (CI) comes from two words, namely intelligence and communication. Intelligence or in English what is called intelligent means "intelligent", with the affixes to and an so that it becomes "intelligence", in English it is written as "intelligence."

In the psychology dictionary, intelligence is defined as the ability to face and adapt to new situations quickly and effectively, the ability to use abstract concepts effectively, the ability to understand relationships and learn very quickly. (J.P. Chaplin; 1999)

Meanwhile, communication can be interpreted as the process of conveying messages from one party to another party. A communication process will include: physical action, concepts and ideas, certain techniques, entertainment and other 'mysterious' things. According to Poppi Damayanti et al, there are at least three important things that need to be noted in relation to organizations, namely: First; Communication is directed behavior (intentional behaviors). by speaking, writing, gesturing, and so on. Communication behavior will involve symbols, symbol systems, channels or media, and technology. Second; Communication is a process and relationships that are not static, but are ongoing and continuous in developing interactions and building relationships by utilizing technology. Third; Communication is both evolutionary and cultural. There is a beginning, development and end, through the use and understanding of symbols as well as patterns and ways of communicating in a particular cultural context. (Poppi Damayanti & Eti Efrina, 2021) The role of communication in organizations is a tool for functioning organizations in achieving goals. This is because messages in organizations include: task function, interaction and differentiation, and maintenance. Task functions arise in communication between hierarchical levels in the organization. This function will vary within its framework, depending on the level of hierarchy, for example whether to change/modify work structures, discussions to understand work, understanding key policies and so on. As an integrator, organizational communication operates the organization's journey, establishing important channels of communication, sorting and referencing information, uniting and integrating individuals and organizations.

According to Spitzberg, Canary, & Cupach, 1994), communication intelligence is determined by communication effectiveness which has two characteristics, namely; First; effective communication (effective) and second; ineffective communication. Effective communication is communication that is carried out maximally (maximizing). The effectiveness of this communication is at the highest level of communication. Besides that, there is also communication that is carried out optimally (optimizing), namely the effectiveness of optimal communication which is one level below the first. Effective or ineffective communication is judged by the suitability of the communication (appropriateness). In this case it is divided into two characteristics, namely appropriate and inappropriate. The characteristics of appropriate communication include communication that is quite effective (sufficing) while inappropriate communication is classified as minimal communication (minimizing).

Communication intelligence (CI) is intelligence that is a non-material strength that is used for communication within an organization to achieve goals. To determine communication intelligence, Spitzberg, Canary & Cupach, 1994, used levels of communication competence. Communication competence is the use of verbal and non-verbal behavior to achieve desired results in a context-appropriate manner. Communication that achieves the desired results is classified as effective communication. Effective and appropriate communication is by optimizing potential according to the context, in this case the communication context of the head of MAS Batamiah.


Spitzberg divides communication competence into three perception components, namely motivational competence, knowledge competence and skills competence. These three levels of competency are what researchers call Communication Intelligence (CI). These three competency components have a level of competency value in communication situations. The competency value used is a scale of 1-4. Scale 1 is the minimum competency value and scale 4 is the highest or maximum competency. The three competencies can be explained as follows: (Spitzberg, B.H., & Cupach.W.R., 1984)

Motivational competence

Competence is an individual's capacity to carry out various tasks in a job. Competence is also known as the entire ability of an individual which is essentially composed of two sets of factors, namely intellectual ability and physical ability. In the opinion of Veitzal Rivai (2004) a person's ability refers to an individual's capacity to carry out various tasks and jobs as well as all of a person's abilities which are essentially arranged in two sets of factors, namely: Motivational competence has four levels which are assessed from the effectiveness scale as follows: 1) Anxious, nervous, or no motivation to be competent, 2) Somewhat nervous, but some motivation to be competent, 3) Somewhat confident and motivated to be competent, and 4) Highly confident and motivated to be competent.

The highest motivational competency is the 4th scale, namely; Highly confident and motivated to be competent (people who have high self-confidence and motivation to become competent). From the questionnaire distributed to 3 heads of MAS Batamiyah, they were classified as having the maximum level of motivation as shown in the following competency map:

Table 3 Motivational Competency Map for the head of MAS Batamiyah


Indicator	Respondent	Communication Intelligence (CI) Level	Competency Effectiveness
Motivation3 	1	3. SS → M.4	Maximizing
	2	2.SS.1.S → M.4	
	3	3.SS → M.4	

Knowledge competency

Knowledge competency also has four levels of value, namely: 1) Completely inexperienced and ignorant about how to behave, 2) Minimal experience and knowledge about how to behave, 3) Somewhat experienced and knowledgeable about how to behave, and 4) Highly knowledgeable about all aspects of how to behave. The highest knowledge competency is scale 4, namely; Highly knowledgeable about all aspects of how to behave (people who are very knowledgeable about all aspects of how to behave). The knowledge competency of the Head of MAS Batamiyah is a combination of knowledge, skills, values and attitudes which are reflected in habits of thought and action. In line with the opinion of Kompri, (2017) who states that competence is a combination of knowledge, skills, values and attitudes which are reflected in habits of thinking and acting (Kompri; 2017).

From the results of distributing research questionnaires to three heads of MAS Batamiyah Riau Islands, they have an optimal level of knowledge competency as we can see in the following competency map table;

Table 4 Knowledge Competency Map of Head of MAS Batamiyah

Indicator	Respondent	Communication Intelligence (CI) Level	Competency Effectiveness
Knowledge.4 	1	2.SS,2,S → 3	Optimizing
	2	4.S → 3	
	3	4.SS → 4	

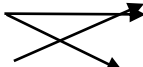
From the table above, it can be concluded that the level of knowledge intelligence of the head of MAS Batamiyah is at the optimal effectiveness level, namely the optimal level of knowledge intelligence. They are classified as having somewhat experienced and knowledgeable about how to behave. The characteristics of optimal knowledge intelligence are: 1) Optimal use of appropriate words for communication or conversation in a context that includes religious, ethnic and moral differences. 2) Optimally uses concise and clear words in communication, 3) Optimally has the ability to understand other people's thoughts before

speaking so they don't babble, and 4) Optimally uses verbal, physical, auditory, emotional and energetic communication in formulating policies.

Skills competency

Skills competency also has four levels of value: 1) Completely incapable of behaving competently in the situation, 2) Barely capable of behaving minimally competently, 3) Fairly capable of behaving competently, and 4) Highly capable of being competently. Of the four levels of competency, scale 4 is the highest competency and scale 1 is the lowest or minimum competency. From the results of research on three heads of MAS Batamiyah Riau Islands, they have an optimal level of skill competency as we can see from the following competency map;

Table 5 Skill competency map of the Head of MAS Batamiyah

Indikacor	Respondent	Communication Intelligence (CI) Level	Competency Effectiveness
Skill. 3 	1	2.SS.1.S → O.3	Optimizing
	2	3.S → O.3	
	3	3.SS → M.4	

From the table above it can be seen that the skill intelligence level of the head of MAS Batamiyah is at the optimal effectiveness level, namely the optimal skill intelligence level. They are classified as being fairly capable of behaving competently. The characteristics of optimal intelligence skills are: 1) Simply showing skilled communication skills that always lead to the goal you want to achieve, 2) Simply showing an attitude that displays certain facial expressions such as anger, sadness, happiness and performing greeting rituals (such as shaking hands). , bowing, waving hands in greeting) regardless of cultural background, and 3) Simply showing communication in any context, occurring in two basic forms, namely verbal and nonverbal (linguistic in nature and can be written, spoken or transmitted through behavior or visuals .

CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn:

1. Knowledge management of the head of MAS Batamiyah Riau Islands Province is a collection of management practices carried out through education improvement planning and self-improvement planning
2. Educational planning and self-improvement is carried out in the form of self-improvement as a madrasah head, teacher and employee as outlined in the madrasah head's policies and programs based on the madrasah's vision, mission and programs.
3. The communication intelligence of the head of MAS Batamiyah is reflected in three elements of competence; Motivation that is at the level of maximizing intelligence; Knowledge at the level of optimizing intelligence and skills at the level of optimizing intelligence.

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