



MANAGEMENT OF THE HEAD OF MADRASAH IN IMPROVING TEACHER PERFORMANCE (SURVE AT MIN CITY OF JAMBI)

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Abstract: In today's world of education, there is a lot of competition. The output produced by the school must be in accordance with the national education goals. The principal as a manager plays an important role in realizing these goals. In addition, teachers are also expected not only to transfer knowledge but also to be able to provide maximum performance. In order for the teacher to achieve maximum performance, it must be determined through the main tasks of each personnel. This study aims to determine how the level of the principal's management function and teacher performance. Researchers used a qualitative-naturalistic approach. With this concept, the researcher strives for the presence of the researcher not to change the situation or behavior of the person being studied. The method in collecting data in the field is the method of observation, interviews and documentation.

Keywords: Management and teacher performance

INTRODUCTION

Talking about the management of Islamic education, it will talk about complex problems, both in terms of education management, management of education personnel, management of facilities and infrastructure as well as student management and others. Once the scope of madrasa management is so complex, it requires a capable and professional manager or principal in managing madrasa personnel, especially in the field of teacher and employee performance.

Madrasas as institutions or institutions must be managed by a reliable and tested headmaster. If not, then the madrasa will become an irregular institution or institution, so that it cannot advance educational institutions.

The obligation of the leader in charge of giving instructions to his subordinates to do the right job and move towards a common goal within the organization. Every school has a different culture that must be understood and involved in the quality improvement process. In order for changes in quality improvement that occur to take place continuously, the management of work culture in an effort to improve school quality must be improved, work culture explains how schools function with all internal events. Schools must try to strengthen a positive work culture

and eliminate a negative culture. By understanding and developing a positive work culture and reducing the negative, it ultimately leads to improving the quality of education. The principal carries out many and complex tasks in realizing his role as a leader with his role as a manager, the principal is in charge of: formulating programs, compiling school organizers, mobilizing staff, optimizing school resources and controlling activities.

LITERATURE REVIEW

Madrasah head management

Didin Kurniadin and Imam (2012:26), Machali Terry explained that management is a distinct off planning, organizing, actuating and controlling performed to determine and accomplish stated objectives by the use of human being and other resources.

Isnati and M. Fajriansyah (2018: 2) revealed that the term management in English comes from the verb to manage, which means to manage, organize, implement and manage. Whereas in Latin the term management comes from the word manu and means the hand that holds the reins of the horse so that the horse can be directed to achieve good goals. So in terms of management can be interpreted as something that regulates or is in control.

Usman Effendi (2014: 3), Hornby, revealed the origin of the word management from the ancient language of management, which means the art of implementing and managing.

Hornby's opinion illustrates that management is the art of implementing and managing. Another view expressed by Hornby, Ernie Tisnawati (2009:5), Mary Parker Follet, stated that management is the art of overcoming problems through the help of others. These opinions provide additional getting things done through other people.

In operational management, according to Steiner, there are two types or types of management (there are two types of management), namely management carried out by top leaders of an organizational structure (that which is done at the top of an organizational structure is strategic management). school organization, of course the control is carried out by the principal as the top leader in the school and vice principal. This model of school program implementation is strategic management. While the activities carried out by teachers and other school personnel are operational management, (everything else is operational management). Why is it called operational management, because strategic management positions provide guidance, direction, and boundaries for operational management (strategic management provides guidance, direction and boundaries for operational management). Teachers and education staff have limits according to their respective fields of expertise, teachers in the field of study are bound to the subjects given authority to them, as well as educational staff such as counselors, planners, curriculum experts and so on.

R. Eko Indrajit et al. (2006:27), says the word management in the view of many people is how to get something through other people, through the help of others in stages that are

organized and supervised. Opinions on broader management include: Panji Anoraga (2004: 109). John F. Mee explained that Management is the art of achieving maximum results with minimal effort, as well as achieving maximum prosperity and happiness for both leaders and workers and providing the best possible service to the community.

Teacher performance

Poerwadarminto (2005:598). In the big Indonesian dictionary, performance is defined as a person's means, behavior, and abilities, while Hadari Nawawi (1996: 34) defines performance as a person's achievement in a particular field or expertise, in carrying out his work or work. delegated from superiors effectively and efficiently. He further revealed that performance is the ability of an individual in doing a job, so that it can be seen that the work performance he has achieved in achieving goals.

Anwar Prabu Mangkunegara, (2004: 67) states that the term performance comes from the word work performance or actual performance (work achievement or actual achievement achieved by someone). So that it can be interpreted that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. According to Kane (1986: 237), performance is not a person's characteristics, such as talent or ability, but is the embodiment of talent or ability itself. This opinion shows that performance is the embodiment of ability in the form of real work. Performance in relation to the position is defined as the results achieved in relation to the function of the position within a certain period of time.

Meanwhile, Suryadi Prawirosentono (1999: 2) defines performance as the result of work that can be achieved by a person or group of people in an organization in an effort to achieve legal goals. According to Muhammad Arifin (2004: 9) performance is seen as the result of multiplying abilities and motivation. Ability refers to a person's ability to do the best job if he has the will and desire to carry out the task well. Samsudin (2006: 159) provides an understanding of performance as the level of task execution that can be achieved by a person using existing capabilities and limits that have been set to achieve organizational goals. Meanwhile, Nawawi (2005: 234) provides an understanding of performance as a result of carrying out a job. This definition provides an understanding that performance is an action or behavior of a person that can be observed directly or indirectly by others. Mulyasa (2004: 136) defines performance as work performance, work implementation, work performance, work results or work performance.

From several definitions of performance, there are many limitations given by experts regarding the term performance. Although they differ in their formulation of pressure, in principle they agree that performance leads to a process to achieve a result. In other words, it can be said that performance is the achievement achieved by a person in carrying out his duties or

work for a certain period of time in accordance with the standards and criteria that have been set for the job.

While the understanding of the teacher can be explained that the word teacher in Arabic is called Mu'allim and in English the teacher is called a teacher which means people whose job is to teach others, namely people whose job is to teach others (Muhibbin. Shah, 2003; 222).

A teacher is a person who imparts knowledge to students. Teachers in the community's view are people who carry out education in a certain place, not necessarily in formal educational institutions, but can also be in mosques, prayer rooms, prayer rooms, homes, and so on (Syaiful Bahri Djamarah, 2000: 31). So that today's teachers have a broader meaning in society. Everyone who has given certain knowledge or intelligence to a person or group of people can be called a teacher, for example: martial arts teacher, gymnastics teacher, Koran teacher, sewing teacher, and so on (Ngalim Purwanto, 1988: 138). However, in the following discussion, the teacher in question is someone who teaches in an educational institution, especially in schools / madrasas.

Teachers are said to be educators, according to UUSPN No. 20/2003 Chapter XI Article 39 paragraph 2) states that educators (teachers) are professionals in charge of planning and implementing the learning process, providing guidance and training. According to Law no. 14 of 2004 concerning Teachers and Lecturers referred to as teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education. From the two laws, it is clear that teachers are professional education personnel whose duties are different from others, because they are a profession, special abilities and expertise are needed in carrying out their duties and functions (Tabrani Rusyan, 1990: 5).

Thus a teacher is someone who is professional and has knowledge, and teaches his knowledge to others, so that that person has an increase in the quality of his human resources. Then the teacher's performance is related to the task of planning, managing learning and assessing student learning outcomes. As a planner, the teacher must be able to design learning according to the conditions in the field, as a manager, the teacher must be able to create a conducive learning climate so that students can learn well, and as an evaluator the teacher must be able to evaluate the process and results. student learning. (Sanjaya, 2005: 13-14)

RESEARCH METHODS

Researchers used a qualitative-naturalistic approach. Through this qualitative approach, it is hoped that a picture of the quality, social reality and perceptions of the research target will be raised without being polluted by formal measurements. The naturalistic approach demands data collection in a natural setting. With this concept, the researcher strives for the presence of the researcher not to change the situation or behavior of the person being studied. The method in collecting data in the field is the method of observation, interviews and documentation. So from

some of these opinions it can be concluded that management is the art and science of achieving organizational goals through other people.

FINDINGS AND DISCUSSION

From several opinions about management it can be concluded that management is the art and science of achieving organizational goals through other people.

Based on some of these expert opinions, the researchers conducted observations at the MIN Jambi City. The results are as follows:

Table 1
Duties of Education Personnel at MIN Jambi City in 2021

No	Employee Name	Task	Additional Tasks
1	Nur Asiah,DM.	Administration staff	TU Coordinator
2	Dessy Sussanna,S.Hi	Administration staff	Student Affairs Coordinator
3	Ferryansyah	Sympathetic Operator	Dance/Scout Coordinator
4	Sigit Setia Wahyudi,S.Pd.I	Administration staff	Public Relations Coordinator
6	Erika Sari,S.Pd.I	EMIS Operator	Infrastructure Coordinator
7	Ika Putri Agustin,S.Pd	Librarians	Scout Coordinator
8	Nita Lisma,S.Pd.	Librarians	Mading Coordinator
9	Anisah	Waiter	-
10	Mulyono	Night guard	-
11	Edwar	Security	-
12	Herman	Security	-

The results of the above observations are reinforced by the results of an interview with one of the teachers with the initials D, who said that the management of the madrasah principal at MIN Jambi City had been carried out in such a way, both with regard to the management of educators and education personnel, student management, management of facilities and infrastructure and other,

A similar opinion was also expressed by an employee with the initials DM who said that the management of madrasah principals in improving teacher performance had been regulated in such a way, the first was carried out through a decree on the division of teacher tasks, the development of teaching materials and even the supervision of the madrasah principal on teacher performance.

The statement above, was also reinforced by one of the staffing staff with the initials F who said that all personnel in the Jambi City MIN work based on their respective duties and functions in addition to the high mutual cooperation nature, so that the sense of helping each other in resolving very high task.

Furthermore, regarding teacher performance. Based on several theories about teacher performance, the researchers conducted observations of document observations in MIN Jambi City, that the management of educators is as follows:

Table 2
Duties of Education Personnel at MIN Jambi City in 2021

No	Employee Name	Main Tasks	Additional Tasks
1.	Hadijah,S.Pd.I	classroom teacher	homeroom teacher
2.	Sri Maryati,S.Ag	classroom teacher	homeroom teacher
3.	Tuti Amsinar,S.Pd.I	classroom teacher	homeroom teacher
4.	Hanuni,S.Ag	classroom teacher	homeroom teacher
5.	Asnelly.S.Ag	classroom teacher	homeroom teacher
6.	Mira,S.Pd.I	classroom teacher	homeroom teacher
7.	Dra.Hj.Atika	classroom teacher	homeroom teacher
8.	Husniati,S.Pd	classroom teacher	homeroom teacher
9.	Hj.Sopiah,S.Pd.I	classroom teacher	homeroom teacher
10.	Nofrianty,M.Pd.I	classroom teacher	homeroom teacher
11.	Yuni Nurmaningsih,S.Ag	classroom teacher	homeroom teacher
12.	Jaleha Yanti,S.Ag	classroom teacher	homeroom teacher
13.	Mualimin,S.Pd.I	classroom teacher	homeroom teacher
14.	Armayar,S.Pd	classroom teacher	homeroom teacher
15.	Aspahani,S.Pd.I	classroom teacher	homeroom teacher
16.	Chamim,M.Pd.	classroom teacher	homeroom teacher
17.	Erni Yusnita,S.Ag	classroom teacher	homeroom teacher
18.	Zainidar,S.Ag	classroom teacher	homeroom teacher
19.	Sri Hayati,S.Pd	classroom teacher	homeroom teacher
20.	Tohiroh,S.Pd.I	classroom teacher	homeroom teacher
21.	Desi Andriani,S.Pd.I	classroom teacher	homeroom teacher
22.	Ulfi Yamna,S.Ag	classroom teacher	homeroom teacher
23.	Siti Nurhanah,A,Ma.Pd	classroom teacher	homeroom teacher
24.	Suparlin,S.Pd.I	subject teachers	Fiqh
25.	Netti Sukasih Hasibuan,S.Pd.I	subject teachers	Fiqh
26.	Hayatullah,S.Pd.I	subject teachers	physical education and Health Sciences
27.	Hafsah,S.Pd.I	subject teachers	physical education and Health Sciences
28.	Safiah,S.Pd.I	subject teachers	
29.	Muhammad Idrus,M.Pd.	subject teachers	Al Quran Hadis
30.	Muhammad Ramadhani,S.Sy	subject teachers	Fiqh .Al Quran Hadis and History of Islam
31.	Iswanto,S.Sy	subject teachers	Fiqh, Arabic and English
32.	Amul Huzni,S.Pd.I	subject teachers	Arabic

Based on observations, the researcher conducted an interview with one of the teachers with the initials MI, he said that the implementation of learning at the Jambi City MIN was carried out in accordance with the SK division of tasks that had been issued by the head of the Jambi City MIN. This statement was in line with the results of interviews with teachers with the initials UY. that the implementation of learning at the Jambi City MIN was carried out based on the division of tasks that was confirmed by the head of the Jambi City State Islamic Madrasah.

Based on the results of the observations and interviews above, it can be concluded that in improving the performance of teachers in MIN Jambi City. Implemented by the division of tasks as the management of educators and education in education administration. Maqolah Ali bin Abi Talib, unorganized truth (then) organized falsehood will defeat it” or more popularly disorganized truth can be defeated by organized falsehood.

CONCLUSION

Management is the art and science of achieving organizational goals through other people. Management at MIN Jambi City is used as the basis for planning, organizing, mobilizing and supervising. While teacher performance is performance that leads to a process to achieve a result. In other words, it can be said that performance is an achievement achieved by a person in carrying out his duties or work for a certain period of time in accordance with the standards and criteria that have been set for the job.

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