The Management of Madrasah Head in Empowering of State Madrasah Educators in Jambi Province

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Abstract: This research aims to analyze and evaluate the management of madrasah heads in empowering teaching staff in an effort to minimize the gaps that occur due to the unequal placement of teaching staff. This research is qualitative research with data collection techniques using observation and direct interviews, namely MAN 1 Jambi City, MAN 1 Muaro Jambi and MAN 1 Batanghari. The data analysis technique uses qualitative through domain, taxonomy and component analysis, and the data is reduced, displayed and summarized. The research results show that (1) the correct, orderly, accurate and systematic planning of madrasah heads makes a significant contribution to empowering teaching staff. (2) Organizing teaching staff with accountable standards and criteria makes it easier to distribute teaching staff evenly. (3) An appropriate implementation process can provide a positive impact in empowering teaching staff. (4) Routine and continuous supervision has an influence on the implementation process in a conducive manner. Based on the research results, it can be concluded that the systematic, accurate and accountable management of madrasah principals in empowering teaching staff can have a significant impact in minimizing the placement gap and equal distribution of State Madrasah Aliyah teaching staff in Jambi Province.

Keyword: Planning, Organizing, Implementing, Controlling, Empowerment.

INTRODUCTION

The world of education is one of the factors that greatly influences the development of a country, both in terms of challenges in the lives of its people and in terms of economics, politics and culture. It is believed that an educated and quality society is recognized as being able to become the foundation in driving national development. With a society whose human resources think intelligently, critically and logically, it will be quicker to bring about changes in the life system in a more advanced direction. Educated and more capable communities are believed to be able to develop quickly independently towards something better.

Rasululloh SWA said: "*Whoever wants goodness in this world then with knowledge, whoever wants goodness in the afterlife then with knowledge, whoever wants both then with knowledge (HR. Bukhori and Muslim).*"[1] Whoever If you want goodness in this world, you

must have knowledge of the world, and whoever wants goodness in the hereafter, you must have knowledge of the afterlife, and if you want goodness in this world and the hereafter or the goodness of both, then you must have knowledge of religion and the world.

Law Number 20 of 2003 concerning the aims of National Education in Article 1 paragraph (1) states: "Education is a conscious and planned effort to create an active learning atmosphere and process in developing the potential of students to have religious spiritual strength, intelligence, noble morals. , which is needed by themselves, the community, the nation and the state"[2] it is firmly explained that the world of education functions to produce a generation with character and civility, noble character, quality, who can think critically and logically.

Furthermore, quoted in the 1945 Constitution, article 31 paragraph (1), it is stated that every citizen has the right to receive education, and paragraph (3) adds that the Government seeks and implements a national education system that increases faith and piety as well as noble morals in order to make the nation's life more intelligent as regulated by law. -law.[3] explains that the government is responsible for increasing the faith and piety of every citizen and society. This means that success in the world of education cannot be separated from government intervention in monitoring implementation in the field, especially in management. Management is the process of planning, organizing, directing and controlling in all aspects so that organizational goals are achieved effectively and efficiently.[4]

Planning is an activity to create a future program design to become a guideline and direction that will be carried out in achieving a goal. In QS. 59 Al Hasyr Paragraph 18 explains that the planning to be implemented must be in accordance with past, present and future situations and conditions. [5] If this is related to the world of education, especially MAN Ministry of Religion, it can be understood that planning is the preparation of a program design for operational activities of the learning process to be implemented as a guide and guidance in the process in the field or Madrasah at a certain time, both now and for the future. This means that a plan has a very important function in determining the direction and goals to be achieved. In planning, it cannot be separated from the function of organizing. Organizing is a series of activities in compiling, distributing and placing, determining members' tasks according to the abilities, skills and educational qualifications of each member.

Apart from that, madrasas cannot be separated from supervision. Supervision is a process of monitoring or supervising the implementation of a policy in the field. Quoted in QS. An nisa/4 verse 1 which reads "[6] Which means: verily Allah SWT is watching over you all. This means that all actions and work carried out by every human being are always under the supervision of Allah SWT without exception, Allah SWT is always present in whatever situation, as well as the educational process at State Madrasah Aliyah does not escape supervision. In this case, the implementation of policies at MAN, apart from Allah SWT's supervision, also requires supervision from third parties or the Jambi provincial Ministry of Religion, especially regarding the management or management of Madrasah heads in empowering available resources. Here the supervisory function becomes a controller of discipline in implementing policies so that the use of available resources is truly effective and efficient.

Then the results of the grand tour showed that the Ministry of Religion of Jambi province was faced with a lot of homework, both internal and external, which influenced the development and progress of education under the auspices of the Ministry of Religion. This is allegedly the influence of rapid development, changes and changes in the curriculum. So the empowerment of educational staff and educators at Madrasah Aliyah Negeri (MAN) is still not optimally controlled. Here it is found that the empowerment of human resources and other resources is still not organized effectively and efficiently, both in district/city capitals and in provincial capitals. Apart from that, there is still a build up of teaching staff in some

madrasas in certain fields of study, and in other places there is actually a shortage of teaching staff in the same field of study.

This incident was also attributed to the head of the service being transferred from one region to another, while the head of the service had a wife as an educator so that his wife was forced to transfer to a neighbour or adjoining madrasah, even though the madrasah already had teaching staff with the same subjects so that these subjects have a surplus of teaching staff, plus mutations that occur because several important people entrust them. In this case, the ability and management strategy of the madrasah head is needed in organizing, placing and organizing in empowering teaching staff according to the needs of the madrasah and the teaching staff.

Then the build up of teaching staff is also caused by advances in technology, the role of teaching staff such as the use of electronic devices: computers, the internet and other digital equipment. In this case, teaching staff are required to be able to use digital tools to support the implementation of educational services carried out online and experts are needed who can operate these tools, so that service management can be done online. However, in the field there are still those who use two systems, namely online and offline, this is due to the internet network whose signal is not good and sometimes comes and goes, causing problems in the implementation of PPDB, with a manual system the number of new students accepted cannot be monitored accurately so that the central government unable to know the needs of madrasas accurately in terms of strengths and weaknesses of teaching staff, ultimately the number of teaching staff is not in sync with data on needs and there is concern that the zoning system is not being monitored. PP No. 66 of 2010 in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 17 of 2017 that PPDB recruitment is carried out using a zoning system to minimize or eliminate gaps in school quality and equality of rights.[7]

PPDB must be carried out online and with a zoning system so that there is no crowding of students in a madrasah. Regulation of the Minister of Education of the Republic of Indonesia Number 41 of 2007 Standards for Primary and Secondary Education Unit Processes explains the requirements for implementing the learning process for each study group. The maximum number of students at each level of the education unit consists of: SD/MI with a total of 28 (twentyeight) students; SMP/MTs: 32 (thirty two) students and SMA/MA: 32 (thirty two) students; and SMK/MAK: 32 (thirty two) students.[8] By knowing the number of students accepted, you can predict the madrasah's needs both in terms of infrastructure and the number of teaching staff.

Apart from that, curriculum changes that are in line with the democratic political process also greatly influence the empowerment of teaching staff. Curriculum changes cause the division of tasks of teaching staff to experience changes in the mandatory load so that the between madrasa heads and teaching staff, as well as with other staff. This sometimes means that the teaching staff who are placed in carrying out additional duties do not yet have the commitment to make decisions that are not yet wise so that the quality of education is still difficult to say is under control. The regulation of teaching hours or mandatory loads is still orchestrated by political elements and a lack of implementation in religious knowledge. A leader should create calm and justice in the distribution of teaching loads, but instead it seems to hinder the rights of teaching staff by reducing the teaching load so that they cannot get their rights.

Regulation of the Minister of Education and Culture of the Republic of Indonesia number 15 of 2018 concerning fulfilling the workload of teachers, school principals and school supervisors article 2 paragraph (2) that: workload for 40 hours in one week consists of 37.5 hours of effective work and 2,5 hour rest. If in its implementation the educational unit adds rest hours, it must not reduce the existing 37.5 effective working hours. Article 4 paragraph (3) explains that learning is completed with at least 24 face-to-face hours and a

maximum of 40 face-to-face hours, paragraph 4 states that counseling guidance teachers and ICT teachers guide at least 5 groups per year. [11]

On the other hand, the management skills of madrasa heads still do not meet the criteria so that implementation in the field is not optimal. Here, the managerial abilities of madrasa heads are really needed. Apart from having mature emotional intelligence, you must also have knowledge about management, so that in resolving madrasah problems, both internal and external, you can be fair and wise. Then a manager must also have noble qualities, trustworthiness and compassion, be professional in taking matter into his own hands make decisions and act to be able to analyse and resolve internal problems wisely without being intimidated by other parties. Don't let the Madrasah head who becomes a role model not be as expected. A manager's job is to supervise and develop, so that they don't become busy thinking about and looking for mistakes in their subordinates so that they forget to think about the progress of the future development of the madrasah. Thus, it is hoped that the placement of teaching staff as heads of Madrasahs will be according to standards, especially those who have good emotional and religious intelligence, have noble morals so that they can carry out and carry out their duties in a trustworthy manner and can control the steadfastness faith. Madrasah heads must be wise in making decisions regarding the distribution of duties and authority, especially in empowering teaching staff so that the tasks and responsibilities assigned to them can be carried out well.

Furthermore, a leader must be able to empower the available teaching staff according to the needs of the madrasah and also meet the mandatory hours required for teaching staff. However, the reality in the field is that it is still found that many madrasa head managers are not optimal and wise, especially in empowering teaching staff, but are not fair in meeting the needs of teaching staff. In fact, Allah SWT likes people who are orderly in the Qur'an, Surah As-staff 61: 4: [12] Meaning: *Indeed, Allah loves those who run on His path in orderly rows as if they were like a solid building.*

It is explained that Allah SWT likes people who live an orderly life and have clear guidelines. In this way, the head of the Madrasah must be able to divide and organize the tasks of the teaching staff clearly and regularly as both activators and coaches. The management of madrasa heads in organizing madrasas far from the district capital is sometimes poorly monitored. The empowerment of teaching staff does not yet match expectations and reality it is feared that this will result in the learning process being less conducive. If the empowerment of teaching staff is not controlled, it is feared that it will trigger a decline in the performance and discipline of the teaching staff because it is not in accordance with the skills and knowledge they have. In this case, it is hoped that the existence of the Ministry of Religion must truly become a partner so that the management of Madrasah heads truly meets expectations, thus empowering teaching staff must really be a serious concern of the Ministry of Religion.

From the series of polemics that have occurred, we cannot deny the various advances that have been made by the Ministry of Religion. However, in this case, what must be the main priority in the Ministry of Religion's future planning is to pay attention to the managerial abilities of madrasa heads, especially in empowering the available teaching staff, so that in organizing the tasks and functions of teaching staff in accordance with existing needs and availability, both for the short term and medium term. and long term in order to achieve educational goals as expected effectively and efficiently, there should be no mismatch in the quality of education in district and provincial cities as well as overcrowding and shortage of teaching staff in madrasas.

To minimize the gap in the empowerment of teaching staff at State Madrasah Aliyah, openness from the managerial heads of madrasahs is very necessary, both in the form of monthly reports and annual programs that are accountable and greatly influence the policies

taken by the Ministry of Religion in the future, so that the Ministry of Religion of Jambi Province can know number of teaching staff, capacity, madrasa requirements in accordance with the required educational qualifications. Proper and accountable management of madrasa heads as organizers in empowering teaching staff according to their educational qualifications, needs and abilities is the key to the success and progress of State Madrasah Aliyah.

According to Louis Allen, organizing is the process of identifying and grouping the work to. be performed, defining and delegating responsibility and authority, and establishing relationships for the purpose of enabling people to. work most effectively together in accomplishing objectives.[13] Organizing is the process of identifying, grouping, defining and delegating responsibility and authority, and building relationships for the purpose of enabling people to work most effectively together in achieving goals.

In this case, organizing has a very important function in the arrangement and placement of assigning tasks to educational staff and educators according to the knowledge and abilities they possess. Placing the right person on a task according to their qualifications and abilities has an impact on the success of carrying out the task, then the right assignment to someone who is an expert has an impact on their performance for the development of the madrasa.

Based on the grand tour above, the research focused on the management of madrasa heads in empowering State Madrasah Aliyah teaching staff. Empowerment is an effort given to increase the use of both the quality or ability of all access to life in encouraging an action of change in order to improve the situation, conditions independently and sustainably. [14] in this case the madrasa head's expertise in implementing policies and regulations in the field, especially in organizing teaching staff in It is hoped that State Madrasah Aliyah can improve the quality of education, especially within the ministry of religion. Beside Supervision from third parties, both from the environment around the madrasah and from the provincial Ministry of Religion, also has a big influence on the service performance and ability of the madrasa head in management, especially in empowering the available teaching staff to the maximum so that it can have a significant impact and prospects on quality and reputation. State Aliyah Madrasah.

In this regard, to minimize the problem of gaps in teaching staff between madrasas or districts/cities, significant action is needed as an alternative that can reduce the consequences that will arise. In this case, what also needs to be reviewed and investigated is the planning program. Planning is a form of program design that will be implemented or carried out in the process in the field, here the activities contained in the planning must be truly orderly, systematic and accurate so that the steps or stages of activities in the planning program can be implemented easily. Prof. Dr. Maisah explained that strategic management is a series of decisions and actions made by leaders or managers and then implemented by all parties to achieve goals.[15] Besides that, the process of organizing or setting, dividing and creating planning programs must be in accordance with the priorities that will be developed. In this case, clear, accurate and accountable standards or criteria and arrangements are needed in grouping, distributing and determining the types of activities that are prioritized.

In connection with this, Dr. H. Lukman H explained that determining a strategy requires clear and orderly tactics or tips so that in organizing and creating standards or criteria in the placement and division of tasks it is truly appropriate so that it can serve as a guide or reference in making and making decisions. [16] In this way To carry out actions to empower teaching staff, it is necessary to create clear, precise and accurate criteria and standards to be a guide in making decisions so that the arrangements and distribution of tasks are as expected and can be an alternative solution in reducing the problem of gaps that occur in the field.

Furthermore, so that the process runs according to objectives, it cannot be separated from supervision. Supervision has a very important function in the implementation or

execution of the planning program. Supervision is an activity carried out to control and assess the process in implementing planning in the field. In this regard, madrasah heads must have supervisory guidelines, in this case a series of precise and accurate supervision processes is needed to find the truth so that when carrying out supervision it can be clearly developed, evaluated and improved. Quoting an explanation from Prof. Dr. H. Ahmad Syukri SS, M. Ag that in seeking the truth a truly clear, systematic and accountable action is required. [17] It is hoped that by using clear supervisory guidelines, that it can produce a decision that is correct, precise and accurate, accountable and accountable for its truth.

Based on an overview of several problems that occur in the field, especially in the gaps that occur in the placement and distribution of teaching staff in several madrasahs. The researcher analyzes, observes, understands and concludes information data to find the root of the problems that occur and are caused by the lack of effectiveness in empowering teaching staff. It refers to Winoto S's opinion that management is the process of empowering resources, both human and non-human resources, which are given the power to achieve goals effectively and efficiently.[18]

In this case, to find a solution to this problem in the placement and distribution of teaching staff in several madrasas throughout Jambi Province, by using strategic management in the process of empowering human and non-human resources through a correct, clear, precise, systematic and accurate organizing process in madrasas effectively. and efficient. Thus, the researcher concluded that clear action is needed in empowering resources through determining clear management in making accurate action decisions (Management of Actually Landscape Decision). This means that in the process of empowering teaching staff with appropriate strategic management to empower teaching staff to be able to carry out their duties and functions correctly through the process of organizing or setting and dividing tasks using clear, systematic and accountable standards and criteria to achieve effective goals. and efficient. In connection with this, the researcher created the title of the research "Management of Madrasah Heads in Empowering Educators of State Aliyah Madrasahs in Jambi Province"

Based on the description above, this research formulated several research problems related to the placement and distribution of teaching staff, especially regarding the management of madrasah principals in empowering teaching staff at State Aliyah Madrasahs in Jambi province, namely:
1) How does the head of MAN plan to empower teaching staff?,
2) How is the organization carried out by the head of MAN in empowering teaching staff?
3) How is the MAN head's planning program implemented in empowering teaching staff?
4) How is the supervision carried out by the head of MAN in empowering teaching staff?

METHOD

This research is qualitative research with data collection techniques using observation and direct interviews at the research locations, namely MAN 1 Jambi City, MAN 1 Muaro Jambi and MAN 1 Batanghari. The data analysis uses qualitative techniques through domain, taxonomy and component analysis, and the data is reduced, displayed and summarized. The research procedure is through initial observation or grand tutoring, look for methods or techniques used to minimize the problem, and determine the aspects to be researched, which brings many benefits both to the madrasah and to the world of education at large.

Based on the explanation above, to obtain complete, valid and accurate data regarding the management of madrasah heads in empowering teaching staff at MAN in Jambi province, the researcher created an observation guide to serve as a guide and guidance in collecting data. Observation guidelines are used to contain general research aspects and indicators observed in the research. Then the interview guide was used as a guide and controller in collecting research data. In this dissertation research, researchers used two types of data

sources, namely primary data and secondary data. Primary data is data obtained from sources or obtained by researchers directly in the field.

Then secondary data is data or information obtained from second hand or other sources, either in the form of documentation, or data obtained from the internet, magazines, libraries or data from other literature. Then the type of data collected in research can be in the form of information from interviews and observations. Sukidin's data collection technique in Sandu Suyito explains that: Qualitative methods seek to reveal the various uniqueness found individualys, groups, communities, and/ or organizations in daily life detail, comprehensively, and can be accounted for scientifically.[19]

The research analyzes teaching staff who experience a lack of teaching load and an excess of teaching load. The approach used is a qualitative approach. Creswell in Sugiyono explains that Qualitative research is a means of exploring and understanding the meaning of individuals or groups ascribing to a social or human problem. The process of research involves emerging questions and procedures: collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of the data. The final written report has a flexible writing structure[20] Qualitative research is the process of exploring, searching for and understanding the meaning of several individual and group behaviors, social images, or humanity.

RESULTS AND DISCUSSION
Result of Research

Based on the results of the research, the condition of teaching staff, educators and students from three madrasas, namely MAN 1 Jambi City, is thirty-seven (37) people, educational staff is thirteen (13) people and students are three hundred and ninety-nine (399). Then MAN 1 Muaro Jambi has thirty-one (31) teaching staff, eleven (11) educational staff and two hundred and ninety-seven (297) students. Furthermore, MAN 1 Batanghari has thirty (30) teaching staff, ten (10) educational staff and two hundred and fourteen (214) students.

Table 1: Education Personnel Condition Matrix
Jambi Province Madrasah Educators and Students

No	Description	MAN 1 Kota Jambi	MAN 1 Muaro Jambi	MAN 1 Batanghari
1	Teaching staff			
	a) Number of ASN	24	17	19
	b) Number of Non ASN	13	14	11
	c) Educational Qualification			
	- S 2	3	5	7
	- S 1	35	27	23
	- SMA Level	-	-	-
	Amount	37	31	30
2	Educational staff			
	a) Number of ASN	2	4	4
	b) Number of Non ASN	11	7	6
	Amount	13	11	10
3	Students			
	a) Class X	167	124	75
	b) Class XI	106	89	72
	c) Class XII	126	84	67
	Amount	399	297	214

Sources: document Education, Teaching staff dan Students Madrasah Provinsi Jambi 2023
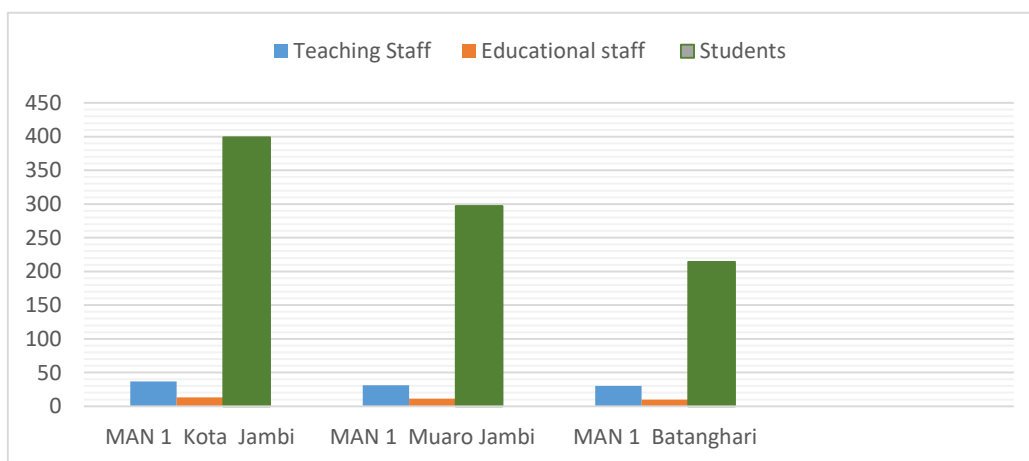
Sources: document Education Personnel, Teaching staff dan Students Madrasah Provinsi Jambi 2023
Figure 1 : State of the Education Personnel Jambi Province Madrasah Educators and Students

Data in figure 1 contains about the data of teaching staff, Education personnel, and students Madrasah Provinsi Jambi 2023 in the ther words the data about the Education Personnel Condition.

1. **Head Madrasah Planning in Empowering Educators**

Research findings are data obtained in the field in accordance with the stated objectives. Then planning is a series of activity processes carried out by a leader or head in compiling, determining and creating several work program designs for long, short and medium term programs which are outlined in annual, monthly, weekly and daily programs to achieve goals. In this regard, the research results that the researchers found prove that the planning of the head of MAN in Jambi Province in empowering teaching staff still experiences obstacles and problems in implementation in the field, where sometimes the processes taking place in the field do not match the design of the planning program that has been made.

By planning a clear and precise activity program design, it is hoped that the operational process can run conducive and in accordance with the objectives. Bateman & Snell in Robert Lloyd and Wayne Aho explain that Planning is the systematic process of making decisions about goals and activities the organization will pursue. [20] planning is a systematic process for making decisions about the goals and activities that the organization will achieve. With systematic and clear planning, it is hoped that the empowerment of teaching staff will be truly in line with the needs of the madrasa and the needs of the teaching staff themselves. The madrasa head program plays a very important role in controlling and directing the operational process of the madrasa both in long-term, medium and short-term programs.

In management, planning is a process of activities in defining the vision, mission and goals and creating strategies to achieve these goals. Then develop a draft work activity plan. Besides that, planning is an important process in the management function, namely directing and controlling the process with the right strategy to empower teaching staff. In this case, empowering teaching staff through cooperation or cooperation in increasing the professionalism of teaching staff with education staff and other parties involved in implementing each activity.

Then the madrasa head empowerment activity program is grouped into three stages, namely long-term programs designed for activities over the next four or five years. Then the second, medium term, is a group of activity plans that are planned for an activity process lasting one to three years, and the third group is the short term, namely activity programs

designed for one year's activities or often called operational activity programs in daily activities. To see the similarities and differences between one madrasah and another, see the following table.

Table 2. Planning Comparison Matrix
Head of MAN Jambi Province in Empowering Educators

No	Activity Program	MAN 1 Kota Jambi	MAN 1 Ma. Jambi	MAN 1 Batanghari
1	Training and development of curriculum structure and content			
	a. Syllabus development training	14	14	14
	b. RPP development training	14	14	14
	c. KKM development training and assessment instruments	4	1	2
	d. Local Content Development	2	3	2
2	Leadership Training	2	2	4
	Promotion of position/training for madrasa head	1	1	2
	Continue education	3	5	7
3	Training develops teaching materials	14	14	14
	Training to develop media	11	10	8
	Training develops teaching approaches or methods	6	6	8
4	Training to develop creativity/journal/PTK	4	2	4
5	Organize educational visits/comparative studies	14	10	14
6	Improving the welfare of teaching staff cooperatives	-	-	14
7	Bring in a tutor	-	-	2
8	Take on additional duties	11	12	10

Sources: documents MAN 1 Kota Jambi, MAN 1 Muaro Jambi and MAN 1 Batnghari

The results of the research findings show that in long-term planning in empowering teaching staff, all Heads of MAN in Jambi province provide opportunities for teaching staff to improve their profession by helping develop vision, mission and goals, providing opportunities to take part in leadership training, promotion training and opportunities to continue their education.

Then in the medium term program there are several activities that have similarities, namely helping develop vision, mission and goals, attending training, developing curriculum, developing syllabus, developing lesson plans, and continuing education. Then, career development/best practices or creating mini research/journals are carried out by the head of MAN 1 Batanghari.

Then the madrasa head empowerment activity program is grouped into three stages, namely long-term programs designed for activities over the next four or five years. Then the second, medium term, is a group of activity plans that are planned for an activity process lasting one to three years, and the third group is the short term, namely activity programs designed for one year's activities or often called operational activity programs in daily activities. To see the similarities and differences between one madrasah and another, see the following table.

Similarities and differences in the implementation of madrasa head planning for empowering teaching staff in Jambi Province. It was found that in the main or main additional tasks, all of them provided four (4) additional tasks, namely representatives for the curriculum, student affairs, facilities and infrastructure, and the public relations section, namely the representative who manages relations between the madrasah and the community, and also the similarities in the duties as picket and as homeroom teacher.

2. Management Organization Program for Heads of State Madrasah Aliyah in Empowering Educators

Based on the time period, long-term plans are generally defined as plans with a period of four to five years, medium-term plans with a period of two to four years and short-term plans as plans with a period of one year. In the regulation of the Minister of National Education Number 19 of 2007 concerning Education Management Standards by Primary and Secondary Education Units, a medium-term work plan is formulated for a period of 4 years.[21] Then the function of planning is to determine the objectives and framework of action needed to achieve the objectives. In this case, it is necessary to assess the strengths and weaknesses of the madrasah in order to see and determine its opportunities and threats. Apart from that, it also determines strategies, tactics, regulations and rules based on scientific decision making. Then quoted in the regulation of the Directorate General of Basic Education, Ministry of National Education, there are several alternatives in the professional development of teaching staff, including:

1) teacher qualification improvement program or further study program,

2) equivalency and certification programs

3) competency-based integrated training program through academic qualifications of teaching staff, education and training, certification tests, providing opportunities for learning improvement. In this way, a clear, systematic and correct planning program for empowering teaching staff can have an influence in improving the quality and reputation of madrasas, both in programs to increase educational qualifications, training, and in terms of job promotion opportunities such as leadership training and training for prospective madrasa heads. Then continue with higher level education.

Organizing the empowerment of teaching staff at MAN 1 Jambi City, namely main, additional, supporting and extracurricular tasks, curriculum development and career development. In the main additional duties there are four positions, namely deputy head of curriculum, student affairs, civil service and public relations. Then there are four additional supporting tasks, namely head of library, language laboratory, science and computers. There are six extracurricular positions, namely OSIM supervisor, scouts, arts, religion, sports and PMR. Curriculum development consists of five positions, namely syllabus development, lesson plans, teaching materials, media and strategy. Then in career development, namely promotion, leadership, training in fields of study and continuing education.

Then organizing the empowerment of teaching staff at MAN 1 Muaro Jambi consists of main, additional, supporting and extracurricular tasks, as well as curriculum development and career development. The main teaching duties and main additional duties consist of the deputy heads of curriculum, student affairs, administrative staff and public relations. Furthermore, the supporting duties consist of the head of the library, language laboratory, science and computers. Then extracurriculars consist of OSIM coaches, scouts, arts, religion, sports, PMR, drum band and paskibraka. In addition, curriculum development consists of five positions, namely syllabus development, lesson plans, teaching materials, media and strategy. In career development, namely promotion, leadership, training in fields of study and continuing education.

Organizing the empowerment of teaching staff at MAN 1 Batanghari consists of four main additional duties, namely representatives of the curriculum, student affairs, civil service and public relations departments. Then there are additional duties to support six positions, namely head of the library, language laboratory, physics, biology, chemistry and plus computers. There are six extracurricular positions, namely OSIM supervisor, scouts, arts, religion, sports and PMR. Curriculum development consists of five positions, namely syllabus development, lesson plans, teaching materials, media and strategy. Then in career development, promotion, leadership training, training in each field of study and continuing education for teaching staff who have the ability and motivation.

Table 3: Organizing Comparison Matrix
In Empowering MAN Educators throughout the Province. Jambi

No	Organization of activities	Implementation	MAN 1 Kota Jambi	MAN 1 Muaro Jambi	MAN 1 Batanghari

1	Long Term Program
	a. Curriculum Seminar
	b. Leadership Training
	c. Job promotion training
	d. Continuing educators
		teaching staff
		Deputy head
		  a. Curriculum
		  b. The students
		  c. The relationship
		  d. Facilities and infrastructure
			✓
			
			✓
			✓
			-
			✓
				✓
				
				✓
				-
				-
				✓
					✓
					
					✓
					✓
					✓
					✓

2	Medium term Program a. Developing curriculum seminar b. The subject seminar c. Team works	Laboratory head a. Biology b. Physics c. Chemistry d. Language e. Computer f. Library	I P A ✓ - ✓	I P A ✓ - ✓	✓ ✓ ✓ ✓ ✓ ✓
3	The short term a. Curriculum seminar b. The subject seminar c. Invitation the tutor d. Cooperation e. Extra activities	Builder a. OSIM b. Rilegis c. Scout d. Sport e. Art f. PMR/UKS g. Paskibraka h. Drum band	✓ ✓ ✓ ✓ ✓ ✓ - -	✓ ✓ ✓ ✓ ✓ ✓ - -	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
		Additional Tasks a. Homeroom teacher b. Daily Picket	✓ ✓	✓ ✓	✓ ✓

Sources: documents MAN 1 Kota Jambi, MAN 1 Muaro Jambi and MAN 1 Batnghari

In the table above, it can be concluded that in the medium-term program the organization of tasks and positions in empowering teaching staff is grouped into main, additional and extracurricular tasks. Apart from that, in empowering teaching staff, they are also given the opportunity to take part in training in their field of study so that they have the ability to develop a career. Based on the table data above, it can be concluded that organizing the empowerment of teaching staff consists of main, additional, supporting and

extracurricular tasks, as well as curriculum development and career development through quality improvement.

3. Implementation of Management Planning for Head of State Madrasah Aliyah Empowerment of Educators ucators

The success in implementing the madrasa head's activity planning program in implementing the activity process in the field greatly influences the improvement of the quality and reputation of the madrasa. In this regard, the success of empowering teaching staff can be seen from their empowerment regarding their ability to carry out tasks, clarity of work, and ability to complete tasks. Empowerment is one way to help teaching staff develop their careers and professions in order to adapt the professional abilities of teaching staff to the demands of education and teaching.

Similarities and differences in the implementation of madrasa head planning for empowering teaching staff in Jambi Province. It was found that in the main or main additional tasks, all of them provided four (4) additional tasks, namely representatives for the curriculum, student affairs, facilities and infrastructure, and the public relations section, namely the representative who manages relations between the madrasah and the community, and also the similarities in the duties as picket and as homeroom teacher.

Furthermore, the differences generally lie in the advantages or characteristics of each madrasah. Here, it is usually found in the choice of extracurricular activities such as local or local content subjects. MAN 1 Jambi city extracurricular activities consist of OSIM, Scouts, religion, arts and sports. Then additional duties as head of the library, head of the language laboratory and science laboratory. Then extracurricular activities at MAN 1 Muaro Jambi consist of OSIM, Scouting, religious, arts and sports activities, and additional duties as head of the library, head of the language laboratory and science laboratory. Then MAN 1 Batanghari extracurricular activities consist of OSIM coaches, Scouts, religion, arts, sports, PMR/UKS, Paskibraka, and drumband. Furthermore, the addition of the head of the library, head of the language laboratory, head of the chemistry, physics, biology laboratories and head of the computer laboratory.

In relation to extracurricular activities, the availability of madrasa facilities is very influential because some activity processes require supporting tools, such as activities at MAN 1 Batanghari which are not carried out by MAN 1 Jambi City and MAN 1 Muaro Jambi because they must be supported by facilities and infrastructure, namely PMR/UKS activities, Paskibraka, and drumband. Then in specialization subjects, namely as head of the chemistry, physics, biology laboratory and as head of the computer laboratory which depends on the availability of supporting facilities relevant to the activity process.

Then the madrasa head empowerment activity program is grouped into three stages, namely long-term programs designed for activities over the next four or five years. Then the second, medium term, is a group of activity plans that are planned for an activity process lasting one to three years, and the third group is the short term, namely activity programs designed for one year's activities or often called operational activity programs in daily activities. To see the similarities and differences between one madrasah and another, see the following table.

Table 4: Implementing Comparison Matrix In Empowering MAN Educators throughout the Province. Jambi

No	Organizing		Activities/Position	MAN 1 Kota Jambi	MAN 1 Ma. Jambi	MAN 1 Batanghari
1	Pengem career building	Main tasks	Teaching			
		Main additional tasks	a. Curriculum representative	1	1	1
					1	1
			b. Student representative		1	1

No						
			c. Public relations representative	1	1	1
			d. Sapras deputy	1 1		
		Supporting Duties	Library head	1	1	1
			Lab Language	1	1	1
			Laboratory head	1	1	3
			a. Biology	-	-	1
			b. Physics	-	-	1
			c. Chemistry	-	-	1
			d. Computer	1	1	1
		Extracurricular	a. Pembina OSIM	1	1	1
			b. Pem. Scout	2	2	2
			c. Pem. Religiuos	1	1	2
			d. Pem. Art	1	1	1
			e. Pem. Sports	1	1	1
			f. Pem. Drum Band	-	1	2
			g. Pem. UKS PMR	PMR	UKS	UKS,KIR
			h. Pem. Paskibraka	-	1	-
2	Training/ seminar	Curriculum development	a. Syllabus development	14	14	14
			b. RPP development			
			c. Development of teaching materials	14	14	14
			d. Media development	14	14	14
			e. Strategy development	14	14	14
				14	14	14
		Career development	Job promotion training	2	2	4
			leadership	2	2	4
			Field of study	14	14	14
3	Continuing educators			2	5	7

Sources: documents MAN 1 Kota Jambi, MAN 1 Muaro Jambi and MAN 1 Batnghari

It is believed that several extracurricular activity programs held by madrasas can contribute to maintaining discipline, enthusiasm, quality and reputation of the madrasah. Apart from that, the extracurricular activity program developed by the madrasah also provides its own value to the environment around the madrasah, especially in extracurricular activities which provide many benefits for the community. In connection with this, the activities carried out by each madrasah should be related to humanity, religion, arts, sports and social values in preserving culture so that students will love regional customs more.

Then the madrasa head empowerment activity program is grouped into three stages, namely long-term programs designed for activities over the next four or five years. Then the second, medium term, is a group of activity plans that are planned for an activity process lasting one to three years, and the third group is the short term, namely activity programs designed for one year's activities or often called operational activity programs in daily activities. To see the similarities and differences between madrasas Then the madrasa head empowerment activity program is grouped into three stages, namely long-term programs designed for activities over the next four or five years. Then the second, medium term, is a group of activity plans that are planned for an activity process lasting one to three years, and the third group is the short term, namely activity programs designed for one year's activities or often called operational activity programs in daily activities.

3. Management Supervision of the Head of the State Madrasah Aliyah in Empowering the Educator

Management's supervisory function includes setting standards, supervision, and measuring performance/implementation against standards and providing confidence that organizational goals are achieved. Supervision is closely related to planning, because through supervision the effectiveness of management can be measured. A hypothesis can be drawn that educational empowerment is a conscious effort carried out using structured methods with the ultimate aim of developing and advancing education itself, so that it conforms to the expectations of oneself, society and the nation.

Supervision is the process of activities carried out in an effort to review, observe and ensure that planning can run correctly and be managed responsibly in accordance with the objectives that have been set. Then supervision in the world of education is often known as supervision activities, which is one of the management activities of madrasah heads which is carried out to see or review the implementation of planned programs, running according to predetermined expectations or goals. From the data from research findings conducted at three madrasahs, there are several important points that need to be considered in supervision actions, the results of research findings regarding the supervision activities of each madrasah head.

In annual supervision, the school principal reviews the implementation or implementation of planning programs that have been realized and those that have not, then reviews the percentage of programs that are successful and can be developed according to the goals that have been set and whether they achieve the targets. Then monthly supervision is supervision or review of the success or quality of the processes carried out or implementation of the vision and mission in an effort to achieve goals. Apart from that, the madrasa head also holds weekly supervision which is carried out every Monday morning in an effort to provide motivation and then daily supervision is carried out to ensure that the learning process and daily activities remain conducive.

Research data shows that the head of MAN 1 Jambi City carries out supervision over the entire planning program implementation process which is implemented in activities carried out in three stages, namely supervision of long, medium and short numbers. The first is long-term supervision, namely monitoring the implementation of planning carried out by the head of the madrasa for one or five years, the second is medium-term supervision supervising the teaching and learning process and finances, and the third is short-term, weekly, namely a process of supervising learning activities for one year, weekly and Daily supervision, namely supervising daily activities carried out every Monday.

The development of science greatly influences the world of education, in this case intensive supervision is needed from the head of the madrasah so that the learning process remains smooth, high quality and conducive. As research findings at MAN 1 Batanghari show, the supervision carried out by the head of the madrasah is very useful, especially in efforts to coordinate, review and review the implementation of planning programs in their contribution to the progress and success of the madrasah.

In this case, the planned supervision programs must be able to run well so that the results of the supervision can be used as a guide for future planning. So, in this case, the madrasa head's supervision program must have a guide, supervision schedule, aspects to be supervised, assessment standards, assessment criteria, a list of activities and names of teaching staff who will be supervised, and facilities for carrying out supervision.

Table 4: Monitoring Program Comparison Metrics Head of Madrasah Jambi Province

No	Description of activities	MAN 1 Kota Jambi	MAN 1 Muaro Jambi	MAN 1 Batanghari
		Monitoring Program		
1	Long Term a. Preparation of Annual Program (vision, mission and objectives) b. Evaluation of KBM c. Inventory Book Closing	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
2	Medium-Term a. Evaluation of teaching staff regarding students who need assistance in developing student b. Carrying out financial investigations, employee / teacher salaries, c. Evaluate monthly reports d. Evaluate office needs, and monthly shopping plans, and other humanitarian finances	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
3	Short-term a. Flag ceremony b. Morning exercise c. Check the agenda d. Weekly meeting e. Check the teacher attendance list f. Organize and check BK activities g. Check the Learning Unit program	✓ ✓ Kadang-kadang ✓ Kadang-kadang Jarang	✓ ✓ Jarang-jarang ✓ Kadang-kadang Jarang	✓ ✓ Senin ✓ Kadang-kadang ✓

Sources: documents MAN 1 Kota Jambi, MAN 1 Muaro Jambi and MAN 1 Batnghari

In the monitoring program, it was found that there were several activities carried out by the Madrasa head both administratively and in implementation in the field. Long, medium and short term monitoring activities. In supervision activities, almost all activities have similarities, both long, medium and short term, and differences in checking the readiness of the Learning Unit program for teaching staff. Minister of Religion Regulation no. 58 of 2017 concerning Madrasah Principals, where and what are the duties, functions and responsibilities of Madrasah Principals, in this regulation it is explained that the duties and authority of madrasah principals include several things, namely: [22]

a) The Madrasah Head carries out managerial duties, develops entrepreneurship, and supervises educational staff

Regulation of the Minister of National Education of the Republic of Indonesia number 13 of 2007 concerning School/Madrasah Principal Standards explains that school principals have the following duties and functions:[23]

a) School/madrasah planning at various levels

b) Monitoring the implementation of school/madrasah activities in accordance with applicable supervision standards.

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking of this article is processed as below.
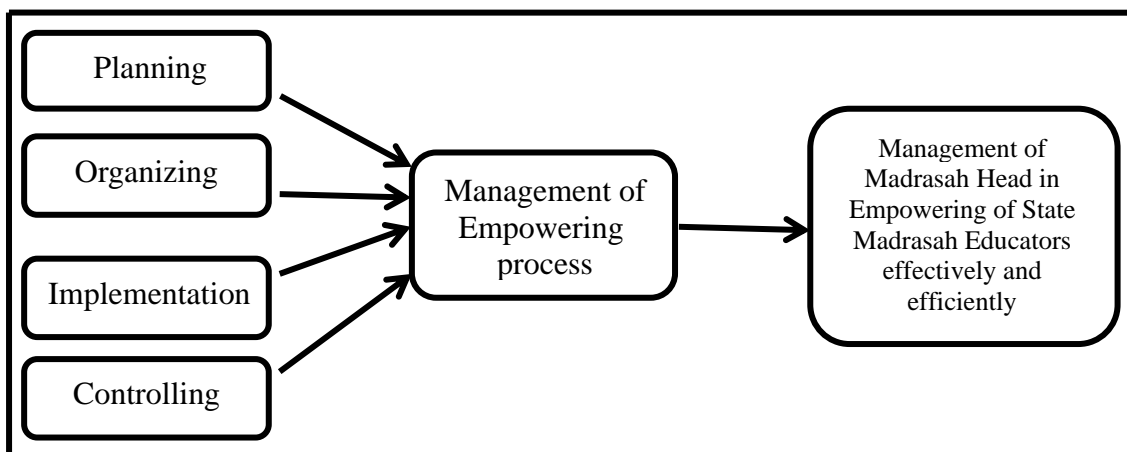
Sources: Winoto S, G R Terry, Koontz's
Figure 1: Conceptual Framework

Based on the conceptual framework picture above, then: (1) the correct, orderly, accurate and systematic planning of madrasah heads makes a significant contribution to empowering teaching staff. (2) Organizing teaching staff with accountable standards and criteria makes it easier to distribute teaching staff evenly. (3) An appropriate implementation process can provide a positive impact in empowering teaching staff. (4) Routine and continuous supervision has an influence on the implementation process in the field in a conducive manner. The correct, systematic, accurate and accountable management of madrasah principals in empowering teaching staff can have a significant impact in minimizing the placement gap and equal distribution of State Madrasah Aliyah teaching staff in Jambi Province.

Discussion
1. Head Madrasah Planning in Empowering Educators
Then planning in the management of madrasa heads makes a significant contribution to empowering the teaching staff of State Madrasah Aliyah throughout Jambi Province. Q. S Syuroh Al Hasyr/ 59 :18 also explains the importance of planning "*O you who believe! Have faith in Allah and let everyone pay attention to what he has done for tomorrow (the afterlife), and be devoted to Allah. Indeed, Allah is very careful about what you do.*"[24] It is emphasized that previous actions and words should be used as lessons for the future, and become a guide in living life in the future, by making plans and thinking about what must be done tomorrow.

In order to improve maximum service at madrasas, first of all, abilities and skills in planning management are needed for madrasa heads to prioritize and design planning programs so that the activity process is effective and in line with expectations. In this case, adequate resources are needed, both human resources and other resources, relevant facilities and infrastructure. In line with developments in science and technology, like it or not, the education system must synergize with these advances, this is a sign that the world of education must always be evaluated following contemporary technological advances, both in terms of curriculum and management systems.

The research results also prove that the curriculum used by madrasas generally uses the independent curriculum. From the research data, it also proves that in general state madrasahs since 2022 have used the independent curriculum, so that in the planning program the head of the madrasah is guided by the independent curriculum, in this case the ability of the madrasah in managing or managing the planning of the learning program is really needed in the process. activities in the field according to the contemporary curriculum.[25]

This is also supported by G R Terry's opinion quoted in Sedarmayanti where management is a typical process consisting of planning, organizing, moving and controlling the work or task itself in an effort to determine the targets that will be achieved according to the objectives by utilizing available resources. available effectively. In utilizing resources or empowering and adding strength or providing assistance so that they can do work in accordance with their duties and responsibilities.[26]

Thus, the head of the madrasah as manager, designer and maker of program plans must have the knowledge, ability and skills in compiling, developing and determining a program with truly planned, clear, orderly and systematic priorities so that the planned program can become a guidelines and guidelines as a reference and reference in the implementation of all programs so that activities are carried out and carried out with the right process and can achieve the expected goals.

Based on the results of research and theoretical studies, it is proven that empowering appropriate teaching staff resources from madrasa heads plays an important role in educational progress. This can be seen in planning the appropriate placement and division of tasks or positions of teaching staff which will have an influence on the future development of the madrasa, especially in the implementation of their duties and responsibilities. Placing teaching staff positions that are in accordance with their abilities and skills is the main key to progress. Sergiovanni, Barlingome, Coonbs and Thurton in Saiful explain that management is a process of working with and through others to accomplish organizational goals efficiently. an organization to achieve goals.[27]

Thus, it can be concluded that a clear and precise plan will greatly determine the progress and development of an institution or agency in the future. Madrasa head planning can be seen in developing a vision and mission to become a guide in the field for annual, monthly, weekly and daily plans effectively and efficiently so that goals can be achieved. This is supported by the opinion of Alford and Beatt in Robert Lloyd and Wayne Aho that Planning is a thinking process, an organized foresight, a vision based on fact and experience that is required for intelligent action.[28] planning is a process of thinking, and ideas or thoughts which is used for organized foresight, and expressed in the form of a vision and mission based on facts and experience needed for appropriate action. Process activities that are carried out correctly and organized regularly will produce quality products.

Besides that, the madrasa head's planning can serve as a guideline as a benchmark or standard for madrasa work in implementing activity programs in the field, including standard strategies, methods, scope of objectives to be achieved, how many resources are needed to achieve success or targets, as explained by Koontz that planning is deciding in advance - what to do, when to do & how to do. Planning is a systematic thinking about ways & means for accomplishment of pre-determined goals.[29] where planning is an act of systematic and orderly thinking in determining what to do so that it develops, when and how to do it, as well as the facilities needed, then the main priorities that required to be relevant to the activity program during implementation in the field in an effort to achieve an expected target or goal.

Furthermore, planning can also be referred to as the foundation of an activity or project, in this case how could a job or activity be without prior planning, it is feared that the process of implementing actions in the field does not have standards so that the work is wasted and will lose the direction and goals developed. This is in line with Bateman & Snell's opinion quoted in Robert Lloyd and Wayne Aho, explaining that Planning is the systematic process of making decisions about goals and activities the organization will pursue.[30]planning is a systematic or orderly process for making decisions about what activity programs will be implemented in an effort to achieve a target or goal of an agency or organization. This means that the role of planning is very important in creating a program to assign or distribute tasks

to teaching staff according to the skills and knowledge they have so that they carry out their responsibilities in accordance with expectations.

Thus, it is hoped that appropriate planning management in a systematic program to empower teaching staff resources owned by an institution or agency is expected to contribute to significantly increasing the progress and development of madrasas. With quality planning, it is hoped that it will provide appropriate alternative solutions to minimize and control shortages in the need for teaching staff at madrasas. This is in line with Koontz's idea that planning is deciding in advance - what to do, when to do & how to do. Planning is a systematic thinking about ways & means for accomplishment of pre-determined goals. Guided by Koontz's idea that planning is deciding what should be done for progress, when, and how to do it, it is poured into planning where planning is about how, and tools or means needed to achieve goals described with systematic thinking.

Added by Alford and Beatt in Robert Lloyd and Wayne Aho that Planning is a thinking process, an organized foresight, a vision based on fact and experience that is required for intelligent action. planning is a thinking process, a foresight organized in vision and based on facts and experience for appropriate action. He explained that Planning is the systematic process of making decisions about goals and activities the organization will pursue. Here, planning is a systematic process of making decisions to achieve goals and what actions must be taken by the organization.[30] planning is a process of regular activities in making decisions to determine the actions taken to achieve goals.

2. Management Organization Program for Heads of State Madrasah Aliyah in Empowering Educators

Organizing teaching staff with appropriate and accurate standards and criteria makes a significant contribution to the process of placing and distributing tasks carried out by madrasah heads. Organizing teaching staff is the process of arranging and dividing the tasks of teaching staff, thus the management of madrasah heads in empowering State Aliyah Madrasah Educators is a series of management processes carried out by madrasah heads in organizing and distributing tasks to teaching staff according to their abilities and knowledge.

Rasululloh said, "*Whoever holds authority over a matter concerning the Muslims, then he gives a task to someone, while he knows that there is someone better than that person, he has betrayed Allah, His Messenger and the Muslims*."If a task or position is given to the wrong person while the leader knows that there is someone who is competent, in fact he has betrayed Allah SWT, the Messenger and the Muslims, and HR Bukhari explained that the Prophet said, "If a matter is handed over to someone who is not an expert, then wait the hour of its destruction."[31]

Organizing is a series of processes carried out to distribute and assign work to someone in a position or task. In order for this placement to meet expectations, a person's skills and abilities in management are required. In line with Hasibuan's opinion quoted in U. Saefullah that management is the science and art of managing the process of utilizing human resources effectively, which is supported by other resources that are useful for achieving certain goals, through two systems, namely the organizational system and administration system.[32] Sedarmayanti that management is the process of empowering human or non-human resources in an effort to achieve the goals of an institution or organization effectively and efficiently.[33]

Then the placement and distribution of positions or tasks to teaching staff is one form of empowering teaching staff. Empowerment is the act of giving strength to teaching staff so that they can have strength or be empowered. So empowering teaching staff is an action in an effort to give strength to teaching staff so that they have the power to carry out their duties, functions and can work according to expectations. In line with the opinion of Draft and Marcic in Winoto S that empowerment is a management process to provide power so that

resources have the power to achieve goals.[34] it is explained that in achieving goals, resources are needed to do the work, for this reason the ability of managers or managers is needed in assigning tasks. that correctly.

Furthermore, in organizing the process of placing or dividing the duties of teaching staff, the ability of the madrasa head is needed to determine criteria or standards in making decisions on the distribution of duties of teaching staff so that they are in accordance with expectations. Then the standards or measurements must be clear, precise and measurable in the division of tasks and positions so that carrying out tasks and responsibilities is as expected and runs well so that empowering teaching staff can be effective and efficient. Matter This is supported by Theo Haimann's opinion quoted in Saffarudin explaining that Organizing is the process of defining and grouping the activities of the enterprise and establishing the authority relationships among them. Organizing is a series of activity processes in determining, distributing and grouping work activities to build authority relationships between them.[35]

In connection with this, the organization carried out is a series of process activities for the head of the madrasah to determine or distribute tasks to teaching staff in additional positions in an effort to empower teaching staff to meet the needs of the madrasah and the needs of the teaching staff themselves. This is also supported by G E Milward's opinion quoted in Jayraj that Organization is a process of dividing work into convenient tasks or duties, of grouping such duties in the form of posts of delegating authority to each post and of appointing qualified staff to be responsible that the work is carried out as planned. It is explained that organization is a process of activities in dividing, grouping tasks and work within positions and delegating authority, determining and appointing staff who meet the requirements to be responsible for the work so that it is carried out as planned.[36]

Thus, the process of organizing the placement and distribution of teaching staff in madrasahs is also carried out through several processes, including making a list of the main priorities of teaching staff who will be given additional tasks, then grouping additional tasks, determining the final educational qualifications that require additional tasks, and status. staffing. As stated by Koontz and O'Donnell quoted in Syafaruddin Organization involves the grouping of activities necessary to accomplish goals, and plans, the assignment of these activities to appropriate departments and the provision of authority, delegation and co-ordination. explained that organizing is grouping activities, creating sequences, and determining appropriate tasks to achieve goals.[37]

Henry Fayol in Qurrata Akyuni to organize a business is to provide it with everything useful or its functioning i.e. raw materials, tools, capital and personnel. To organize a business involves determining & providing human and non-human resources to the organizational structure.[38] organizing is the process of distributing work or activities to something useful to function as equipment, capital, or personnel, in organizing a business it involves determining & providing human and non-human resources. For the organizational structure, organizing, distributing and assigning tasks to teaching staff, apart from having a clear plan, must also have a clear management method or strategy. This is emphasized by Maisah et al.'s explanation that managing an institution must be strategic in managing something. On the other hand, Sarinah explained that in a series of organizing processes there is also an activity, namely the synchronization and combination of all the resources contained in the organization which are combined into one to achieve organizational goals. In this case, in organizing, apart from the process of grouping, placing and dividing tasks, there is also a series of processes of synchronizing or connecting several people, so that they can work together in one environment to achieve organizational goals effectively.[39]

Then, in organizing teaching staff, clear relationships and division of work are expected. By building the right relationships, and facilitating coordination so that activities

become easy to carry out. Apart from that, the utilization of HR components and the right relationship between work, people, implementation and facilities can be balanced so as to create effective and efficient work, and coupled with clear delegation of each individual so that they know their respective tasks and organizing can be carried out effectively. and efficient. Then Rasululllh said, "Whoever holds authority over something in the affairs of the Muslims, then he gives a task to someone, while he knows that there is someone better than that person, he has betrayed Allah, His Messenger and the Muslims.[40] leaders in placing and giving tasks or positions that are not in accordance with his knowledge and abilities, while the leader knows that there is someone else who has better knowledge and abilities, in fact he has betrayed Allah SWT, the Messenger and the Muslims. This proves that Allah hates a leader who does not have the ability to place or assign tasks to someone who does not have the knowledge and ability in the position or task given. (Hadith History of Al-Hakim) If an affair, task or position is given to a person who does not have the knowledge and ability and cannot progress, wait for his destruction.(HR Bukhari).[41] If or when teaching staff are assigned or hold duties or positions, they should always be responsible by always establishing good cooperation in a team and using their abilities in accordance with the knowledge they have. In the Minister of National Education Regulation Number 16 of 2007 which contains Academic Qualification Standards and Teacher Competencies, teaching staff must have academic qualification standards that must be met and competencies that must be mastered.[42]

There are many things that need to be considered in organizing or placing teaching staff in a task or position, including having clear criteria or accurate standards, especially for certain tasks and positions that must have abilities and skills. Law Number 14 of 2005 Teachers and Lecturers [43] teachers and lecturers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, meet the requirements of the higher education unit where they work, and have the ability to realize In connection with this, in organizing teaching staff it is necessary to have clear and valid standards or criteria in empowering teaching staff in a task that must be in accordance with the abilities and knowledge they have so that the tasks given can be carried out correctly and precisely.

4. Implementation of Management Planning for Head of State Madrasah Aliyah Empowerment of Educators

The process of implementing appropriate planning according to the planning design can make a significant contribution to the management of madrasah principals in empowering teaching staff. The management of madrasah heads in empowering teaching staff must be appropriate and carried out correctly and precisely. Syurah Al Kahf/ 18: 2. that "*as straight guidance, to warn of a very painful punishment from His side and to give good news to the believers who carry out wisdom that they will receive a good reward*" [44]in giving, distributing and placing teaching staff in tasks or positions must be truly fair according to rules or policies so as not to cause problems. If it does not comply with the regulations, it is feared that it will cause problems.

In improving the academic quality of madrasahs, the head of the madrasah as a manager must have and understand knowledge in actuating, namely the process of implementing plans that are determined in accordance with his duties, authority and function. Actuating is the implementation of directing human and non-human resources so that they can work according to their function. In line with George R. Terry's opinion quoted in Hasibuan Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts.[45] Actuating is the process of directing members to carry out their duties and functions.

In directing or managing resources, especially arranging the duties and functions of placing teaching staff in the right positions, the head of the madrasah must also have and master the science of actuating, in line with this, Jahari J explained human resource management, namely about management science in arranging tasks and authority of resources. human resources in the activities of institutions/organizations.[46]

Added by Boxall and Purcell quoted in Bearbwell that HRM is the most widely recognized term in the English-speaking world to refer to management activities in organizing work and employing people.[47] human resource management is the management, organize work and employ everyone in an institution or agency. In connection with this, in empowering the teaching staff here, the head of the madrasah can make efforts for each teaching staff and be able to fulfill the mandatory load, namely 24 hours of face-to-face contact per week, provided that if the primary administration of the educational staff cannot fulfill the workload, the head of the madrasah can assign tasks additionally with certain positions.

Apart from that, madrasa heads must also understand the ratio of the number of students to teaching staff to calculate the load or mandatory face-to-face hours for BK and ICT counseling guidance subjects where the mandatory load is equivalent to five study groups or 150 students. These additional tasks are other additional tasks that are relevant to the function of teaching staff, in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014, explaining Extracurricular Activities for Primary and Secondary Education.[48] then several types of additional duties of teaching staff can be seen in the following explanation.

a) deputy principal of the school/madrasah;
b) head of a skills program or similar;
c) head of the school/madrasah library;
d) head of a laboratory, workshop, production unit, or similar at a school/madrasah;
e) special supervisors in educational units that provide inclusive education;
f) homeroom teacher;
g) curriculum compiler for the educational unit;
h) supervisor of assessment and evaluation of learning processes and outcomes;
i) mentor novice teachers in the induction program;
j) student supervisor in extracurricular activities;
k) supervisor in the preparation of scientific publications and/or innovative works; And supervisor in the class for which he is responsible (especially class teachers).

Then, in the distribution of main and other additional tasks that are relevant to the function of the school/madrasah which can be given to teaching staff, here they are grouped into two types or two forms which are adjusted to the period of validity which are classified into 2 forms, namely:[49]

a) additional duties for a period of 1 year (e.g. homeroom teacher, mentor for novice teachers in induction programs, and the like); And
b) additional duties for a period of less than 1 year (e.g. supervisor of students in extracurricular activities, supervisor in the preparation of scientific publications and/or innovative works, and the like).

It was then also explained that assignments must be tasks that are relevant to the function and authority of the madrasah, and for additional tasks, educational staff are only given a maximum of 2 (two) types of activities per year, in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 15 of 2018 explaining regarding fulfilling the workload of teachers, school principals and school supervisors. [50] This means that each teaching staff may only receive two additional types of

assignments or positions in one year and is not permitted to receive additional assignments of more than two additional types of assignments.

In this case, so that the implementation of the plan is realized correctly, the head of the madrasah must place and assign tasks according to the knowledge and abilities they have so that the tasks given can be carried out correctly and responsibly. This is in line with Boxall's opinion in Beardwell J & Amanda that Human resource management refers to a collection of policies used to organize work in the employment relationship.[51] in managing the tasks of an institution or agency, a leader must also understand the science of human resource management must refer to the policies used in regulating employment and employment relations.

In connection with this process, in arranging and distributing the tasks of teaching staff at Madrasah Aliyah Negari, as the head of the madrasah, you must understand the relationship between the main tasks and additional tasks given to teaching staff so that assigning and distributing tasks to teaching staff is appropriate according to needs. both the capacity of the madrasah and the latest educational qualifications held by the teaching staff concerned, are in line with the opinion of Boxall and Purcell (2011) in Bearbwell J & Amanda Thompson (2017). So, in giving tasks and positions to subordinates, as a leader you must have knowledge in managing resources, both human resources and other resources.

5. **Management Supervision of the Head of the State Madrasah Aliyah in Empowering the Educator**

The head of the madrasah needs to create a planning program to carry out monitoring of the implementation of the planning program design: supervision schedule, assessment criteria, supervision methods, tools for supervision and other matters related to supervision activities. In the Qur'an Syuroh Al Infithar: verses 10-12 it is explained that *the function of supervision is 10. and indeed for you there are (angels) who supervise (your work). 11. The noble (with Allah) and the one who records (your deeds). 12. They know what you do.* In fact, humans are under surveillance at all times.[52] Supervision is a very important function and role in life to control all human actions and behavior in carrying out their duties as caliphs on earth so that life is not in vain. In the management of madrasa heads in empowering MAN teaching staff throughout Jambi province needs supervision.

The development and success of planning implementation cannot be separated from the supervisory role of the madrasa head as a leader in implementing planning in the field on a regular basis. Madrasah head "A headmaster is a man who is the head teacher of a school. [mainly British, old-fashioned] Synonyms: principal, head [informal], head teacher, rector More Synonyms of headmaster.[53] The head of a madrasa is a man who is given the task of serving as the head of the Madrasa whose job is to supervise. Supervision or control is a series of activity processes carried out by leaders in an effort to review, assess and check the success of the process of implementing planning activities in the field to obtain a real picture of implementation to be used as a reference or guide in making decisions or corrective actions in the future. This is in line with Thenmozhi M's opinion that Controlling is the function of ensuring that the divisional, departmental, sectional and individual performances are reliable and in accordance with the determined objectives and goals. [54] Controlling is an action or activity that aims to assess, review, controlling and controlling to ensure that the process runs successfully, and can smoothly achieve the expected goals. In connection with this, as a madrasah head manager, you need to create a monitoring program and implement it regularly to ensure that the learning process runs optimally.

Through supervision (controlling) by the head of the madrasah as an assessor of the progress of a work activity process to ensure that activities or performance are in accordance with what was planned, supervision must be carried out continuously and sustainably so that

there are no deviations between the results and the plans that have been set. In Law of the Republic of Indonesia number 20 of 2003, the head of an education unit is a person who is given the authority and responsibility to lead an institution or educational unit. the main duties of a head is to supervise the activities of the madrasa. Regulation of the Minister of National Education of the Republic of Indonesia number 13 of 2007 concerning Madrasah Principal Standards, namely the duties and functions of madrasa principals, among others:[55]

a) Madrasah planning at various levels
b) Management of madrasa facilities and infrastructure so that they can be used optimally.
c) Assessment of the learning/mentoring process includes aspects of planning and implementing learning/mentoring, evaluation and assessment, analysis of assessment results, and implementation of follow-up to assessment results.
d) Assessment of the implementation of additional tasks or other tasks relevant to the function of the madrasah includes aspects that are in accordance with the competency of the main tasks and functions.

Then, as a leader, you must also be able to create or establish performance measures, standards or criteria as a basis for taking actions or decisions that can be used in assessment activities in the monitoring process to support the expected results in accordance with the criteria stated in the planning program. Through clear, directed, systematic and measurable monitoring steps, it is hoped that the activity programs in the planning can be implemented well and run successfully according to the targets set in the vision and mission to achieve the goals.

Furthermore, Koontz & O'Donell were quoted in Suhardi who explained that Controlling is the measurement & correction of performance activities of subordinates in order to make sure that the enterprise objectives and plans desired to obtain them as being achieved. Supervision is a process of action that aims to observe, assess and control the process so that it continues to run smoothly and is conducive so that implementation in the field is according to plan and achieves the expected goals. Several steps can be taken in supervision: [56]

a) Establishment of performance standards. (setting performance standards)
b) Measurement of actual performance. (Real performance measurements)
c) Comparison of actual performance with the standards and finding out deviation if any. (Comparing real performance with standards and looking for deviations if any)
d) Corrective action. (Makes corrections)

Supervision is a series of activities carried out to review or control the planning implementation process so that it runs according to the plan, in the event that there is a need for guidance or guidance in supervision, including setting work standards, determining measurements or criteria, making comparison standards between actual or actual work and standards that have been set, to see the impacts that occur, and create assessment guidelines for supervision or correction and carry out various actions for improvement if there is a deviation in implementation in the field.

Supervision is an important role in agencies or institutions to control and control the implementation of programs in the field so that they run according to plan, improve, develop and maintain the quality and reputation of the institution/agency both in the quality of management, service, implementation and improvement of human resources and other resources. so that it can function effectively and efficiently.

Based on the results of research findings and analysis, it shows that the management of madrasa heads in empowering teaching staff at State Madrasah Aliyah (MAN) throughout Jambi Province is still not running optimally, this can be seen in several implementation processes of planning programs which have not yet been realized. As a leader and manager of

an institution or agency, you must know which programs have not been implemented and which still need to be improved, developed and which are considered good.

In this case, to find out whether the program has been realized or not, regular supervision by the head of the madrasah is required, namely by creating an annual, monthly, weekly and daily monitoring program. With continuous supervision activities in monitoring processes in the field, it is hoped that planning implementation can run optimally. In connection with this, to prepare a planning plan, of course the head of the madrasa must first create standards or criteria for creating, distributing or grouping a series of activity programs into units according to the type of activity in the group with the characteristics or characteristics chosen for each group. the. So that the distribution of tasks or work to each teaching staff is adjusted to the criteria and needs of the madrasah, teaching staff and other available resources.

Then the criteria or standards that are prepared must be clear, systematic and accurate so that organizing, creating and compiling programs of main activities and other relevant extracurricular activities can be in accordance with the needs of the madrasah. Apart from that, the criteria or standards prepared must also consider and be synchronized with contemporary regulations and policies. In this way, it is hoped that the implementation process of the planning program can run effectively and efficiently.

Furthermore, in empowering teaching staff in madrasas, it is hoped that the planning program will be clear, valid and accurate, and have standards and criteria in arranging, distributing and arranging tasks and positions so that in the placement and distribution of teaching staff there are no gaps between madrasas located in city districts and in the regions. In an effort to minimize this gap, clear and valid data is needed regarding the ratio of the number of students in madrasas to the teaching staff, study groups and departments available. Regulation of the Minister of Education of the Republic of Indonesia Number 41 of 2007 Standards for Primary and Secondary Education Unit Processes explains that the requirements for implementing the learning process for each study group are that the maximum number of students at the SMA/MA education unit level consists of thirty-two (32) students, knowing The number of students, majors and study groups can predict the need for teaching staff at a madrasa.[46] by knowing the number of students at a madrasa, you can predict the number of study groups, number of classes and the number of teaching staff needed, in this case regular and ongoing supervision is needed.

Empowerment to grow all abilities and all beliefs to support independence; (3) protection, namely protecting weak groups from being oppressed by strong groups, avoiding unequal competition between the strong and weak, and preventing exploitation. Empowerment must be directed at eliminating all types of discrimination and domination that do not benefit the poor, protecting the weak, disadvantaged groups and isolated communities; (4) support, namely providing guidance and support so that clients are able to carry out their roles and life tasks. Empowerment supports clients from falling into increasingly weak and marginalized situations and positions; (5) fostering, namely maintaining conditions conducive to balanced distribution between various groups.

Based on the results of the research findings above, the researcher concludes that in the distribution for equal distribution and placement of teaching staff in tasks and positions, clear, systematic and accountable management strategies are needed and using appropriate techniques by determining accurate criteria in the arrangement and division of tasks in order to achieve goals effectively and efficiently. In connection with the research findings above, the researcher tried to combine Winoto S's ideas with the explanation from Prof. Dr Maisah, Prof. Dr. Dr. using appropriate techniques to achieve goals effectively and efficiently figure 4. 5. Figure 4.5 explains the process in managing the empowerment of teaching staff with an idea, namely MALD Empowerment Management (Management of Actually Landscape

Decision), namely strategic management in empowering resources by distributing, arranging and dividing tasks appropriately to minimize the gap in the ratio of teaching staff. in meeting the needs of madrasas effectively and efficiently. In other words, strategic management in MALD empowerment or MALD empowerment of management is an idea that researchers are trying to develop in the management of empowering human and non-human resources through an organizing or distribution process by setting standards or criteria used in making clear, precise, systematic and accurate decisions. to achieve goals effectively and efficiently.
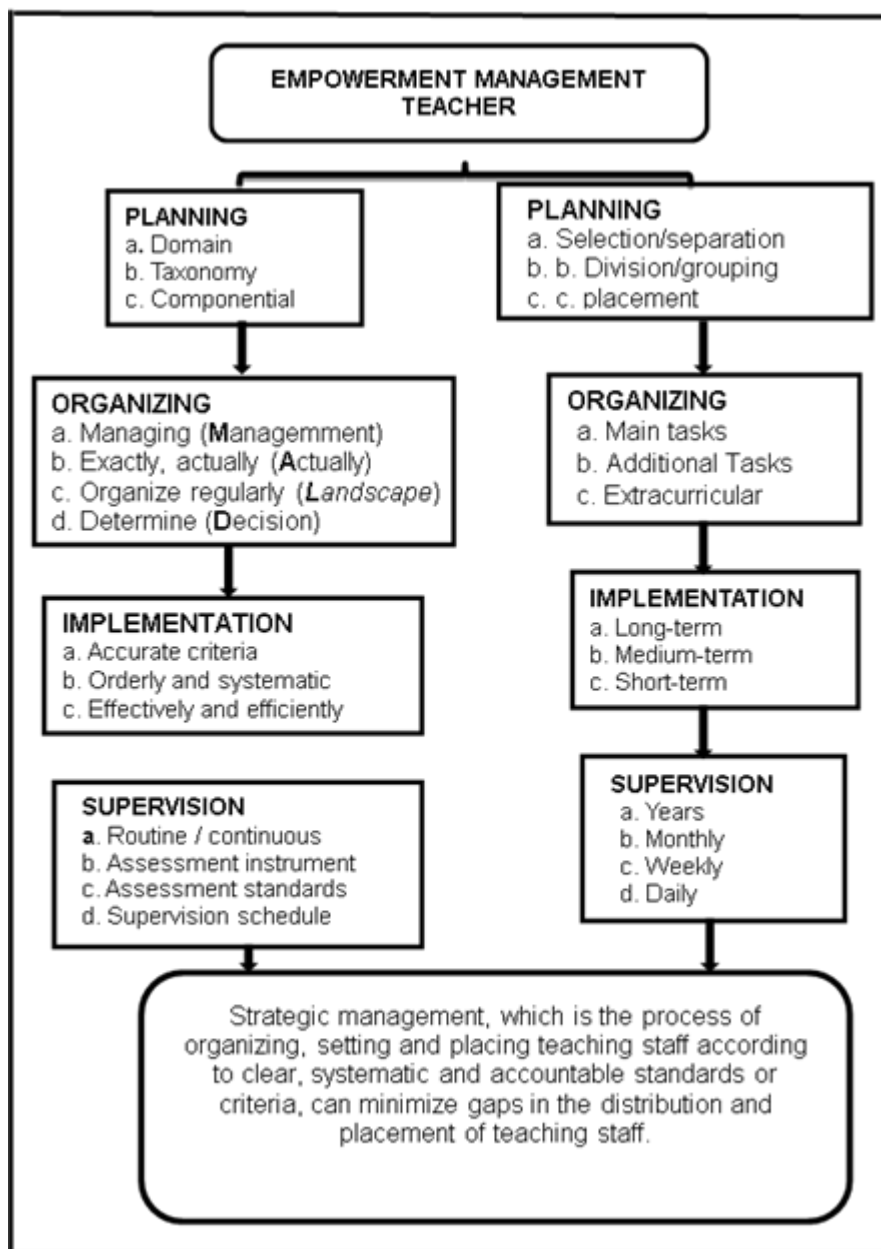
Figure 2: Management of Actually Landscape Decision (MALD)

CONCLUSION

Based on the theory, relevant articles and discussion, the correct, systematic, accurate and accountable management of madrasah principals in empowering teaching staff can have a significant impact in minimizing the placement gap and equal distribution of State Madrasah Aliyah teaching staff in Jambi Province. In connection with this, the conclusions of the

research results in Madrasah Head Management in Empowering State Madrasah Aliyah (MAN) Educators in Jambi Province are as follows.
1. The correct, orderly, accurate and systematic planning of madrasah heads makes a significant contribution to empowering teaching staff.
2. Organizing teaching staff with accountable standards and criteria makes it easier to distribute teaching staff evenly.
3. An appropriate implementation process can provide a positive impact in empowering teaching staff.
4. Routine and continuous monitoring can have a significant impact on the process of implementing planning programs in the field.

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