



Commitment of the *Madrasah* Principal in Improving MTsN Services in the Kepulauan Riau

Siti Mariyah¹, Ahmad Syukri², Badarussyamsi³

¹STAI Miftahul Ulum Tanjungpinang, ^{2,3}UIN Sulthan Thaha Saifuddin Jambi

E-mail: riamardia90@gmail.com¹; ahmadsukriss@uinjambi.ac.id²;

badarussyamsi@uinjambi.ac.id³

Abstract

The purpose of this research is to determine the form of educational services that have been implemented by the madrasah principal of the State Madrasah Tsanawiyah (MTsN) in the Kepulauan Riau, and the commitment of the in improving the educational services of the MTsN in the Kepulauan Riau. This research madrasah principal is a type of field research with a descriptive qualitative approach. The subject of this research covers aspects related to the commitment of the madrasah principal in organizing the cultural governance of educational services at the MTsN in the Kepulauan Riau, which consists of the leadership of the MTsN in the Kepulauan Riau, as well as teachers and other educational staff. The data collection techniques are through documentation, behavioral observation, or interviews with participants. The data was then analyzed through three components, namely data reduction, data presentation and conclusion drawing. The results of this research show that madrasah principal must be committed to taking real action to improve the quality of education at MTsN in the Kepulauan Riau. Concrete steps that can be taken are to initiate teacher training programs, update the curriculum to reflect the latest developments, and strive for (tangible) facilities that are comfortable and conducive to learning. The madrasah principal must also try to always be open to input from all parties involved in the educational process.

Keywords: *The Madrasah Principal; Tsanawiyah Madrasah (MTsN); State of Kepulauan Riau*

Abstrak

Adapun tujuan dilakukannya penelitian ini adalah untuk mengetahui bentuk layanan pendidikan yang telah dilaksanakan oleh kepala Madrasah Tsanawiyah Negeri (MTsN) di Kepulauan Riau, dan komitmen kepala madrasah dalam peningkatan layanan pendidikan MTsN di Kepulauan Riau. Penelitian ini masuk pada jenis penelitian lapangan dengan pendekatan kualitatif deskriptif. Subjek dalam penelitian ini adalah meliputi aspek-aspek yang berkaitan dengan komitmen kepala madrasah dalam mengatur tata kelola budaya layanan pendidikan di MTsN Kepulauan Riau, yang terdiri dari pimpinan MTsN Kepulauan Riau, serta guru dan tenaga kependidikan lainnya. Adapun teknik pengumpulan data melalui dokumentasi, observasi perilaku, atau wawancara dengan para partisipan. Data-data tersebut kemudian dianalisis melalui ketiga komponen yaitu meliputi reduksi data (*data reduction*), penyajian data (*data display*) dan pengambilan kesimpulan. Hasil dari penelitian ini adalah diketahui kepala madrasah harus berkomitmen dalam tindakan nyata untuk meningkatkan kualitas pendidikan di MTsN di Kepulauan Riau. Langkah konkrit yang dapat dilakukan

adalah menginisiasi program pelatihan guru, memperbaharui kurikulum untuk mencerminkan perkembangan terkini, dan mengupayakan fasilitas (*tangible*) yang nyaman dan kondusif untuk pembelajaran. Kepala madrasah juga harus berusaha untuk selalu terbuka terhadap masukan dari semua pihak yang terlibat di dalam proses pendidikan.

Kata-kata kunci: Kepala Madrasah; Madrasah Tsanawiyah Negeri; Provinsi Kepulauan Riau.

INTRODUCTION

The school principal plays an important role in working on the educational vision. In this case, the principal has a significant influence on the quality of teaching practice and student learning achievement at school. The school principal carries out leadership functions, involving educators and other education personnel, in order to chart the direction of school education in the future. Developing the desired school quality achievements, maintaining focused attention on effective teaching and learning processes, and building a conducive learning environment to produce superior students.¹

Schools are educational institutions that can be said to be a forum for achieving national development goals. The success of education in a school depends on the human resources in the school, namely the principal, teachers, students, administrative staff and educational staff and others. The principal's commitment is a loyal attitude in fulfilling the promises of the teacher (*madrasah* principal) to his duties and is a continuous process in which the *madrasah* principal is responsible for the improvement and success of the school. The commitment of the *madrasah* principal is: 1) fulfillment of the *madrasah* principal's promise to his duties, 2) involvement in school work activities, 3) responsibility in maintaining his work within the school organization.²

According to Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System Article 39, states that; Educational personnel are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units. Educators are professional staff who are tasked with planning the learning process, assessing learning outcomes, providing

¹ Wahjosumidjo, *Kepemimpinan Kepala Sekolah, Tinjauan Teoritis dan Permasalahannya* (Jakarta: Salemba Empat, 2016), 80

² Zulhimma, Martinis Yamin, Risnita. "The Influence of Madrasah Principal Leadership, Organizational Communication, and Teacher Commitment to Madrasah Effectiveness in MAN Jambi Province", *International Journal of Progressive Sciences and Technologies* 23, no. 2 (2020), 1-17. <http://dx.doi.org/10.52155/ijpsat.v23.2.2301>

guidance and training as well as conducting research and community service, especially for educators in higher education.³

In primary and secondary education institutions, what is called a top manager is the school principal or the *madrasah* principal whose role is to mobilize, influence and provide encouragement to all components in the school institution to be able to achieve the educational goals that the school institution they lead wants to achieve. The leader in a school is the principal. So it is not uncommon for the success of a school to be the success of the principal. A successful school principal is a principal who is able to understand the school organization as a complex, unique and distinctive organization, and is able to carry out his role and functions as a school principal. As someone who is given the responsibility to lead the school.⁴

In accordance with the characteristics of schools as complex, unique and distinctive organizations, the duties and functions of school principal must also be seen from various points of view, school principal must be able to carry out their duties and functions. E. Mulyasa said that the leadership functions of school principal are summarized in the term EMASLIM-FM, namely the functions of educator, manager, administrator, supervisor, leader, innovator and motivator, figure and mediator. So the work of school principal is increasing day by day and always increasing in accordance with expected educational developments. Therefore, school principals should further improve their professionalism.⁵

The implementation of these duties and functions cannot be separated from each other, because they are interrelated and influence each other, and are integrated into the personality of a professional school principal. School principal who are able to carry out their functions as stated, will be able to implement their vision into action in the new paradigm of educational management. Therefore, it can be understood that the *madrasah* principal has the main authority in achieving educational goals, therefore the *madrasah* principal is responsible for competency, *madrasah* rules and discipline, management that is right on target, specifically services in providing maximum service. If we further describe the scope of the role of *madrasah* leaders, their roles can include: as a formal official, as a manager, as a leader, as an educator, as an administrative leader.⁶

³ Diknas, *UU Sistem Pendidikan Nasional* (Jakarta: Sinar Grafika, 2003), 51.

⁴ Wahjosumidjo, *Kepemimpinan Kepala Sekolah, Tinjauan Teoritis dan Permasalahannya*, 81.

⁵ Diknas, *UU Sistem Pendidikan Nasional*, 51.

⁶ Dian Rostikawati, *Manajemen Kepemimpinan Kepala Sekolah* (Surabaya: Cipta Media Nusantara, 2022), 21.

However, in the Kepulauan Riau, several problems were found related to commitment indicators, especially in the aspects of exemplary leadership and inherent supervision, and also problems in educational services (academic and non-academic), especially in the tangible and responsive aspects, such as: 1) The *madrasah* principal has not optimized educational services at MTsN Kepulauan Riau. 2) The *madrasah* principal has not yet utilized the potential for improving educational services at MTsN Kepulauan Riau. 3) There are still inadequate learning spaces at MTsN Kepulauan Riau. 4) The only laboratories available are computer laboratories, while laboratories supporting other subjects such as physics and biology are still not available. 5) The library book collection is still very limited. In fact, there is relatively little to support certain subjects. 6) Services for students' talents and interests are still very limited.⁷

Research related to madrasa heads from various points of view has been carried out before, for example research conducted by Resa Amalia, Encep Syarifudin, and Anis Zohriah with the title *Leadership and Commitment of Madrasa Heads Influence on Teacher Performance*. The results of this research are that; (1) There is an influence of the leadership of the Madrasah head on teacher performance with a correlation coefficient of 0.66 and an effect of 0.44 or 44%. (2) There is an influence of the Madrasah head's commitment on teacher performance with a correlation coefficient of 0.71 and an effect of 0.51 or 51%. (3) there is an influence on the leadership and commitment of the Madrasah head with a multiple correlation coefficient of 0.84 and an effect of 0.71 or 71% on teacher performance. Based on the research results, it shows that the leadership and commitment of Madrasah heads have a significant effect on teacher performance.⁸

Furthermore, research was conducted by Akhmad Subhan Suyuthi, Indra Prasetyo, and Mei Indrawati with the title *Analysis of the Influence of Motivation, Commitment and Leadership Style of Madrasah Heads on the Performance of Madrasah Aliyah Al-Kautsar Pandaan Teachers, Pasuruan Regency*. The results of this research show that both partially and simultaneously the variables of motivation, commitment and leadership style have a significant influence on the performance of Madrasah Aliyah Al Kautsar Pandaan teachers. In an effort to improve the performance of Madrasah Aliyah Al Kautsar teachers, by

⁷ Observasi, 25 Juli 2023.

⁸ Resa Amalia, Encep Syarifudin, and Anis Zohriah, "Leadership and Commitment of Madrasa Heads Influence on Teacher Performance", *An-Nidhom: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021), 1-15. <https://doi.org/10.32678/annidhom.v6i1.4862>

increasing motivation, commitment and leadership style, as well as evaluating performance results and giving awards to teachers.⁹

Apart from that, there is also research conducted in 2023 by Fahmi Fikri with the title *Leadership Management of Madrasah Heads in Achieving Madrasah Quality Improvement Programs*. The results achieved in this research are in improving the quality of madrasahs, the involvement of the madrasah head is very influential. Apart from that, in improving the quality of madrasah, school principals must establish good communication with teachers and teachers must also be committed to improving the quality of madrasah. So, to improve the quality of madrasahs, the leadership of madrasah heads, organizational communication and teacher commitment must also be improved.¹⁰

In international scope, there is also a lot of research on the commitment of madrasah heads or heads of educational institutions in terms of improving the services of the institution itself, as written by Che-Ming Hsu and Mu-jin Chen,¹¹ Emile Monono Mbua,¹² dan Ken Hang To, Hongbiao Yin, Winni Wing Yi Tam, and Chrysa Pui Chi Keung.¹³

If analyzed, previous research is still at the stage of implementing concepts and achieving certain programs. This certainly requires deeper development regarding the effects that arise when the leadership management of a *madrasah* principal is actually implemented in his school. Of course, the results achieved were more optimal and felt the impact of the *madrasah* principal commitment to serving Islamic institutions, especially at the MTsN Kepulauan Riau. This is the motivation for the author to conduct this research.

Based on the problems above and also the analysis of several previous studies, the author is interested in conducting this research, the aim of which is to answer what form of educational service has actually been implemented by the *madrasah* principal of the MTsN

⁹ Akhmad Subhan Suyuthi, Indra Prasetyo, dan Mei Indrawati, "Analysis of the Influence of Motivation, Commitment and Leadership Style of Madrasah Heads on the Performance of Madrasah Aliyah Al-Kautsar Pandaan Teachers, Pasuruan Regency", *Jurnal Manajemen Bisnis* 5, no. 1 (2021), 12-24. <https://doi.org/10.37504/jmb.v5i1.370>

¹⁰ Fahmi Fikri, "Leadership Management of Madrasah Heads in Achieving Madrasah Quality Improvement Programs", *Innovative: Journal of Social Science Research* 3, no. 2 (2023), 1-15. <https://doi.org/10.31004/innovative.v3i2.2135>

¹¹ Che-Ming Hsu and Mu-jin Chen, "A Study on The Relationship Among Principal Leadership Competence in Elementary Schools", *AIP Conference Proceedings*. 2685, 020002 (2023). <https://doi.org/10.1063/5.0115690>

¹² Emile Monono Mbua "Principal Leadership: Raising the Achievement of All Learners in Inclusive Education", *American Journal of Education and Practice* 7, no.1 (2023), 1-25. <https://doi.org/10.47672/ajep.1313>

¹³ Ken Hang To, Hongbiao Yin, Winni Wing Yi Tam, and Chrysa Pui Chi Keung, "Principal Leadership Practices, Professional Learning Communities, and Teacher Commitment in Hong Kong Kindergartens: A Multilevel SEM Analysis", *Educational Management Administration & Leadership* 5, no. 4 (2021), 1-19. <https://doi.org/10.1177/17411432211015227>

Kepulauan Riau, and whether the *madrasah* principal has committed to improving educational services at MTsN in the Kepulauan Riau.

METHOD

The research that the author conducted is a type of field research with a descriptive qualitative approach, namely understanding the phenomenon of what is experienced by research subjects, such as the commitment of a *madrasah* principal in improving the services of his school institution, which is explained holistically and by means of descriptions in the form of words, and language in a special natural context and by utilizing various scientific methods.¹⁴ Therefore, through a qualitative approach, it can be described how the dynamics of *madrasah* services are developing in the MTsN Kepulauan Riau which focuses on the commitment of a *madrasah* principal. In this research, the researcher intends to understand the empirical reality of the phenomena that appear to be understood and interpreted based on the researcher's interpretation and compared with the results of studies conducted by previous researchers. In providing meaning and interpretation of the information and data obtained, researchers also use references to support and strengthen the data found in the field.

The subject of this research covers aspects related to the commitment of the *madrasah* principal in organizing the cultural governance of educational services at MTsN Kepulauan Riau, which consists of the *madrasah* principal in MTsN Kepulauan Riau, as well as teachers and other educational staff. As well as other competent people who have relevance to this research problem. This research uses two types of data, namely primary data and secondary data. Primary data is data taken directly by researchers from the source, without any intermediaries. Meanwhile, secondary data is data taken indirectly from the source.¹⁵ The data collection techniques are through documentation, behavioral observation, or interviews with participants. The data is then analyzed through three components, namely data reduction, data display and conclusion drawing. Through this method, researchers use comparisons to enrich data for conceptualization, categorization and theoretical purposes.¹⁶

¹⁴ Tohirin, *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling* (Jakarta : Raja Grafindo Persada, 2015), 3.

¹⁵ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Pratek* (Jakarta: Rineka Cipta 2006),127

¹⁶ Tohirin, *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*, 9

RESULTS AND DISCUSSION

Future Development of *Madrasah*

In general, *madrasah* are the same as other schools, namely educational institutions that use the classical system and classes with all the facilities such as chairs, tables and blackboards, except for aspects of tradition and the curriculum that is implemented. Even though now the legal position of *madrasah* is the same, especially in the curriculum aspect, *madrasah* in general still maintain their characteristics as schools with Islamic characteristics.¹⁷

Madrasah is an organization that carries out formal educational activities. As a social institution, *madrasah* includes two forms of phenomena. *First*, institutions with certain roles with expectations that will fulfill the goals of the system. *Second*, individuals with their own personalities and dispositions need to become system habits, which are observed from a collection of interactions called social behavior.¹⁸

In Indonesia, historically *madrasah* were entirely an attempt to adapt the schooling traditions developed by the Dutch East Indies government. With almost the same structure and mechanisms, at first glance, *madrasah* are another form of school with Islamic content and features.¹⁹ The development of *madrasah* was a response to the educational policies and politics of the Dutch East Indies government. *Madrasah* are Dutch-style school institutions with religious content. The development of Indonesian people's educational traditions at that time was proposed to be utilized by the Dutch. However, technically this proposal is difficult to fulfill because the Islamic educational tradition is still seen as having habits that are considered bad, both from an institutional perspective, curriculum and learning methods.²⁰

The old order period was the basic process of renewing the birth of formal *madrasah*. In the previous period, the Dutch East Indies government's policy towards *madrasah* was repressive, due to concerns about the emergence of militancy among educated Muslims. For the colonial government, education was not only culturally pedagogical, but also political psychological in nature.²¹ In its development, *madrasah* are complex and unique institutions. It is complex because *madrasah* as organizations have various dimensions which are related

¹⁷ Muchammad Eka Mahmud, Chusnul Muali, Muhammad Ali Sulton, "Transformative Leadership and Work Commitment in Improving the Quality of Madrasah Education", *Al-Ishlah Jurnal Pendidikan* 14, no. 3 (2022), 1-16. <https://doi.org/10.35445/alishlah.v14i3.1507>

¹⁸ Rizka Harfiani, Mavianti, dan Hasrian Rudi Setiawan, "Model Manajemen Pembelajaran Pada Masa Pandemi", *Sintesa 1*, no. 1 (2021), 1-17. <https://doi.org/10.53695/sintesa.v1i1.348>

¹⁹ I.P. Simanjuntak, *Perkembangan Pendidikan di Indonesia* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1972/1973), 24.

²⁰ S. Nasution, *Sejarah Pendidikan Indonesia* (Bandung: Jemmars, 1983), 4.

²¹ Aqib Suminto, *Politik Islam Hindia Belanda* (Jakarta: LP3ES, 1984), 49.

to each other and support each other. It is unique because *madrasah* have their own character, where there is a teaching and learning process, a place for the cultivation of students. Due to its complex and unique nature, schools as organizations require good management. The success of the *madrasah* is the success of the school principal.

Currently, *madrasah* in carrying out their functions refer to learning and learning functions that are in accordance with educational needs. School management and learning management are related to the norms and culture that support it as a value system. So, that schools can carry out their main functions and tasks well, it is necessary to build a school system that can provide basic abilities for students. The process that needs to be carried out is to organize school management and design and modify its organizational structure.²²

Strengthening the main function of this school will provide benefits for the future, which will have a direct impact on students parents and teachers. Improving the quality of learning services can be achieved by optimally utilizing local resources, making financing efficient and effective, building a more affirmative democratic climate, increasing the work morale of school personnel, and creating a school climate that is conducive to providing learning services.²³

The current system in *madrasah* is a subsystem of the national education system. Therefore, the existence of *madrasah* in the future will become institutions that implement national education policies or policies of the Regency/City Educational Culture Service within the spectrum of power and authority of the school principal. School as a social substance functions to interact with all the subsystems within it. Both setting the objectives of the *madrasah*, as well as using knowledge to carry out school tasks, namely teaching and learning in accordance with the demands of the community's needs as a unique thing. It applies knowledge about education, psychology, communication, language and so on for carrying out learning tasks.²⁴

The Importance of Self-Commitment

A person's commitment can be reflected in the activities carried out in daily life. Commitment is an action taken to support a particular choice of action, so that we can carry out that choice of action firmly and wholeheartedly. The group that improves the quality

²² Sabariah, "Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan", *Edukatif* 4, no. 1 (2022), 1-17. <https://doi.org/10.31004/edukatif.v4i1.1764>

²³ Simanjuntak, *Perkembangan Pendidikan di Indonesia*, 25.

²⁴ Nur Rahmi Sonia, "Implementasi Sistem Informasi Manajemen Pendidikan (Simdik) dalam Meningkatkan Mutu Pendidikan di Madrasah Aliyah Negeri 2 Ponorogo", *Southeast Asian Journal of Islamic Education Management* 1, no. 1 (2020), 94-104. <https://doi.org/10.21154/sajiem.v1i1.18>

program must have a commitment or determination to change. Quality improvement is making changes in a better and more meaningful direction. Typically, these changes create a sense of determination, while commitment can eliminate fear.²⁵ Commitment to carrying out obligations and avoiding the prohibitions of Allah SWT is a manifestation of the highest commitment of a Muslim as a creature. Commitment to the organization is usually measured by instruments that undergo testing.

Several experts have tried to develop instruments that can measure the level of commitment of a person or team to their organization. This measurement is carried out by converting qualitative data to quantitative data so that a measurable value is obtained. However, there are some universal indicators that can be used. These indicators are in the form of qualitative assessments. Organizations whose members have high commitment can be demonstrated by strong belief and acceptance of the organization's goals, a strong will to advance the organization, and wanting to retain its members in the organization.²⁶

Meyer, Allen, and Smith in Spector suggest that there are three dimensions of organizational commitment, namely: a) Affective commitment, which is an emotional complement, b) Continuance commitment, which is a feeling of residual economic value with the organization. Employees or workers have a commitment to the employer or employer because they are paid well and feel that it would be detrimental to their family if they leave their job, c) Normative commitment, is an obligation to stay in the organization for moral or ethical reasons. Workers who start a new initiative may stay with their employer because leaving would leave the employer in the lurch.²⁷

Mulyasa believes that independent commitment needs to be built in every individual school member, including principals, teachers, students and education staff, especially to eliminate the thought setting and culture of bureaucratic rigidity, such as having to wait for superiors' instructions by turning it into creative and innovative thinking.²⁸ Within an organization, commitment from one organization to another certainly varies. This difference is due to causal factors. One of them is because of individual character. Individual

²⁵ Nana Syaodih Sukmadinata, *Pengendalian Mutu Pendidikan Sekolah Menengah (Konsep, Prinsip dan Instrument)* (Bandung: Refika Aditama, 2015), 8-9.

²⁶ Saiin, Asrizal, Candra Wesnedi, Zaitun, Muh Rizki, "Education of Honesty and Sincerity in The Qur'an as Part of Humanity", *Al-Riwayah: Jurnal Kependidikan* 14, no. 1 (2022), 71-86. <https://doi.org/10.47945/al-riwayah.v14i1.424>

²⁷ Abd Kadim Masaong, *Supervisi Pembelajaran atau Pengembangan Kapasitas Guru*, (Bandung: Alfabeta, 2012), 199.

²⁸ E. Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2006), 151.

characteristic factors have a stronger influence on organizational commitment. Because personality and values are fundamental and become a person's motivation in working.²⁹

Organizations whose majority are filled by people who carry positive values such as honest, loyal, willing to learn, agile, flexible and polite are of course more likely to have high organizational commitment. These values will dominate the organization. Thus, the organization is filled with highly committed people. On the other hand, an organization whose majority is filled with people who are lazy, dishonest, opportunistic, unwilling to develop, rigid and impolite will produce a negative environment. This atmosphere will dominate the organization. Finally, the organization is filled with people who have low organizational commitment.

Apart from that, there are also organizational characteristics. Organizational characteristics are an important factor that influences commitment in the organization. Things included in organizational character are vision, mission, goals, organizational structure, policy design, and policy socialization. These characters shape the people within them thereby influencing how committed they are to their organization. Vision, mission and goals that are aligned between members and the organization form a strong and deep organizational commitment. The stronger the commitment within the organization, the more positive the influence on the running of the organization.³⁰

Therefore, aligning the vision, mission and goals is an important step that must be carried out continuously. The three points above are not enough to foster commitment in an organization without being accompanied by wise policies. A good goal is not enough to just be a goal. Good goals need to be realized through policies that are implemented wisely too.

The Role and Functions of The *Madrasah* Principal in Schools

In simple terms, a madrasa head can be defined as a functional teacher who is given the additional task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons. Principals are those who know a lot about their duties and those who set the tone for their school.³¹ The word lead from this formulation contains a broad meaning, namely a school that can be utilized optimally to achieve the goals that have been set. In institutional

²⁹ Wawancara, 21 September 2023.

³⁰ Vallery Michaelle Felicia dan Monika Palupi Murniati, "Gaya Kepemimpinan Memoderasi Hubungan Komitmen Organisasi Dengan Senjangan Anggaran Dengan Karakteristik Organisasi Sebagai Variabel Anteseden", *Costing: Journal of Economic, Bussines and Accounting* 7, no. 1 (2023), 1-18. <https://doi.org/10.31539/costing.v7i1.6801>

³¹ Euis Karwati & Donni Juni Prisansa, *Kinerja dan Profesionalisme Kepala Sekolah* (Jakarta: Alfabeta, 2013), 37.

practice, the word lead contains the connotation of moving, directing, guiding, protecting, developing, providing and so on.

According to Husaini Usaman, quoted by Euis Karwati, school principals as managers are required to organize all school resources using the principle of "teamwork" which implies a sense of togetherness, being good at feeling, helping each other, full of maturity, obeying each other, being organized, mutually respect and be kind to each other.³²

The success of education in a *madrasah* is largely determined by the success of the principal in managing the educational staff available in the *madrasah*. The *madrasah* principal is one of the components of education that has an influence on improving teacher performance.³³ The *madrasah* principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure.³⁴ This becomes more important in line with the increasingly complex job demands of the *madrasah* principal, who require increasingly effective and efficient performance support.

Every *madrasah* principal is expected to face the challenge of carrying out educational development in a directed, planned and sustainable manner. The *madrasah* principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have high commitment and be flexible in carrying out his duties. Good leadership of a *madrasah* principal must be able to strive to improve teacher performance through a program to develop the abilities of educational staff. Therefore, the *madrasah* principal must have the personality or characteristics and abilities and skills to lead an educational institution.³⁵

The *madrasah* principal as educational leaders are required to carry out their duties and responsibilities related to educational leadership as best as possible, including as leaders.³⁶ According to E. Mulyasa, the functions and duties of the school principal are: *first*, as a manager by empowering education staff through collaboration, providing opportunities for education staff to improve their profession, and encouraging the involvement of all education staff. *Second*, as an administrator by managing the curriculum, students, personnel, infrastructure, archives and finances. *Third*, as a supervisor by paying attention

³² Karwati & Prisansa, *Kinerja dan Profesionalisme Kepala Sekolah*, 38.

³³ Sonia, "Implementasi Sistem Informasi Manajemen Pendidikan (Simdik) dalam Meningkatkan Mutu Pendidikan di Madrasah Aliyah Negeri 2 Ponorogo", 6.

³⁴ Karwati & Priansa, *Kinerja dan Profesionalisme Kepala Sekolah*, 38.

³⁵ Wawancara, 23 Agustus 2023.

³⁶ Sulistyorini, *Manajemen Pendidikan Islam* (Surabaya: Elkaf, 2006), 133.

to the principles, such as consultative, collegial and hierarchical relationships, carried out democratically, centered on educational staff (teachers), carried out based on the needs of educational staff (teachers) and constitutes professional assistance. *Fourth*, as a leader by providing guidance and supervision, increasing the willingness of educational staff, opening two-way communication, and delegating tasks. *Fifth*, as an innovator with the right strategy to establish a harmonious relationship with the environment, looking for new ideas, integrating every activity, setting an example for all educational staff in schools. *Sixth*, as a motivator with the right strategy to provide motivation to educational staff in carrying out various tasks and functions.³⁷

These six functions and duties will encourage school principals to increase their creativity in developing the school, so that they are able to provide inspiration and motivation to their subordinates to rise up to catch up with backwardness and setbacks in all fields. Based on the six functions and duties of the *madrasah* principal, the extent to which the *madrasah* principal can fulfill these roles, directly or indirectly, will be able to contribute to increasing teacher competency, which in turn can have an effect on improving educational services in the *madrasah*.

Furthermore, to achieve success in carrying out organizational or institutional tasks as well as success in social interactions with other people, especially subordinates, a leader is required to have ideal and very varied characteristics. Ideally, all good qualities can be accumulated in a leader, so that they can guarantee the improvement of the institution or organization they control.

Commitment of The Madrasah Principal to Improve MTsN in the Kepulauan Riau

One of the commitments of a leader in a *madrasah* (the *madrasah* principal) is that the institution he leads must have a clear direction. Therefore, it is very important to pay attention to what the objectives of the MTsN in the Kepulauan Riau are, and what concrete steps must be taken, namely through the vision and mission. If this is known and implemented, then the direction and goals of this educational institution can be realized. Such conditions can be analyzed based on the Education Law articles 3 and 4, which explain the goals of national education, while articles 5 to 8 discuss the vision, mission and goals of education. Based on this, each educational unit also creates a vision, mission and long-term goals. As the main leader in the *madrasah*, the *madrasah* principal has a central role in formulating the vision, mission and long-term goals that will guide the running of the

³⁷ Jamal Ma'mur Asmani, *Tips Menjadi Kepala Sekolah Profesional* (Jakarta: Diva Press, 2012), 32.

educational institution. The existence of a strong vision, mission and goals is very important. Because it describes the direction that the *madrasah* wants to achieve and provides guidance for the entire educational community in achieving these goals.

There are several reasons why it is important for the *madrasah* principal to create a vision, mission and long-term goals as the the *madrasah* principal commitment to improving the *madrasah*;³⁸ *First*, the vision, mission and long-term goals provide strategic guidance that will guide decisions and actions in the *madrasah*. It assists the principal and educational staff in setting priorities, allocating resources, and directing their efforts to achieve established goals. *Second*, a strong vision and mission can be a source of motivation and inspiration for all members of the educational community. This helps create high morale and provides a greater sense of purpose for teachers, staff, students, and parents to actively participate in the educational process.

Third, a strong vision and mission can be a source of motivation and inspiration for all members of the educational community. This helps create high morale and provides a greater sense of purpose for teachers, staff, students, and parents to actively participate in the educational process. *Fourth*, a clear vision and mission helps build a positive identity and image for the *madrasah* in the eyes of the community and other stakeholders. This is important in attracting prospective students, support from parents, and collaboration with other institutions in the world of education. *Fifth*, the long-term goals set by the *madrasah* principal can focus on improving the quality of education which includes academic aspects, character and other competencies. The vision and mission that prioritizes quality education will encourage efforts to continue to improve educational standards.

Sixth, in formulating long-term goals, the *madrasah* principal can include elements of innovation and development that are relevant to the latest educational trends. This will encourage the use of technology, new learning methodologies, and other supporting strategies to increase educational effectiveness. *Seventh*, long-term goals can also include planning and developing adequate facilities and infrastructure. The *madrasah* principal can commit to ensuring that a conducive learning environment and adequate facilities are available to support an effective educational process.

Eighth, long-term goals can also include planning and developing adequate facilities and infrastructure. The *madrasah* principal can commit to ensuring that a conducive learning environment and adequate facilities are available to support an effective educational process.

³⁸ Sulistyorini, *Manajemen Pendidikan Islam*, 98

Ninth, the vision, mission and long-term goals set by the head of the *madrasah* will also become a reference in the evaluation and monitoring process. By having clear goals, the *madrasah* principal can measure the institution's performance regularly and make the necessary changes to achieve the set vision. *Tenth*, the vision, mission and long-term goals also reflect the commitment of the *madrasah* principal to improving educational services. By describing ambitious and sustainable goals, the *madrasah* principal demonstrate their commitment to continuously improving the quality of education provided by *madrasah*.

Of all these things, what is no less important is that in order to achieve this commitment, the head of the *madrasah* must ensure that the vision, mission and long-term goals are not only formal documents, but are also implemented in real terms in every aspect of life at the *madrasah*. This involves coordination with educational staff, development of appropriate learning programs, training for teachers, curriculum development, and on going interaction with students and parents. Thus, the role of the madrasa head in formulating the vision, mission and long-term goals as well as a commitment to improving educational services is crucial in directing the development and success of the madrasa as a quality educational institution.³⁹

Meanwhile, the real steps that must be taken by the *madrasah* principal are the commitment of the *madrasah* principal to take real action to improve the quality of education at MTsN in the Kepulauan Riau. Concrete steps that can be taken are to initiate teacher training programs, update the curriculum to reflect the latest developments, and strive for (tangible) facilities that are comfortable and conducive to learning. The *madrasah* principal must also try to always be open to input from all parties involved in the educational process.⁴⁰

Success in achieving commitments related to improving educational services can be measured through several indicators, such as seeing increases in student academic achievement, levels of participation in extracurricular activities and levels of student and parent satisfaction with educational services. In addition, continuous monitoring of staff and teacher development is also very important. So, the quality of educational services really depends on the commitment of a *madrasah* leader, namely the *madrasah* principal. The commitment of a *madrasah* principal is the foundation that motivates all staff and teachers

³⁹ Andi Kamal Ahmad, Abdul Razzaq, Jumrah, Asmawati, dan Hamdana, "Strategi Kepala Madrasah dalam Peningkatan Kinerja Guru Matematika MTs Negeri Pinrang", *Jurnal Pendidikan MIPA 12*, no. 4 (2022), 22-32. <https://doi.org/10.37630/jpm.v12i4.791>

⁴⁰ Syafaruddin Siahaan, Inom Nasution, Yayi Setia Ningrum, "Influence of Managerial Ability of Madrasah Head and Commitment to Teacher Performance at MAS PAB 02 Helvetia", *Ta'dib: Jurnal Pendidikan Islam 11*, no. 2 (2022), 1-18. <https://doi.org/10.29313/tjpi.v11i2.8703>

to work hard to achieve higher educational standards. With a strong commitment, you can definitely overcome various challenges and continue to strive to provide the best education to students.

CONCLUSION

The commitment of the *madrasah* principal in improving services at State Tsanawiyah Madrasah (MTsN) in Kepulauan Riau must be realized, budget constraints in procuring *madrasah* facilities and infrastructure, increasing the professionalism of human resources, and other facilities which are still very limited must be immediately corrected. Therefore, *madrasah* must create a vision, mission and long-term goals. Apart from that, the *madrasah* principal must carry out effective communication, be open to innovation, and also provide opportunities for teachers and staff to develop their competencies.

The commitment of the *madrasah* principal in improving the services of MTsN in Kepulauan Riau is carried out in order to realize an increase in the quality of education in *madrasah*, so that it is hoped that this can improve the quality of education in *madrasah* and this in turn can erase the stigma in society that religious schools are second only to public schools.

The most important thing for *madrasah* principal to do is to create a strategy to optimally improve educational services at MTsN in Kepulauan Riau. That every policy implemented in the *madrasah* should also be a policy that can actually be implemented by teachers and staff, not merely an update that is only conveyed continuously, but instead something that must be implemented immediately.

REFERENSI

- Ahmad, Andi Kamal, Abdul Razzaq, Jumrah, Asmawati, and Hamdana. "Strategi Kepala Madrasah dalam Peningkatan Kinerja Guru Matematika MTs Negeri Pinrang", *Jurnal Pendidikan MIPA* 12, no. 4 (2022), 22-32. <https://doi.org/10.37630/jpm.v12i4.791>
- Amalia, Resa, Encep Syarifudin, and Anis Zohriah. "Leadership and Commitment of Madrasa Heads Influence on Teacher Performance", *An-Nidhom: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021), 1-15. <https://doi.org/10.32678/annidhom.v6i1.4862>
- Arikunto. Suharsimi. *Prosedur Penelitian, Suatu Pendekatan Pratek*. Jakarta: Rineka Cipta 2006.
- Asmani, Jamal Ma'mur. *Tips Menjadi Kepala Sekolah Profesional*. Jakarta: Diva Press, 2012.

- Diknas. *UU Sistem Pendidikan Nasional*. Jakarta: Sinar Grafika, 2003.
- Felicia, Vallery Michaelle and Monika Palupi Murniati, "Gaya Kepemimpinan Memoderasi Hubungan Komitmen Organisasi Dengan Senjangan Anggaran Dengan Karakteristik Organisasi Sebagai Variabel Anteseden", *Costing: Journal of Economic, Bussines and Accounting* 7, no. 1 (2023), 1-18. <https://doi.org/10.31539/costing.v7i1.6801>
- Fikri, Fahmi. "Leadership Management of Madrasah Heads in Achieving Madrasah Quality Improvement Programs", *Innovative: Journal of Social Science Research* 3, no. 2 (2023), 1-15. <https://doi.org/10.31004/innovative.v3i2.2135>
- Harfiani, Rizka Mavianti, dan Hasrian Rudi Setiawan. "Model Manajemen Pembelajaran Pada Masa Pandemi", *Sintesa* 1, no. 1 (2021), 1-17. <https://doi.org/10.53695/sintesa.v1i1.348>
- Hilmi. *Kinerja Perguruan Tinggi Agama Islam*. Jakarta: Referensi, 2013.
- Hsu, Che-Ming and Mu-jin Chen. "A Study on The Relationship Among Principal Leadership Competence in Elementary Schools", *AIP Conference Proceedings*. 2685, 020002 (2023). <https://doi.org/10.1063/5.0115690>
- Karwati, Euis & Donni Juni Prisansa. *Kinerja dan Profesionalisme Kepala Sekolah*. Jakarta: Alfabeta, 2013.
- Masaong, Abd Kadim. *Supervisi Pembelajaran atau Pengembangan Kapasitas Guru*. Bandung: Alfabeta, 2012.
- Mbua, Emile Monono. "Principal Leadership: Raising the Achievement of All Learners in Inclusive Education", *American Journal of Education and Practice* 7, no.1 (2023), 1-25. <https://doi.org/10.47672/ajep.1313>
- Muchammad Eka Mahmud, Chusnul Muali, Muhammad Ali Sulton, "Transformative Leadership and Work Commitment in Improving the Quality of Madrasah Education", *Al-Ishlah Jurnal Pendidikan* 14, no. 3 (2022), 1-16. <https://doi.org/10.35445/alishlah.v14i3.1507>
- Mulyasa, E. *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya, 2006.
- Nasution. S. *Sejarah Pendidikan Indonesia*. Bandung: Jemmars, 1983.
- Rostikawati, Dian. *Manajemen Kepemimpinan Kepala Sekolah*. Surabaya: Cipta Media Nusantara, 2022.
- Sabariah. "Manajemen Sekolah dalam Meningkatkan Mutu Pendidikan", *Edukatif* 4, no. 1 (2022), 1-17. <https://doi.org/10.31004/edukatif.v4i1.1764>
- Saiin, Asrizal, Candra Wesnedi, Zaitun, Muh Rizki, "Education of Honesty and Sincerity in The Qur'an as Part of Humanity", *Al-Riwayah: Jurnal Kependidikan* 14, no. 1 (2022), 71-86. <https://doi.org/10.47945/al-riwayah.v14i1.424>
- Siahaan, Syafaruddin, Inom Nasution, Yayi Setia Ningrum. "Influence of Managerial Ability of Madrasah Head and Commitment to Teacher Performance at MAS PAB 02 Helvetia", *Ta'dib : Jurnal Pendidikan Islam* 11, no. 2 (2022), 1-18. <https://doi.org/10.29313/tjpi.v11i2.8703>
- Simanjuntak. I.P. *Perkembangan Pendidikan di Indonesia*. Jakarta: Departemen Pendidikan dan Kebudayaan, 1972/1973.
- Sonia, Nur Rahmi. "Implementasi Sistem Informasi Manajemen Pendidikan (Simdik) dalam Meningkatkan Mutu Pendidikan di Madrasah Aliyah Negeri 2 Ponorogo", *Southeast*

- Asian Journal of Islamic Education Management* 1, no. 1 (2020), 94-104.
<https://doi.org/10.21154/sajiem.v1i1.18>
- Sukmadinata. Nana Syaodih. *Pengendalian Mutu Pendidikan Sekolah Menengah (Konsep, Prinsip dan Instrument)*. Bandung: Refika Aditama, 2015.
- Sulistiyorini. *Manajemen Pendidikan Islam*. Surabaya: Elkaf, 2006.
- Suminto, Aqib. *Politik Islam Hindia Belanda*. Jakarta: LP3ES, 1984.
- Suyuthi, Akhmad Subhan, Indra Prasetyo, and Mei Indrawati. "Analysis of the Influence of Motivation, Commitment and Leadership Style of Madrasah Heads on the Performance of Madrasah Aliyah Al-Kautsar Pandaan Teachers, Pasuruan Regency", *Jurnal Manajemen Bisnis* 5, no. 1 (2021), 12-24.
<https://doi.org/10.37504/jmb.v5i1.370>
- To, Ken Hang, Hongbiao Yin, Winni Wing Yi Tam, and Chrysa Pui Chi Keung. "Principal Leadership Practices, Professional Learning Communities, and Teacher Commitment in Hong Kong Kindergartens: A Multilevel SEM Analysis", *Educational Management Administration & Leadership* 5, no. 4 (2021), 1-19.
<https://doi.org/10.1177/17411432211015227>
- Tohirin. *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*. Jakarta: Raja Grafindo Persada, 2015.
- Wahjosumidjo. *Kepemimpinan Kepala Sekolah, Tinjauan Teoritis dan Permasalahannya*. Jakarta: Salemba Empat, 2016
- Zulhimma, Martinis Yamin, Risnita. "The Influence of Madrasah Principal Leadership, Organizational Communication, and Teacher Commitment to Madrasah Effectiveness in MAN Jambi Province", *International Journal of Progressive Sciences and Technologies* 23, no. 2, 2020, 1-17.
<http://dx.doi.org/10.52155/ijpsat.v23.2.2301>