

HEADMASTER MANAGEMENT IN REALIZING INDEPENDENT AND ACHIEVING STUDENTS IN BANYUMAS REGENCY INDONESIA

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Abstract

The aims is study to discuss the management of madrasah heads in realizing independent and accomplished students in ma ma'arif nu science qur'an sumbang banyumas. This type of research is field research with a qualitative approach. The subjects of the study were the head of the madrasah, deputy head of curriculum and ma ma'arif nu science qur'an students from sumbang banyumas. The object of this research is the management of the head of the madrasah in realizing students who are independent and achievers. Data was collected using data collection techniques including observation and interviews. After the data is collected, the next step is data analysis using data reduction techniques which ends with drawing conclusions. The results of the study show that the management of madrasah heads in realizing independent and accomplished students is by training students to be confident, have initiative and a responsible attitude as well as encouragement or motivation given from the teacher to students. In the learning process the teacher must also use active learning methods so that students are accustomed, especially in understanding learning material independently before being taught in class.

Keywords: Head Of Madrasah, Management, Independent, Students, Achievement

1. INTRODUCTION

Management is a science that studies how something is done by other people consciously and responsibly. Understanding the science of management is a need for every human being who has a life in social interaction. Humans are social beings who are closely related to other humans in their social environment. Whether we realize it or not, the social interaction that occurs between humans has a systemic relationship in which the good or bad of a social action carried out by a person has implications for other people which in simple language is that one's obligations can become rights for others while one's rights become obligations for others. In this social interaction, leadership is something that plays a strategic role in directing all components in the social structure, including in educational institutions (Supriani 2022).

Education which has the function of developing all the capabilities of students, forming the character of students and making a nation that has dignity. This is in order to educate the nation's children, which has the aim of developing the full potential of students. Therefore, it takes a teacher who is able to carry out and be able to make it happen. Teachers as professional educators have a tough and big task, namely teaching, educating, directing, training, guiding, assessing, and then evaluating their students. PAI teacher as one of the teachers in the school who teaches reading and writing hijaiyah letters, teaches about religious values, practices worship, socializes, and forms the Islamic character of students. Therefore, PAI teachers contribute and are needed for the success of the nation's goal of educating the nation. The teacher is a profession needed by the world of education to educate the nation's children. PAI teachers educate and teach in schools, and provide students with an understanding of Islamic religious material (Ulinuha 2021).

But in reality, maximum education has not been fully felt by the community and this would not be an exaggeration if stated in the discussion this time. The government as one of the components that should be fully responsible so that education can be carried out optimally. But in reality, education has not been carried out optimally and this can be seen from the educational buildings that are no longer suitable for use as learning facilities. Not only that, even many remote areas have not been able to experience education (Achadah 2019). The application of SBM (School-Based Management) in each educational unit requires an understanding of the basics of the broader SBM concept. Managers of education units need to understand the problems in decentralization and implementation of SBM, the basic concepts of management and SBM and examples of educational units that have successfully implemented SBM (Achadah 2019).

Tilaar stated about the success of national education development. The statement emphasized to us the importance of education management as part of national development management. The management of national education is very important because not only is education a basic need for Indonesian people, but it is one of the dynamics of development. Therefore education management must be a subsystem of the national development management system (Mustakim and Saberan 2019). As is the case with the MA NU Science Quran Sumbang Banyumas school which is a religious-based school with good academic achievements, for example in the National Science Competition in Biology which won 2nd place and other competitions. With

this championship, it can prove that the head of the madrasa with teaching staff is able to manage every activity that is carried out.

Based on the description of the background above, it can be concluded that an educational institution that can obtain academic and non-academic achievements is an educational institution with a school or madrasa principal and teaching staff in it who are able to work together actively to manage every activity carried out including to make students independent. So based on that, researchers are interested in conducting research with the title "Management of Madrasah Heads in Creating Independent and Achievement Students (Studies at MA Ma'arif NU Science Qur'an Sumbang Banyumas).

2. METHOD

This type of research is field research with a qualitative approach, which is an approach for research conducted in natural conditions (Sugiyono, 2015). The research was carried out at MA Ma'arif NU Science Qur'an Sumbang Banyumas with the research subjects namely the head of the madrasah, deputy head of curriculum and students of MA Ma'arif NU Science Qur'an Sumbang Banyumas. The object of this research is the management of the head of the madrasah in realizing students who are independent and achievers. Data was collected using data collection techniques including observation and interviews. After the data is collected, the next step is data analysis using data reduction techniques which ends with drawing conclusions.

3. RESULTS AND DISCUSSION

1. Madrasah Principal Management

Education is one of the central aspects in the world which is used as the main vessel in the formation of human qualities. Historical evidence says that the progress of a nation is measured by the quality of existing human beings and then insists on pursuing development in the field of education, especially in Indonesia today. The goal of developing national education is to create a quality, advanced, independent and modern Indonesian society (Murni, 2017). In the process of its development, of course, educational institutions cannot be separated from the participation of the community. The strong impetus for progress in the management of educational institutions is often seen from the magnitude of the influence of community participation whose relationship with educational institutions is referred to as public relations or public relations (Dwiyama et al, 2020, Mahpudin 2021).

Improving the quality of education places great emphasis on the importance of the role of schools as autonomous principal actors, and the role of parents and society in developing education. Schools need to be given the trust to organize and manage themselves according to environmental conditions and customer needs. Schools as autonomous institutions are given the opportunity to manage the coordination process to achieve educational goals. This concept of thinking has encouraged the emergence of a new approach, namely the management of school-based quality improvement. This approach is known as school-based quality improvement management (school-based quality management/school-based quality

improvement).(Feiby Ismail 2017).

Schools or madrasah are guided to ensure the advancement of knowledge and social progress, by being active actors in improving society. Therefore, schools or madrasas are an inseparable part of society, even the growth and development of schools/madrasas is in line with community demands. In the course of its institutional growth, schools or madrasas are indeed shown to fulfill the needs of the surrounding community so that from this a harmonious collaboration is created between the two.(Fithriani 2019).

The principal who is an element of the highest educational institution must be able to carry out an activity by inviting all teaching staff to work together in managing each activity so that the expected goals can run optimally, so as to create an outstanding educational institution. For example, with efforts to create school-based management. School-Based Management as a model for implementing the management of educational units aims to improve quality, efficiency and equity for education in Indonesia. To improve quality, it can be done through the participation of parents of students in organizing activities in schools and classes, there is an increase in professionalism experienced by teachers and principals, flexible management of schools and classes and the implementation of intensive and dicentrative systems. Then to increase efficiency can be obtained from the flexibility that schools / madrasas get to manage all the resources they have, participation from the community and from simplification of the bureaucracy. Meanwhile, increasing equity can be obtained through a high level of community participation so that it can enable the government to focus more on certain groups. This can guarantee education because of the high sense of ownership that grows in some communities towards schools/madrasas. (Machali & Hidayat, 2018, pp. 60-61) In addition, SBM also aims to train schools to be independent and empower their resources through the autonomy (authority) given to schools so that they encourage schools towards participatory decision making (Setyaningsih, Suci, and Puspasari 2021).

In School-Based Management there are 4 (four) principles which form the implementation of regional autonomy, especially in the field of education, which serve as the basis for studying the concept of school-based quality improvement management which is of course in accordance with the rules and objectives, including:(Setyaningsih, Suci, and Puspasari 2021)

a. Autonomy. In principle, self-management carried out by schools can be differentiated from a point of view which assumes schools are only the executors of organizational units that only do everything guided by the direction of giving instructions that come from above or from outside. Independence is the main benchmark in running school programs and funding.

b. flexibility. In the broad sense of education, flexibility is a flexibility that schools have in order to be able to manage and empower existing resources as optimally as possible in order to improve school quality. So that with greater flexibility, schools will be more flexible in utilizing resources without having to wait for directions from their superiors.

c. Participation. Participation is a response in creating an open and democratic environment. Participation between school members and the community is encouraged to be able to be directly involved in the effort to provide education, this can be done from decision making,

implementation and evaluation of education with the hope of being able to improve the quality of education. This is motivated by the belief that if a person participates/is involved in aspects of implementing education, there can be hope to continue to improve the quality of education. Inisiatif.

d. Humans as a dynamic resource is a concept based on initiative. Therefore, various potential human resources must be continuously explored and developed. So that humans are treated as one of the assets that are very important and needed and have advantages in

2. Independent and Accomplished Students

Quality learning depends on the creativity of educators in developing the learning process, because students who have high motivation will bring success according to achieving learning targets. Learning targets can be measured through changes in attitudes and abilities of students through the learning process. Good learning design, supported by adequate facilities and the creativity of educators that will have an impact on students. More Parkers(2006: P. 227) said independence has a broader meaning than self-confidence, related to what is done. Independence relates to a person who is independent, creative and able to stand alone. The importance of independence for students can be seen from the complexity of life today, which directly or indirectly affects the lives of students(Tasaik and Tuasikal 2018).

The effect of the complexity of life on students can be seen from various phenomena that require the attention of the world of education. In the context of learning, it can be seen that there is a phenomenon where students are less independent in learning, bad habits, namely not being comfortable studying for long, studying only before exams, skipping school, cheating, and looking for leaks on exam questions. This causes students to not be able to be independent in learning, even though if one looks at the concept of self-directed learning, it is actually rooted in the concept of adult education. However, based on several studies conducted by experts such as Garrison (1997), Schilleref (2001), and Scheidet (2003) it turns out that independent learning is also suitable for all age levels. In other words, independent learning according to school level for both secondary and elementary schools in order to improve students' achievements and abilities(Tasaik and Tuasikal 2018).

In the learning process, learning independence according to Hadi & Farida (2012) is a learning activity that takes place more driven by one's own abilities, own choices and self-responsibility in learning. Adolescents are said to have been able to learn independently when they have been able to carry out learning tasks without dependence on others. Basically independence is the behavior of individuals who are able to take initiative, are able to overcome obstacles or problems, have self-confidence and can do things on their own without the help of others. According to Huda, Mulyono, Rosyida, & Wardono (2019), independent learning combined with the activeness of students to support the learning process is very dependent on current conditions. The development of the times requires each individual to be able to develop following the changes, one of the areas that is getting an impact is the field of education, moreover technological developments are supported by the phenomenon that students are closer to smartphones compared to learning media such as textbooks or the like(Hidayat et al.

2020).

By creating independent students, they are able to motivate students to make them excel. One of the factors that can increase students' achievement motives is the teacher. A teacher needs to have professional competence in organizing ideas that are developed among students so that they can stimulate their interest and enthusiasm for learning. Teachers are educators and teachers who touch the personal lives of students. The teacher's ability is important in teacher coaching and development because it has been determined on the basis of which teachers who have full abilities certainly need to be continuously fostered so that their abilities become more stable. The high and low achievement motives of students are much influenced by the quality of the learning process carried out by the teacher (Hartini 2019). Just like there are teachers at MA Ma'arif NU Science Qur'an Sumbang Banyumas.

Based on the results of interviews conducted with the deputy head of the MA Ma'arif NU Science Al-Qur'an Sumbang Banyumas curriculum, it was explained that to make students independent, every teacher in the madrasa tries to realize active learning or in this case active learning. This learning is also an effort or direction for the curriculum being implemented, namely the 2013 curriculum. So that students are able to be independent both in learning learning material and other learning activities. It is proven that active learning is able to deliver students to increased achievement in the academic field.

For example, based on the explanation from the Deputy Head of Curriculum MA Ma'arif NU Science Qur'an, Sumbang Banyumas, students who have achievements in both academic and non-academic fields, for example in the KSN (National Science Competency) championship in biology won 2nd place, geguritan competition, competition and 'I at the district to sub-district level, as well as various other championships. So, based on that, with the teacher's efforts to create active learning and be able to lead students to independence, they are indirectly able to make students excel in both academic and non-academic fields.

3. Indicators of independent learners and achievement

Independent and accomplished students are based on several indicators which include self-confidence, motivation, initiative, and responsibility. Confidence is defined as an attitude of confidence in one's own ability to fulfill one's desires and hopes. Students are very important to have self-confidence character values because without self-confidence they will find it difficult to achieve optimal learning achievement. This is because at each stage of the learning process, they often have to do activities that require confidence, such as speaking, giving opinions, answering teacher questions, making presentations to the front, working on questions or assignments independently. All of these activities cannot be carried out if students do not have confidence in their own abilities. Insecure, low self-esteem (not humble) greatly hinders the progress of students in learning (Salirawati 2012).

In addition to the teacher's encouragement to create creative students, it is necessary to have motivation instilled by the teacher in students. Motivation is one of the factors that greatly determines student learning outcomes, in this case that makes behavior to work or study with full initiative, creative and directed. Students who have high learning motivation, will always

try to be better and want to always be seen as a good student. Succeed in their environment. Meanwhile, students who do not have motivation to learn will not show seriousness in learning, so that the learning outcomes obtained are not satisfactory. The higher the learning motivation of students, the higher the learning outcomes obtained, and vice versa (Muhammad 2017).

The teacher strives to make students have initiative and a high attitude of responsibility, especially during learning activities. Initiative is part of the embodiment to create an attitude of responsibility and independence. Students who have initiative, independence, and responsibility will have sensitivity in seeing opportunities, strength to avoid obstacles, foresight in facing challenges, and accuracy and consistency in taking actions. The learning process in schools should seek to create conditions so that students are able to guide, organize, and direct themselves in achieving goals (Suherman and Budiamin 2020).

D. CONCLUSION

Education which is an activity to create student participants to become independent and accomplished generations needs efforts made by teachers including school principals in the management of each activity, especially learning activities. Efforts are made such as training students to be confident, giving encouragement or motivation that makes students have high initiative or creativity and have an attitude of responsibility for what is done. This is because self-confidence, motivation, initiative, and responsibility are a unit that can lead students to achieve learning goals. Thus, what is aspired by both the principal and other educators can be achieved.

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