

## Madrasah's Head's Strategy In Increasing Teacher Performance Motivation In MTs Tahfidz Manbaul Kirom

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### Abstract

This study aims to determine what strategies are used and the efforts to overcome the obstacles of the Principal of Madrasah Tsanawiyah Tahfidz Manbaul Kirom in increasing teacher performance motivation. This study uses a qualitative method. Data collection techniques are interviews, observation and documentation. Data were analyzed using interview analysis techniques, observation and documentation. The results showed that the strategies used by madrasah principals in general were able to generate motivation for teacher performance, although there were still teachers who had not significantly increased their motivation. The strategy used by the head of madrasah in general has been able to generate motivation for teacher performance, still using general methods or methods, the principal of Madrasah Tsanawiyah Tahfidz Manbaul Kirom must have a special strategy or approach so that teachers are motivated to improve their performance.

**Keywords:** *Strategy, Madrasah Principal, Teacher performance motivation.*

### INTRODUCTION

The fast-paced changes in people's lives, as a result of the development of science and technology, as well as the various demands for technology and needs, as well as the kinds of demands from various sectors, greatly affect school life. Schools as an open system, as a social system, and schools as agents of change, not only have to be sensitive to self-adjustment, but should also be able to anticipate developments that will occur within a certain period of time.

Along with the speed of reform in the world of education, various efforts to reform the education system and its instruments in Indonesia have been continuously carried out, as a result, educational regulations have emerged to complement and improve regulations that are no longer relevant to current needs. Education is an integral part of development. The educational process cannot be separated from the development process itself. [1]

Development is directed at and aims to develop quality human resources and the development of the character of leaders, which are interrelated and take place simultaneously. Education is considered as one of the potential development sectors in an effort to prepare quality human resources. Therefore, the importance of education according to Rahim reveals that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills. which is needed by himself, society, nation and state.

One of the factors that play a role in supporting the success of improving the quality of education is the principal. The principal is a human resource who is at the forefront of improving the quality of education in schools. This implies that improving the quality of education must start with the principal as the leader of the school and other educational personnel.

This condition shows that the success or failure of a school in achieving its goals and realizing its vision and mission lies in how the management and performance of the school principal, especially in mobilizing and empowering school components to create quality and

dynamic interactions. Gibson in Danim "the research results show that the success of schools in improving the quality of graduates is largely determined by the capacity of the school, in addition to the presence of competent teachers at the school.

The principal is the driving force, determining the direction of school policies that will determine how the goals of school and education in general are realized. In terms of optimizing teacher performance, namely in carrying out their duties, the principal must be able to influence, motivate, motivate, invite, direct, advise, guide, instruct, command, prohibit and even sanction, and foster in order to achieve school performance effectively and efficient.

The principal as the person in charge of education and learning at school should be able to convince the community that everything is going well, including planning and implementing the curriculum, providing and utilizing teacher resources, recruiting student resources, collaborating schools and parents as well as school outcome figures. prospective.

[4] The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have a high commitment, and be flexible in carrying out his duties. [5] A good madrasa principal or principal must be able to strive to improve teacher performance and professionalism starting from a program of building the capacity of educational personnel. [6] Therefore, the principal must have the personality or traits and abilities and skills to lead an educational institution. In its role as a leader, the head of the school must be able to pay attention to the needs and always communicate and maintain the feelings of those under it.

The principal is an educational leader at the educational unit level who must be responsible for the back and forth of the school he leads. It is not uncommon for the principal to receive threats, if he cannot advance his school, he will be transferred or dismissed from his position. [7] Therefore, principals are required to have various abilities, both related to management and leadership issues, in order to develop and advance their schools in an effective, efficient, independent, productive and accountable manner. This condition requires various tasks that must be carried out by leadership personnel in accordance with their respective roles and functions, starting from the macro level to the micro level, namely school level education personnel. "The educational paradigm that gives schools broad authority in developing their various potentials requires increasing the ability of principals in various managerial aspects, in order to achieve goals in accordance with the vision and mission carried out by the school.

In Permendiknas Number 13 of 2007, regarding the standards of school / madrasah principals, it contains qualifications and competencies. In the competency dimension, there are managerial dimensions of school / madrasah principals including: (1) Preparing school / madrasah plans for various planning levels, (2) Developing school / madrasah organizations according to needs, (3) Leading schools / madrasahs optimally, (4) ) Managing change and development of schools / madrasahs towards effective learning organizations, (5) creating a school / madrasah climate culture that is conducive and innovative for student learning, (6) Managing teachers and staff in order to optimize human resource utilization, (7) ) Manage school / madrasah facilities and infrastructure for optimal use, (8) Manage school/madrasah and community relationships in the context of seeking support for ideas, learning resources, school/ madrasah funding, (9) Managing new students, and placement and development the capacity of students, (10) Manage curriculum development and learning activities in accordance with the direction and goals national education, (11) Managing school / madrasah finances in accordance with the principles of accountable, transparent and efficient management, (12) Managing school / madrasah administration in supporting the achievement of school / madrasah goals, (13) Managing special school / madrasah service units in support learning activities and student activities in schools / madrasahs, (14) Managing school / madrasah information systems, (15) Utilizing advances in information technology for improving learning and school / madrasah management, (16) Monitoring, evaluating, and reporting program implementation school / madrasah activities with appropriate procedures, and plan follow-up.

[8] One of the effective strengths in school management that plays a responsible role in facing change is the leadership of the principal, namely the behavior of the principal who is able to initiate new thinking in the process of interaction in the school environment by making changes or adjusting the goals, objectives, configuration, processes or outputs school in accordance with the demands of development.

The head of the Madrasah is the manager of an educational institution or institution, of course, has a very important role because he is a designer, organizer, executive manager of educational staff, supervisors, evaluators of educational and teaching programs in the institutions he leads. Operationally the head of Madrasah has competency standards for strategic planning, managing education personnel, managing students, managing facilities, managing management information systems, managing education regulations or regulations, managing institutions, managing performance cohesiveness (team work) and making decisions.

The principal of a school / madrasah is a functional teacher who is assigned to lead a school / madrasah, where the teaching and learning process is held or where the interaction occurs between teachers who give lessons and students who receive lessons. The success of education in Madrasahs is largely determined by the success of the Madrasah Principal in managing the teaching staff available at the School / Madrasah. The head of the Madrasah as the highest leader who is very influential and determines the progress of the Madrasah must have administrative skills, have a high commitment, and be flexible in carrying out his duties. The leadership of the Head of Madrasah must be able to strive to improve teacher performance through a program of capacity building for educational personnel.

The leadership of the Madrasah Principal is very significant in moving the wheels of Madrasah organization, especially to improve and motivate the performance of staff and subordinates. The teacher is one of the subordinates of the Madrasah Principal who is very instrumental in moving the wheels of the Madrasah organization. The direction and steps of the teacher can be motivated by the policies taken by the Madrasah Principal. Therefore the position of the head of the Madrasah as the leader is actually the core of the driving force for performance motivation at the Madrasah. Because the head of Madrasah is the driving force for resources and tools that are "human resources" and "non-human resources" in the organization at Madrasah.

The results show that one of the supporting factors and the key to success for achieving or successful schools / madrasahs is leadership factors as research conducted by Edmons (1979) in Muhaimain et al cited by M. Sobry Sutikno who researched schools that are always To improve their performance, they are led by a good Principal / Madrasah Principal, namely a leader who always tries to improve his performance. The performance of a teacher greatly determines the success of the teaching and learning process, the essence of teaching is to deliver students to learn, therefore the performance of a teacher is very important for the achievement of a good teaching and learning process.

[9] Efforts to improve the quality of education, especially those related to teaching and learning activities in a school or madrasah, are not only determined by the leadership of the principal, but must also be supported by increased teacher performance. As a central figure in the education process in schools or madrasahs, teachers are a component or element that determines the success of an educational process.

In addition to the head of the madrasa, the teacher also plays a very important role, namely as the spearhead of the implementation of the teaching and learning process, in the field the teacher acts as a transformer (person who transfers) science, technology, instills faith, devotion and accustoms students to moral and independent character. . This role is carried out as an effort to achieve the educational goals mandated in the GBHN, that national education aims to improve the quality of Indonesian people who have faith and devotion to God Almighty, noble character, independent personality, advanced, intelligent, creative, skilled, disciplined. , having performance ethos, and productive, physically and mentally healthy. The objectives are almost no different in the RI Law NO. 20 of 2013, concerning the National education system that National education aims to develop the potential of students to become human beings who believe and have faith in God Almighty,

have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and democratic citizens. to be responsible.

In addition to teaching, one of the problems that demands teacher attention is performance motivation. Therefore, professional ability and performance motivation often affect the achievement of educational goals, motivation is very important and needed by everyone in doing or carrying out their performance, because teachers who have high motivation will have high involvement in school activities.

In order to achieve the goals of education, a good system of cooperation is needed between the head of madrasah, teachers, administrative staff and all interested parties (stakeholders) with madrasah education, the principal with the authority, power and function can influence, motivate and direct the resources available in the institution he leads.

A leader, in this case the Madrasah Principal, must be able to generate a strong will with enthusiasm and confidence in teachers and employees in carrying out their respective duties, a good leader is always looking for the best way to influence members of his organization. Lashway in Syafaruddin explains that strategy is a pattern of behavior designed to achieve cooperation with members in achieving goals, the method used by the Madrasah Principal is very necessary to help smooth tasks so that teacher performance increases.

## RESEARCH METHOD

This research is a qualitative research. The research used is descriptive qualitative research. Descriptive qualitative research is a research with a case study method or approach. This research focuses intensively on one particular object which studies it as a case. Case study data can be obtained from all parties concerned, in other words, this study was collected from various sources [10]Case study research will lack depth if it only focuses on a certain phase or one particular aspect before obtaining an overview of the case. On the other hand, case studies will lose their meaning if they are only intended to get a general picture but without finding anything or some specific aspects that need to be studied intensively and deeply. A good case study should be done directly in the real life of the case being investigated. However, case study data can be obtained not only from the case under study, but also from all parties who know and know the case well. In other words, data in case studies can be obtained from various sources but they are limited in the cases to be studied [3].

The data analysis technique used in this study is a qualitative descriptive analysis technique, following the concept given by Miles and Huberman in Bungin which consists of three stages, namely: data reduction, data presentation and drawing conclusions or verification (conclusion). drawing verification). The three stages can be explained as follows. a). Data Reduction, which is writing down all collected data and summarizing the main data, focusing on important things, looking for themes and patterns. b). Display Data, which is an effort to present data in the form of a hierarchical and systematic description, so that the relationship between one data and another can be seen clearly as a whole. c.) Data Verification and Taking Conclusions, namely searching for and determining the meaning of the data collected, by looking for patterns, relationships, similarities, differences and the system, conclusions are made in the form of statements that are brief and clear so that they are easy to understand. Conclusions are made based on the essence of research data collected from the field.d). Triangulation is the crossing of information obtained from sources so that in the end only valid data is used to achieve the research results.

## RESULTS AND DISCUSSION

This study describes the implementation of education and the strategy of Madrasah principals and explains the supporting and inhibiting factors of implementing madrasah principals to strengthen education in increasing teacher performance motivation in MTS TAHFIDZ MANBAUL KIROM. This research was conducted on madrasah principals in supervising educators using class visit and individual talk methods.

The results of research on Madrasah Principals' Strategies in Increasing Teacher Performance Motivation include: Periodic supervision, involving teachers to attend MGMP, workshops, upgrading, or training, Application of Rewards and Punishment, Participation or Empowerment, Compiling Effective Remuneration, Promotion, Creating relationships that are harmonious in the school environment, Providing exemplary examples (exemplary leadership).

The results of the study: In increasing the motivation for the performance of the principal teacher at Madrasah Tsanawiyah Tahfidz Manbaul Kirom, he faced various obstacles including: 1) Lack of Madrasah Facilities and Infrastructure, 2) Low Teacher Responsibility, 3) Lack of Teacher Discipline, 4) Where Teachers Live Far from School.

Based on the results of the interview, the principal, in this case as the person in charge of the physical environment regulation, is responsible for the institution he leads, including reporting to the government regarding facilities and infrastructure in an effort to improve teacher performance, so that with facilities and infrastructure that support teacher performance so that teachers can work task with gusto. This is in line with the opinion of [2] The Principal Decision Making Process on Improving Junior High School Teacher Performance. The difference between this study and mine is that it places more emphasis on teachers in making policies, taking an interpersonal approach to teachers in teacher work appraisals, useful for increasing teacher potential and performance, to improve the quality of school teaching and learning outcomes.

Madrasah Principal Strategies in Increasing Motivation for Teacher Performance and the work results of the teacher councils and madrasah citizens. a good teacher will build a healthy and quality madrasah. the progress of a madrasah is highly dependent on the performance of the teacher council led by the head of the madrasah.

## CONCLUSION

Based on the results of research and discussion, it can be concluded about the Strategy of the Principal of Madrasahs in Increasing the Motivation of Teacher Performance in Madrasah Tsanawiyah Tahfidz Manbaul Kirom, including: The strategies used by the head of madrasah in general have been able to generate motivation for teacher performance, although there are still teachers who have not increased their motivation significantly. The strategies used by the head of madrasah in general have been able to generate motivation for teacher performance and still use general methods or methods, the principal of Madrasah Tsanawiyah Tahfidz Manbaul Kirom must have a special strategy or approach so that teachers are motivated to improve their performance.

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