

Management of the Madrasah Principal to Get "A" Accreditation in MTSN 1 Sijunjung

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ABSTRACT

This study aims to describe madrasah's principal's management to get accreditation A at Madrasah Tsanawiyah Negeri 1 Sijunjung. This study's results are an in-depth description of madrasah principals' management to get accreditation at Madrasah Tsanawiyah Negeri 1 Sijunjung. This research is a field research study using a qualitative approach. The data was collected through observation, interviews, and documentation. Sources of data come from the principal of the madrasah and educators. There are two stages of data analysis in this study: the pre-field stage in the form of observation and the research implementation stage. The validity test of the research data was carried out using triangulation. The results showed that the management carried out by the Head of the madrasah was to form a vision, mission, goals, and strategic programs to get accreditation A at Madrasah Tsanawiyah Negeri 1 Sijunjung.

Keywords: *Management of the Principal of Madrasah.*

1. INTRODUCTION

Management is one of the essential parts of an institution. The aim is to determine and monitor an institution's performance to achieve the goals set through management. From this, it can be seen that management is necessary for an organization because it is the centre of the performance of the organization itself. Management is also a process of planning, organizing, and monitoring member business organizations and using other resources to achieve the goals set that worked together with the organization's people and resources.

Management is very influential in improving the quality of education. Besides that, the strategy is also crucial for a school principal in leading his school. A principal is a central figure in the school. In managing the school, the principal has a huge role. The principal is the driving force, determining the direction of policy towards schools and education at large. [1] Therefore, the principal or principal of a madrasah is a teacher who is given an additional task to lead an educational institution.

Thus, in this research, the word "management" is all the efforts or careful planning that will be carried out by the principal of Madrasah Tsanawiyah Negeri 1 Sijunjung in getting "A" accreditation. The four

elements of management, namely planning, organizing, implementing, and achieving results or evaluations, are expected to improve education quality. The right strategy for the principal is required to make changes to improve the quality of the school.

The madrasah principal's strategy is a set of specific ways and efforts made to achieve the planned goals. In this case, the Head of the madrasah's strategy includes the Head of the madrasah's policies in improving the quality of education. A leader in carrying out his duties as a leader must also act as a manager. When viewed from the management functions, namely (*planning*) planning, (*organizing*) organizing, (*actuating*) implementation, and (*controlling*) supervision, the principal must also play a role in teaching supervisors as well as evaluating school programs. Through strategy, leadership can be directed, and the quality of education can be improved. The Head of the madrasah is required to improve the staff performance effectiveness and its quality of students so that school goals can be achieved so that the school's quality or madrasah is excellent so that the school or madrasah is accredited "A."

According to the regulation of the Minister of National Education No. 29 of 2005, which is concerning to the National Accreditation Board for Schools / Madrasah (BAN-S / M). It states that what is meant by school/madrasah accreditation is an activity to assess the

feasibility of a school/madrasah based on criteria that have been determined and carried out by BAN- S / M, whose results are manifested in the form of eligibility ranking recognition.[2]

Accreditation is defined as a comprehensive assessment process of an academic unit or program's feasibility and performance, carried out as a form of public accountability. This public accountability is a form of school accountability to the public, whether the services carried out and provided by the school have met the community's expectations or desires. The legal basis for implementing school accreditation is as follows:[3]

- 1.1. Law No. 20 of 2003, concerning the National Education System, Chapter XVI Part Two, Article 60 concerning Accreditation.
- 1.2. The Government Regulation No. 19 of 2005 on National Education Standards, articles 86 and 87.
- 1.3. Decree of the Minister of National Education number: 087 / U / 2002 of 2002 regarding school accreditation.
- 1.4. Decree of the Minister of National Education number: 039 / O / 2003 concerning the establishment of the National School Accreditation Board (BASNAS), which is in charge of determining various policies related to school implementation accreditation

For school principals, accreditation results are expected to be used as information on school eligibility, the performance of school members, including the principal's performance during his leadership period. Besides, the principal's accreditation results are also needed to prepare programs and the school income and expenditure budget. Otherwise, as for teachers, accreditation results always encourage improvement and work hard to provide the best service for students to maintain and improve school quality. Morally, teachers like to teach in schools that are recognized as quality schools.

For students, accreditation can foster self-confidence to obtain a quality education, and an accreditation certificate is a proof that they are attending a quality school. Furthermore, for the government, accreditation can be used as material for consideration in formulating policies to improve the quality of national education.

How important and influential school accreditation is to improve the quality and service and quality assurance of education. If a school has been accredited, it means that the school has received the category of advanced, quality, quality schools and will automatically get recognition from the public for the accreditation that the school has obtained.

The principal continues to strive to improve teachers' quality or professionalism by conducting training for teachers, attending seminars, and conducting weekly evaluations of teacher performance. Efforts to improve and develop the quality of schools must continue. Schools need to look for innovations in implementing various programs that have been prepared under the demands of society and the increasingly changing social environment. The program is part of school activities structured and planned to develop the quality of existing learning. Of course, planning school programs cannot be separated from the school's vision and mission.

2. METHOD

The type of research is *field research*, known as using a qualitative approach with descriptive methods. This type of descriptive qualitative research tries to describe phenomena that occur naturally (*naturally*) in conditions that occur naturally. [1]

The types of data used in this study were primary data and secondary data. The data collection techniques used in this study were; observation, interview, and documentation. Data analysis techniques were one way of analyzing research data that we find in the field. Data analysis also serves to summarize in a form that is easy to understand and interpret. The data analysis stage that the writer did was pre-field technique, the research implementation stage consisting of data reduction, data presentation, and concluding used quantitative methods to analyze the data.

3. RESULT AND DISCUSSIONS

3.1. Planning of the Head of Madrasah Tsanawiyah Negeri 1 Sijunjung to get "A" Accreditation

Planning carried out by the Head of the madrasah is by compiling a vision and mission, goals, programs, collaborating with all stakeholders, embracing them, and providing direction and guidance to achieve educational goals. The principle applies to the Ministry of Religion's five work cultural values to carry out all planned programs: integrity, professionalism, innovation, responsibility, and exemplary

3.2. The steps taken by the head of the madrasah in the organizing process at Madrasah Tsanawiyah Negeri 1 Sijunjung

The stage of the Head of the madrasah in organizing to get "A" accreditation at Madrasah Tsanawiyah Negeri 1 Sijunjung is by forming an accreditation team. The accreditation team must consist of figures whose integrity and commitment are undoubtedly efforts to

improve school quality—for example, having skills in technology, administration, and mastering the fields required for accreditation. This accreditation team is useful for guarding eight educational standards, which are the main instruments in accreditation.

3.3. Implementation of the planning formulated by the Head of Madrasah Tsanawiyah Negeri 1 Sijunjung

There are eight strategies carried out by the Head of the madrasah, namely:

3.3.1. Content Standards

The efforts made by the Head of the madrasah are guiding teachers by providing guidance and understanding to teachers for developing learning tools such as correct lesson plans, as well as making creative and innovative learning media so that students achieve minimum completeness according to the existing syllabus.

3.3.2. Graduate Standards

Madrasah principals apply additional learning to ninth-grade students.

3.3.3. Process Standards

The efforts made by the principal of the madrasah are directing teachers to use learning models that are following the characteristics of students and subjects.

3.3.4. Educators and Educations personnel Standarts

The efforts made by the Head of the state madrasah Tsanawiyah 1 Sijunjung, namely in the recruitment of teachers, it is prioritized to have a minimum academic qualification of undergraduate or diploma four from an accredited study program. Teachers have educator certificates. To improve the quality of madrasah principals, they involve teachers in workshops, seminars, and education and training activities according to their competence and teacher training or teacher *development programs*

3.3.5. Facilities and Infrastructure Standarts

At the end of each year, the madrasah principal strives to add infrastructure such as classrooms, parking lots, sports fields, adding computers, and others.

3.3.6. Management Standarts

In madrasah management, the Head of the madrasah always involves committees, teaching staff, and

education staff so that the preparation, planning, evaluation, management can run smoothly and be transparent.

3.3.7. Financing Standarts

The efforts made by the Head of the madrasah are transparently managing funds by involving committees, treasurers, and teachers. The funds that are processed are BOS funds, funds from infaq students and teachers, and grants from alumni.

3.3.8. Education Asessment Standarts

The efforts made by the principal of the madrasah are always to monitor the performance of educators and education personnel. Provide input on shortcomings and give appreciation for the success that has been done.

3.4. The method used by the Head of the madrasah in supervising and evaluating each program implemented

Madrasah Tsanawiyah Negeri 1 Sijunjung is conducting evaluation activities with the assistance of teachers, administrative officers, committees, and other competent education personnel. Evaluation and assessment are carried out on the eight components of the National Education Standards.

The analysis results explore some management strategies of madrasah principals to get "A" accreditation at Madrasah Tsanawiyah Negeri 1 Sijunjung. It is planning the vision, mission, goals, and programs to achieve the vision and mission, creating an accreditation team, implementing the planning that has been done, and supervise and evaluate the implementation of programs that have been prepared.

4. CONCLUSION

Accreditation at Madrasah Tsanawiyah Negeri 1 Sijunjung is by forming an accreditation team. The efforts made by the Head of the madrasah are guiding teachers by providing guidance and understanding to teachers. In the recruitment of teachers, it is prioritized to have a minimum academic qualification of undergraduate or diploma four from an accredited study program. At the end of each year, the madrasah principal strives to add infrastructure such as classrooms, parking lots, sports fields, adding computers, and others. The Ministry of Religion's five work cultural values to carry out all planned programs are integrity, professionalism, innovation, responsibility, and exemplary.

Madrasah Tsanawiyah Negeri 1 Sijunjung is preparing for "A" accreditation. The principal monitors the performance of educators and education personnel.

Financing is transparently managed by involving committees, treasurers, and teachers—the method used by the Head of the madrasah in supervising and evaluating each program implemented.

AUTHORS' CONTRIBUTIONS

Based on the analysis findings, the Head of the madrasah at Madrasah Tsanawiyah Negeri 1 Sijunjung uses some strategies to get "A" accreditation. The strategies are by planning the vision, mission, goals, and programs to achieve the vision and mission, creating an accreditation team, implementing the planning that has been done, and supervise and evaluate the implementation of programs that have been prepared. This research has several important implications, namely that it can serve as a guide or basis for researchers who will further research with titles related to this research. This study's results can also contribute to knowledge, especially about the management of principals to get "A" accreditation.

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