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Advancing The Performance of Educational Administration Staff: A Study of Leadership Strategies In Madrasah Ibtidaiyah

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ABSTRACT

The strategy of the head of the Madrasah in developing the performance of education personnel in Madrasah Ibtidaiyah DDI Kabera is the focus of this qualitative research. Data was collected from madrasah heads, education staff, and other involved parties and from school records, documents, and direct observations in the school environment. Data validity checks are performed through data triangulation to ensure consistency of findings. The data analysis technique used is thematic analysis. The results showed that the performance of education personnel in Madrasah Ibtidayah DDI Kabera can be categorized as good. They can complete tasks well and continue to improve their performance over time. Principals continuously evaluate performance using assessment tools, which contribute to their performance development. The principal's strategy for improving the performance of education personnel involves appreciation in the form of motivation, coaching, and encouragement. This boosts their passion for the task and improves its performance. A non-authoritarian leadership approach also plays a role in good cooperation between the principal and his staff. With the right strategy, head of the Madrasah can create a meaningful and creative learning environment, improve the quality of education, and achieve the expected goals in Madrasah Ibtidayah DDI Kabera.

Keywords: Strategy of madrasah head, Performance development, Education personnel

A. INTRODUCTION

Government Regulation of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that what is meant by education personnel is "members of the community who serve themselves directly in the provision of education" (Indonesia 2003) The affirmation of education personnel in the regulation indicates that education personnel have a broad spectrum in implementing education (Mawardi, 2023). The large role that must be carried out by education personnel requires that the education personnel development system requires planned handling so that they can carry out their duties as well as possible (Usman et al., 2022). Therefore, education personnel's roles, duties, responsibilities, authorities and powers are strategic in improving educational and learning objectives.

As an education staff, whether he is an educator (teacher), education unit manager, overseer, supervisor, researcher and developer in the field of education, librarian, laboratory, learning resource technician, and examiner of his skills and competencies will determine how far he can carry out by the demands of the performance of the task he carries out (Qonita 2018). Moreover, the role they perform is a strategic role for fostering the nation's intelligence and for the benefit of the nation's survival

Performance management is an effort to achieve continuous improvement in the performance of both individual employee performance and organizational performance, so efforts to develop and improve performance become decisive in achieving organizational goals (Baharun 2016). The performance management process must ultimately assist the organization in identifying gaps between actual performance and expected performance according to plans and predetermined performance targets.

In the world of education, professional attitudes and abilities must be developed. An education worker must be able not to depend on work provided by others (Radinal, 2023). It needs to be developed in addition to knowledge and an attitude of initiative and trust in one's abilities. Cooperation between education and companies must be continuously developed, especially in utilizing companies as laboratories and objects of practice (Ajepri, Vienti, and Rusmiyati, 2022). Education personnel development must be carried out based on a clear needs plan. Thus, there will be no disparity between the need for education and available personnel.

In particular, education personnel are related to welfare, pre-service education of prospective education staff, recruitment and placement, coaching the performance of education staff, and career development. Pre-service education needs to pay attention to improving the education system to the needs of the community and development; it is necessary to reorient education programs so there is no inequality among education personnel. Education personnel

need to be carefully prepared through a quality education system. Regarding welfare, efforts need to be made, namely the salary of education staff needs to be adjusted to become a reasonable standard for the lives of education staff and their families. Improving the welfare of education personnel carried out by the central government must be followed by local governments.

School principals must be able to think in terms of the principal's actions to help madrasah organizations adapt to the outside world (Banun, Yusrizal, and Usman 2016). The strategy of the head of the Madrasah is one of the factors that can encourage the Madrasah to realize the vision, mission, goals and objectives of the Madrasah through programs that are implemented in a planned and phased manner. According to (Wibawani, Wiyono, and Benty 2019), strategy is a plan about utilizing and using existing potentials and facilities to improve performance effectiveness and efficiency. Allah (SWT) said in Q.S Al-Hasyar:18, which translates to:

O believers, fear Allah and let each one pay attention to what he has done for tomorrow (the world and the hereafter); fear Allah, Allah knows what you do (Shihab 2010).

This paragraph directs every leader of educational institutions to develop the performance of effective and efficient education personnel. The performance of effective and efficient education personnel can support effective teacher-learning activities in madrasas.

Among the research relevant to this is Research (Mahlangu 2014) entitled "Strategies for principal teacher development: a South African perspective. This study discusses the strategies used by school principals in facilitating the development of teachers in Provindi Limpopo and Mpumalanga in South Africa. The department expects principals to bring about performance change in their schools. Another research relevant to this research is conducted (Cunha 2019) entitled Principal's Management Strategy. The result of his research is that principals and teachers play an important role in educational institutions, and there is effectiveness in teaching and learning situations, namely the assignment of good subjects to be taught by a teacher. Based on this background, this study aims to find out the strategy of the head of the Madrasah in developing the performance of education personnel at Madrasah Ibtidaiyah DDI Kabera.

B. LITERATURE REVIEW

Madrasah Head Strategy

The madrasah head's strategy refers to the approach or action plan taken by a madrasah head to achieve the school's goals and vision. The Head of the Madrasah manages and

supervises the school's various operational and academic aspects and ensures effectiveness in achieving educational goals (Masrur, Kholis, and Kusuma, 2023).

Strategy formulation prepares future steps to build the organization's vision and mission, set strategic goals and design strategies to achieve these goals to provide the best customer value. Strategy management consists of three activities: strategy formulation, implementation, and evaluation. Strategy formulation involves developing mission activities, recognizing external company opportunities and threats, establishing internal strengths and weaknesses, setting long-term objectives, and producing alternative strategies (Yunus 2016).

The executive planner formulates the organization's vision and mission, profiles the organization, recognizes the organization's external opportunities and threats, analyzes strategy alternatives, sets long-term goals, and selects a master strategy. Potential management tools to help analyze opportunities and threats can use SWOT analysis techniques (strength, weakness, opportunity, and threat) (Sutikno 2014).

Strategy Implementation is the number of activities and choices needed for strategic planning. Strategic implementation is how several strategies and policies are transformed into action by developing programs, budgets and procedures. Although implementation is usually only considered after the strategy is formulated, implementation is the key to successful strategic management. Strategy formulation and implementation should be seen as two sides of a coin (Apriadi, Susila, and Bagia 2019).

Strategy evaluation and supervision is the final stage in the strategy management process. All strategies are subject to future modification because various external and internal factors will continue to change. Strategy Evaluation includes several things: 1) Review external and internal factors that are the basis for each strategy being carried out, 2) Measure the performance that has been carried out, and 3) Take corrective action if there is a non-conformity. This strategy evaluation is needed for companies because a business success achieved today is not a success in the future (Komarudin et al. 2022).

Developing the Performance of Education Personnel

The development of the performance of education personnel is an ongoing process that aims to improve the competence, efficiency, and effectiveness of the performance of teachers, administrative staff, and other employees involved in the educational process in Madrasah. This performance development involves various efforts to improve the professional abilities and abilities of individuals to make a better contribution to achieving the educational goals that have been set (Rostini 2016).

Some aspects related to the development of education personnel performance include: 1) Training and Professional Development: Through training and professional development, education personnel can improve their skills, knowledge, and understanding of the latest teaching methods, educational technologies, classroom management strategies, and relevant curricula. 2) Mentoring and Guidance: Adopting a mentoring program will help new education personnel adapt to the madrasah environment and get guidance from more experienced colleagues. 3) Recognition and Reward: Giving recognition and rewards to education personnel who have shown superior performance will increase their enthusiasm and motivation to excel. 4) Use of Educational Technology: Using technology in the learning process can help education personnel more efficiently deliver material and increase student interaction and participation in learning. 5) Leadership Development: Development of education personnel performance also includes identifying potential leadership candidates and providing opportunities for them to develop leadership skills. 6) Performance Appraisal: An objective, evidence-based performance appraisal can help identify strengths and weaknesses that need improvement. 7) Learning Culture Development: Creating a learning culture in Madrasah that encourages collaboration, knowledge sharing, and innovation will have a positive impact on the development of education personnel performance (Amon, Ping, and Poernomo 2021; Apostasy 2022).

Some theories related to the development of educational personnel performance include: 1) Organizational Learning Theory: This theory emphasizes the importance of continuous learning in organizations, including in madrasah environments. The development of the performance of education personnel must be part of the organization's continuous learning efforts. 2) Transformational Leadership Theory: This theory focuses on the role of leadership in creating positive change and motivating members of the organization to perform better. As a leader, the Head of the Madrasah must apply a transformational leadership approach to encourage the development of education personnel performance. 3) Motivation Theory: Motivational theories such as Abraham Maslow's Hierarchy of Needs theory or Victor Vroom's Expectancy theory are relevant in identifying factors that can influence the motivation and performance of education personnel. 4) Collaborative Learning Theory: This theory emphasizes the importance of collaboration and cooperation in learning. Encouraging collaboration between education personnel will improve mutual learning and sharing of experiences for better performance development. 5) Multiple Intelligences Theory: This theory recognizes the existence of multiple intelligences in individuals. Understanding and utilizing

various types of intelligence in education personnel can help develop performance holistically (Ahyar 2018; Munir 2018; Istiarsono 2018).

Developing the performance of education personnel is an important investment for improving the quality of education in madrasahs. By providing the right attention and support, madrasah heads can create a conducive learning environment and encourage education personnel to reach their best potential in supporting the educational process.

C. METHOD

The approach used in this study is a qualitative approach that focuses on a deep understanding of the strategies used by madrasah heads in developing the performance of education personnel, as well as an understanding of the experiences, views, and perspectives of the actors involved. Research data was sourced from madrasah heads, education staff, and parties involved in the education process at Madrasah Ibtidaiyah DDI Kabera. Data can also be obtained from school records, related documents, and direct observations in the school environment. Suitable instruments for collecting data in this study include in-depth interviews with madrasah heads and education personnel, participatory observations to understand interactions in the madrasah environment, and documentation studies to obtain information from school records and documents. To ensure the validity of the data, researchers can use data triangulation by comparing data from various sources (interviews, observations, and documents) to confirm the suitability of the findings. The data analysis technique used is thematic analysis, which identifies thematic patterns or motives in the data collected (Sitasari 2022). The steps of thematic analysis include organizing data, searching for thematic patterns, classification, interpretation, and reporting findings.

D. RESULTS AND DISCUSSION

The principal's strategy in developing the performance of education personnel in Madrasah Ibtidayah DDI Kabera

The principal formulates the strategy is: 1) analyzing the internal and external environment to measure the strengths and weaknesses and the opportunities and threats the organization will face in carrying out its mission. 2) Formulate key success factors from strategies designed based on previous analysis. 3) Determine measurable goals and targets and evaluate various alternative strategies by considering the resources owned and external

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conditions faced. 4) Choose the most suitable strategy to achieve short-term and long-term goals.

Based on the results of an interview with the principal of Madrasah Ibtidayah DDI Kabera, the success indicator of the principal's strategy is said to be successful if the principal is not authoritarian in leading. Teachers and education staff explained the principal's strategy in developing the performance of their education staff, namely providing targets to TU staff so that they are disciplined in carrying out their responsibilities. Also, there is good cooperation between the principal and TU staff in completing work that must be completed immediately. In addition, the principal's strategy, namely the principal and the head of literature, often motivates students to read books diligently. From this data, the principal implements strategies in all aspects, such as improving the performance of employees and teachers and motivating students to learn.

Performance of education personnel in Madrasah Ibtidayah DDI Kabera

The results of the performance assessment of education personnel can be seen in how they complete each task the principal gives. Education personnel at Madrasah Ibtidayah DDI Kabera can work together with the principal or other staff so that they can complete their responsibilities; this can be seen from the results of assessments carried out by the principal or supervisors of education staff or other staff so that their performance can be categorized as good and evidenced by the existence of performance assessment tools used by principals or supervisors to find out information about the desired results of a job.

The assessment of the performance of education staff can be used as information in determining proper competition with staff to motivate other staff. The performance assessment results can certainly be used to determine more effective training and development programs. Performance appraisal of education personnel refers to a formal and structured system used to measure, assess and influence work-related traits, behaviours and outcomes. Thus, performance assessment results from personnel's work within the scope of their responsibilities.

The assessment carried out by the principal on education staff at Madrasah Ibtidayah DDI Kabera is carried out based on supervision, meaning that the assessment carried out on education personnel is not only aimed at assessing performance but also serves to improve the quality of education personnel through the rewards given. Therefore, criteria are used to evaluate and function as a tool to supervise the performance of education personnel.

Strategic management is a series of managerial decisions and activities that determine the success of a company in the long run. These activities include strategy formulation/planning, implementation/implementation, and evaluation (Tardian 2019). Strategy is a series of fundamental decisions and actions made by top management and implemented by all ranks in an organization to achieve the expected goals (Mashar 2019).

Strategy management is a collection and action that results in formulating and implementing plans designed to achieve organizational goals (Pratiwi 2020). Strategy management is several decisions and actions that lead to preparing a strategy or several effective strategies to help achieve company goals (Budiman and Suparjo, 2021). Strategy management is a unified series of decisions and actions that determine the company's performance in the long term (Setiawati 2020).

One of the very influential components in educational institutions is the principal. To always improve the performance of education staff, of course, a school principal must have a strategy to improve the performance of education personnel to strive for improving education. In order to perform their role and function as a manager, school principals must have appropriate strategies to empower education personnel to improve their profession and involve all education personnel in various activities that support school programs.

By some of the opinions above, researchers can conclude that the principal's strategy in improving the performance of education personnel in Madrasah Ibtidayah DDI Kabera is that the principal must be able to determine the right strategy in developing the performance of personnel. In the theory of strategic management, namely how to formulate strategies, implement strategies and expand strategies, the principal needs to know so that when determining the strategy, the principal can determine a good strategy to achieve the desired goals. The principal has an important role in an educational institution because the principal's leadership can determine the success of an educational institution so that the performance of education personnel can develop properly.

The performance of education personnel is very important to achieve the desired goals. In the world of competitive and globalized competition, every school is required to be able to compete in meeting the needs of students. For this reason, an important role is needed from all parties, including the role of education staff. Education personnel, one of the important aspects of an educational institution, requires feedback from the institution on their Deliverables as a guide for their performance in the future; through assessing the performance of education personnel, the desired performance appraisal results will be obtained.

Like educators, education personnel are also obliged to help create a meaningful, fun, creative, dynamic, and dialogical educational atmosphere. He must also be able to be an example and maintain the good name of the institution, profession, and position by his trust. In implementing the school administration system, educational personnel is very important, ranging from library managers finance, to school hygiene, which is a synergistic unity that brings schools to achieve educational goals.

This explanation shows that the performance of education personnel can be said to be successful if they can carry out their responsibilities properly and create good communication between the principal and other staff. The performance of education personnel in Madrasah Ibtidayah DDI Kabera can be categorized as good; this can be proven by an assessment tool for school principals or supervisors in measuring the performance of education personnel. Performance is one of the keys to the success of education personnel to achieve the goals planned in the school program. With the good performance of an education staff, then at least the education staff already has a work ethic that should be considered.

E. CONCLUSION

From the discussion above, it can be concluded that the performance of the teaching staff at Madrasah Ibtidayah DDI Kabera can be categorized as good. This can be seen from the ability to complete responsibilities properly and occasionally improve performance. The school principal conducts continuous work evaluations using educational staff assessment tools so that their performance continues to develop.

The principal's strategy for improving the performance of teaching staff at Madrasah Ibtidayah DDI Kabera is to provide appreciation in the form of motivation, coaching and encouragement to education staff. This strategy makes educational staff more enthusiastic in carrying out their duties and causes their performance to increase. The principal also applies a non-authoritarian leadership approach to establish good cooperation between the principal and his staff.

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