**THE EFFECT OF THE COMPETENCY OF THE HEAD OF MADRASAH ON MADRASAH’S ACCREDITATION IN MADRASAH TSANAWIYAH**

**THROUGHOUT** **TELLUSIATTINGE DISTRICT BONE REGENCY**

**Abstract**

This study describes the effect of the competence of madrasah principals on madrasah accreditation in Madrasah Tsanawiyah in Tellu Siattinge District, Bone Regency. Ex-post facto research is used to find the cause of an event. The study population was 88 teachers as well as the sample. The data technique used a questionnaire and analyzed with descriptive statistics and inferential statistics by testing the hypothesis with the product moment test and simple regression analysis. The results showed that the reality of the competence of madrasah principals with an average response rate of 86.56 was in the very good category with a proportion of 66.9%. The reality of madrasah accreditation the average respondent's response was 87.57, which was in the very good category with a percentage of 68.2%. Furthermore, there is a positive and significant effect of the competence of madrasah principals on madrasah’s accreditation in Madrasah Tsanawiyah throughout Tellu Siattinge District, Tulang Regency. The competence of the head of madrasah which is utilized well by the head of madrasah in his leadership provides an increase in madrasah accreditation, this is evidenced by a coefficient of 0.832 and a significance of 0.000.

**Keywords**

Competency of Madrasah Principals and Madrasah’s Accreditation

**PRELIMINARY**

Education in Islam occupies a very important position. Education can be pursued through formal, non-formal and informal educational institu­tions. Madrasah as Islamic educational institutions as formal, Useful for  caracter learners Indonesia, but the show student’s high brawls is increasing every year (Musfah, 2018: 28). The essence of an educational institution as an organization for the formation of aspects of knowledge, attitudes and skills of students. Some problems in educational institutions (Mustari, 2015: 236-237) namely the unequal opportunity to get education, the low link between education and the world of work, the low quality of education, the large number of equivalent educational institutions located nearby (Sukmawati, 2019: 67) and the lack of commitment from stakeholders (Dewi, 2020: 44).

The quality management paradigm starts from the term, inspection and quality control to quality assurance, improvement, and development, through a continuous quality improvement work procedure (Satori, 2016: 128). The term quality develops along with the times. The development of the concept of quality was pioneered by W. Edwards Deming, Joseph Juran, and Philip B. Crosby, who is known as the father of quality. Deming's concept states that quality problems stem from management errors and failures. Joseph Juran introduced the 85/15 law, which is that 85% of quality is influenced by internal institutional processes, and Strategic Quality Management (quality management strategy) in improving quality management. Another concept was put forward by Philip B. Crosby about quality, there are two, namely quality is free, and failures and mistakes can be removed with a strong desire from the institution (Teaching Administration for Education, 2015: 293). Efforts to improve the quality of education require professional and reliable human resources with their respective scientific competences in preparing to compete in the future (Tilaar, 2001: 179). Communication regarding the need for organizational resources to support madrasah accreditation (Astenia, 2019: 1). Professional human resources at work are able to achieve progress in the quality of the madrasah organization.

Nur Zazin (2011: 54) argues that quality is an advantage possessed by goods / services.) Deming reveals in education quality management that quality is fully customer satisfaction (Hadis and Nurhayati, 2010: 84). Parents are customers in education, parents' satisfaction means good management and vice versa, but as managers must understand why parents are satisfied and why parents / customers choose the educational institution (Rohani, 2017: 45). Quality in education is called "high quality / top quality to students, one of the measuring tools for the quality of madrasah is the accreditation of the eligibility of educational units" (Kemendikbud, 2018: 3).

One indicator of the quality of national education is the quality of madrasah, which is managed professionally by the principal of madrasah with the application of democratic leadership, has an understanding, ability, accommodates and meets the needs of its employees. The factor of the principal's role as a manager is one of the successes in achieving the goals of the madrasah. The head of madrasah uses all his potential and potential organizational resources to achieve the goals of the madrasah (Dikdas, 2000: 21).

Madrasah quality control is carried out by increasing teacher competence, accreditation and UN scores (Basuni, 2013: 427). Furthermore, Basuni (2017: 1). explained that teacher performance has a relationship with the achievement of madrasah accreditation levels (scales A, B, C, and D). In the management of educational institutions adhering to those listed in the 8 standards in the BSNP (National Education Standards Agency) regarding National Education Standards, namely content standards. process standards, graduation standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards (Rohani, 2017: 24). The 8 standards are used as an assessment for the accreditation of a madrasah.

The accreditation approach, the outcome assessment approach and the open system approach are the approaches used to ensure the quality of educational institutions. (Jejen Musfah, 2018: 106). School / madrasah accreditation is a comprehensive assessment process of the appropriateness of an educational unit or program, which is carried out by an independent and professional institution in the form of a certification assessment. Accreditation is carried out in determining the feasibility of educational programs, as a form of public accountability and is implemented openly as stated in Law Number 20 of 2003 concerning the National Education System CHAPTER XVI Part Two Article 60. Madrasah accreditation assessments are carried out regularly (Mulyono, 2010: 176 ).

The systematic principle in the implementation of accreditation is carried out, in order to encourage the empowerment of education units to optimize their resources in achieving goals. All accreditation instruments are used in the development according to the National Education Standards. Based on government regulation Number 19 of 2005 concerning the minimum criteria for education components, article 1 paragraph (1) states that the National Education Standards are the minimum criteria for the education system in all jurisdictions of the Republic of Indonesia (Rukiyah, 2016: 48). This accreditation is used as an educational assessment tool regarding the quality according to the quantity of a particular madrasah.

In the management of educational institutions adhering to those listed in the 8 standards in the BSNP (National Education Standards Agency) regarding National Education Standards including content standards, process standards, graduation standards, standards for educators and educational staff, standards of facilities and infrastructure, management standards, financing standards , and assessment standards (Rohani, 2017: 24). The achievement of 8 SNP aspects affects the success of accreditation (Hanun, 2015: 120). So that the madrasah work plan is an effort to meet and or exceed the 8 standards.

According to Jejen Musfah (2018: 321), the quality of an educational institution is caused by coordination, communication, human resource competence, both madrasah principals, teachers and students, to their leadership. Stanley and Geofrey (2000: 3) state that in achieving goals, it is necessary to maximize the values ​​of stakeholders in an organization. This explains that the efforts of the head of madrasah in achieving educational goals must involve all stakeholders in the madrasah.

The competence of the madrasah principal greatly determines the quality or accreditation of a madrasah. Competence is seen from a person's ability to produce a level of job satisfaction (Kompri, 2017: 3). The competence of the head of the madrasa greatly determines the achievement of the goals of the institution (Maulana, 2019: 55). According to Permendiknas No. 28/2010 quoted by Kompri that personality, managerial, entrepreneurial, supervisory and social competencies are competencies that a madrasah head must have in addition to being his main task as a teacher (Kompri, 2017: 5). The competence of the head of the madrasah is not only known but is used as a guide in developing the duties and responsibilities of the head of the madrasah. Related to competence, as Allah swt said. in QS al-Ruum / 30: 30:

فَأَقِمۡ وَجۡهَكَ لِلدِّينِ حَنِيفٗاۚ فِطۡرَتَ ٱللَّهِ ٱلَّتِي فَطَرَ ٱلنَّاسَ عَلَيۡهَاۚ لَا تَبۡدِيلَ لِخَلۡقِ ٱللَّهِۚ ذَٰلِكَ ٱلدِّينُ ٱلۡقَيِّمُ وَلَٰكِنَّ أَكۡثَرَ ٱلنَّاسِ لَا يَعۡلَمُونَ

Translation:

So turn your faces straight to the religion of Allah; (stay on) the nature of Allah who created man according to that nature. there is no change in the fitrah of Allah. (That is) the straight religion; but most humans don't know

Madrasah consists of human resources that have the potential, Madrasah consists of human resources who have potential, especially the head of the madrasah. Therefore, it takes an effort to increase the competence that is owned by using it for the advancement of madrasas. Personality, managerial, supervisory, social and entrepreneurial competencies are competencies that the principal of madrasah must have in his leadership.

Personality or personality has a very broad meaning. Apart from being observable behavior, personality is also an individual mindset (Baharuddin, 2012: 191). The combination of psychology, reason, and action in interacting in a certain situation as a form of personality (Robbins and Coulter, 2010: 45). Personality is a whole pattern of behavior, habits, attitudes, skills that appear in everyday life. There is a unity between words and actions that are carried out to individuals as well as other persons. The ability of the head of the madrasa to find whether a problem is true or not is part of personality competence (Sari, 2019: 158). A madrasah principal who already has and practices the competency dimensions of the principal that is inherent in him, high morale, discipline, independent, transparent, flexible to input, does not give up easily and has situational leadership, the madrasah that is led will always develop and progress.

The ability of the principal manager of madrasah is very much needed, because good management is one way to achieve organizational goals by constantly striving for guidance and development of Human Resources (HR). In developing a career in human resources in madrasah, a manager who is able to plan, organize, lead in implementation and strict control is needed. Technical skills, human relations skills and conceptual skills as managerial skills in carrying out their duties (Sulistyorini, 2009: 180).

As the principal manager of the madrasah is in the highest position in educational institutions, so that he is the spearhead of organizational success (Rohiat, 2012: 33). The managerial competence of the head of madrasah is the ability of the head of madrasah in implementing management functions, namely planning, organizing, implementing and supervising activities in madrasah. Therefore, the principal must have managerial competence.

The principal of the madrasah is active in a very constant environment, so that he requires attention to the internal and external needs of the madrasah. Public and private madrasahs have received supervision and assessment from various parties and stakeholders, both by the government in terms of BAN S / M (National Accreditation Board, School / Madrasah). The relationship between the head of madrasah and supervisors, teachers, and parents of students in the organizational structure must always be established through the communication process. The communication process, which is always happening and even continues to develop, requires the principal of madrasah to respond to various problems and needs of madrasas that cannot be predicted beforehand. The ability of the head of madrasah in establishing cooperation, communication and others with subordinates and the environment is needed, so that the social competence of the madrasa principal is an important part that must be possessed in his leadership in an educational institution, namely madrasah.

The embodiment of the aspirations for an independent life is characterized by a headmaster of a strong personality and an entrepreneurial mind. The head of madrasah must have entrepreneurial competence in realizing social education in society. In the field of education, the entrepreneurial nature that is implemented is innovation, hard work, strong motivation, not easily discouraged and always looking for solutions to existing problems, and has an entrepreneurial instinct (Suharsaputra, 2010: 102). The implementation of these characteristics is expected to be a means of developing madrasas through the achievement of madrasah goals, the implementation of main tasks and functions as madrasah managers, minimizing madrasah problems and managing the learning process of students.

Research Sakinah, Asy'ari and Moh. Ali (2019: 103) states that the strategy of the head of madrasah can improve the quality of education. Anis Fauzi and Arnudin (2017: 239) suggest that the head of madrasah encourages, guides, and motivates all stakeholders in madrasah to work together to achieve the vision, mission and goals of the madrasah. Furthermore, Amir Mahmud (2019: 218) measures the effectiveness of madrasas through curriculum implementation, strategies, the effectiveness of the teaching and learning process and the relationship between madrasah citizens which always produces reliable output. Riyanto (2019: 180) finds that there is an influence between the principal's managerial competence on student achievement as part of supporting the achievement of educational quality. The achievement of the quality of an educational institution is a result of the hard work of the manager in optimizing its competence (Solihah, 2017: 68).

Nurkholis (2017: 88) found that the quality of madrasas is influenced by professionalism, namely academic qualifications and certificate ownership. Furthermore, Widhyanti Rosmaniar (2016: 159) found that instructional leadership and organizing learning that is implemented as a whole can improve the quality of madrasah, especially the quality of graduates or madrasah output. Competency standards of graduates boil down to assessing the quality of madrasah (Maesaroh, 2018: 30). The leadership of the madrasah principal is able to improve the performance of madrasah citizens (Nurani, 2017: 66) in collaborating to improve quality. Pardomoun Simanullang et al (2016: 108) found that the principal's ability to plan, implement, and evaluate school programs. This provides an understanding that the low compliance with national education standards has a direct bearing on madrasah accreditation.

Based on preliminary observations made in several Madrasah Tsanawiyah in Tellu Siattinge District, Bone Regency, it was found that the ability of madrasahs to fulfill national education standards did not meet standards and there was still 1 madrasah with an accreditation value of C. Accreditation was one of the tools to measure the quality of madrasah. Accreditation owned by madrasah is a feedback from the capabilities of the head of the madrasah who leads it.

**RESEARCH METHODOLOGY**

This type of research is ex-post facto. This research was conducted to observe changes in behavior, symptoms, phenomena or events as causes to be found (Sukardi, 2003: 16). The following is a description of the research location:

Table 1.1 Research Locations and Accreditation Acquisition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Madrasah Name | Adress | NPSN | Acreditation |
| 1 | Madrasah Tsanawiyah As’adiyah Pongka  | Jln Mattirowalie | 40320087 | B |
| 2 | Madrasah Tsanawiyah Nurul Aeyn As’adiyah Kampung Baru  | Kampung Baru Desa Ulo | 40320088 | B |
| 3 | Madrasah Tsanawiyah As’sadiyah Itterung | Tokebo Desa Itterung  | 40320090 | B |
| 4 | Madrasah Tsanawiyah Al Nur Patangnga | Weddae Desa Patangnga | 40320091 | B |
| 5 | Madrasah Tsanawiyah Al Mushowwir  | Desa Ulo | 69725428 | B |
| 6 | Madrasah Tsanawiyah Daarul Qur’an Pajalele | Pajalele Desa Mattoanging | 69941544 | B |
| 7 | Madrasah Tsanawiyah Nurul Ikhlas Al-Juhaefiyah Sijelling | Desa Sijelling | 69976522 | C |

The study population was 88 teachers in Madrasah Tsanawiyah throughout Tellu Siattinge District, Bone Regency, consisting of 34 male and 54 female. This research according to Arikunto (2010: 134) is a population study because the population in the research subject is less than 100. Data is collected through a questionnaire filled out by respondents.

**DISCUSSION**

1. **The Reality of the Competence of Madrasah Principals in M adrasah Tsanawiyah throughout Tellu Siattinge District Bone Regency**

The reality of the madrasah principal's competence provides an indication that there is a good ability that is applied by the head of the madrasah in his leadership. As in the Regulation of the Minister of National Education No. 28 of 2010 concerning the competences of madrasah principals, namely personality, managerial, entrepreneurial, supervisory and social competencies. Competence is the knowledge, understanding, abilities and characteristics of the principal of the madrasah. The principal of a madrasa who devotes himself to an educational institution develops tasks in advancing the educational institution he leads. Nurkholis (2017) explains that academic qualifications and ownership of certificates by the principal are proof of professionalism. Therefore, the principal who has the ability to influence employees is a leader who starts from himself, the ability to manage the organization, has innovation, constantly supervises and has a social spirit, is an ideal leader.

Tabel 1.2 Interpretation Category of competency of madrasah principals

|  |  |  |  |
| --- | --- | --- | --- |
| Interval | Categori | Frequensy | Persentase |
| 20-36 | Very Bad | 0 | 0% |
| 37-52 | Not Good | 0 | 0% |
| 53-68 | Fairly Good | 0 | 0% |
| 69-84 | Good | 30 | 34,1% |
| 85-100 | **Very Good** | **58** | **66,9%** |
| Total |  | **88** | 100% |

1. **The Realities of Madrasah Accreditation in Madrasah Tsanawiyah in Tellu Siattinge District, Bone Regency**

After conducting descriptive analysis, it is known that from 88 teachers in Madrasah Tsanawiyah throughout Tellu Siattinge District, Bone Regency, the minimum result is 70 and the maximum value is 98. The total number of all respondents' answers is 7,706, standard deviation is 8,170 with an average respondent response of 87.57 which is in the interval 85-100 with a percentage of 68.2% in the very good category. The following table explains this:

Tabel 1.3 Interpretation Category of Madrasah Accreditation

|  |  |  |  |
| --- | --- | --- | --- |
| Interval | Categori | Frequensy | Persentase |
| 20-36 | Very Bad | 0 | 0% |
| 37-52 | Not Good | 0 | 0% |
| 53-68 | Fairly Good | 0 | 0% |
| 69-84 | Good | 28 | 31,8% |
| 85-100 | **Very Good** | **60** | **68,2%** |
| Total |  | **88** | 100% |

The accreditation of a madrasah, according to the aforementioned results, indicates that madrasah accreditation for educational institutions located in Tellu Siattinge Subdistrict, Bone Regency, is an excellent accreditation. The accreditation assessment can be seen from the acquisition of accreditation from BANS / M with the acquisition of B accreditation and one madrasah with C accreditation. Some of the madrasas in the region are located in a slightly remote area, but are able to get accreditation achievements quickly. Madrasah accreditation assessment is measured based on the minimum criteria. National education standards are the minimum criteria for the education system in accordance with PP RI No. 19 of 2007 concerning Education Management Standards by Primary and Secondary Education Units consisting of content standards, process standards, competency of graduates, educators and education personnel, sarpras, management, financing and education assessment.

1. **The Effect of Madrasah Principals' Competence on Madrasah Accreditation in Madrasah Tsanawiyah throughout Tellu Siattinge District, Bone Regency.**
2. Product MomentCorrelation of Madrasah Principals and Madrasah Accreditation

The correlation between the competence of madrasah principals and madrasah accreditation in Madrasah Tsanawiyah throughout Tellu Siattinge District, Bone Regency can be seen in the *Pearson correlation*is 0.784. This figure provides an explanation that there is a positive correlation by forming a straight line, thus indicating that the high and low competency scores of madrasah principals are followed by the high and low scores of madrasah accreditation. The correlation value is in the interval 0.60-0.799 which indicates a strong level of relationship, because there is a straight line that connects the competency variable of the madrasah principal and the madrasah accreditation variable.

Table 1.4 Correlation of Madrasah Principal Competencies and Madrasah Accreditation

|  |  |  |
| --- | --- | --- |
|  | **Competency of the Principal of Madrasah** | **Madrasah Accreditation** |
| **Kompetensi Kepala Madrasah** | Pearson Correlation | 1 | ,784\*\* |
| Sig. (2-tailed) |  | ,000 |
| N | 88 | 88 |
| **Akreditasi Madrasah** | Pearson Correlation | ,784\*\* | 1 |
| Sig. (2-tailed) | ,000 |  |
| N | 88 | 88 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |

The competence of madrasah principals has a positive and significant correlation with madrasah accreditation in Madrasah Tsanawiyah throughout Tellu Siattinge District, Kab. Bone. The following is the line of correlation between the competence of madrasah principals and madrasah accreditation, it will look like the following graph:

Figure 1.1 *Scatter Chart*of Madrasah Principal Competencies and Madrasah Accreditation



The influence of the competence of the head of madrasah and madrasah accreditation can be seen from the following table:

|  |
| --- |
| **Table 1.5 Competitive Linear Regression of Madrasah Principals on Madrasah Accreditation** |
| **Model** | **Unstandardized Coefficients** | **Standardized Coefficients** | **t** | **Sig.** |
| B | Std. Error | Beta |
| 1 | **(Constant)** | 15,554 | 6,171 |  | 2,520 | ,014 |
| **Competency of the Principal of Madrasah** | ,832 | ,071 | ,784 | 11,714 | ,000 |
| a. Dependent Variable: Madrasah Accreditation |

Based on the description of the table, the sig number is obtained. 0,000. As a guide in determining the effect is if the value is sig. smaller than 0.05, it is known that there is an influence of the principal's competence on madrasah accreditation with a second significance value of n 95%. The regression equation for this variable is Y = 15.554 + 0.832 X. The increase in each Y value is 0.832, indicating that there is an effect of the principal's competence on madrasah accreditation. Therefore, these results add to the understanding and strengthen the findings of previous experts that the competence of a madrasah principal is a prerequisite for being an ideal school principal, as well as the competence of a madrasah principal as the ability of madrasah principals in improving the quality of madrasah through madrasah accreditation assessments.

This research is in line with the research of Colodarci and Getzels (2013: 3) that the ability of the principal (competence) will affect the effectiveness and efficiency of the quality of madrasah. Advanced and quality educational institutions are able to create quality education starting from increasing madrasah accreditation. In addition, Nurkholis (2017) found that quality is influenced by the professionalism of the principal of madrasah. The competence of madrasah principals is also explained by Rosmaniar (2016) that instructional leadership can improve the quality of madrasas. The leadership of the head of the madrasah as the leader of an agency / institution in influencing his subordinates, either by giving instructions, motivation, bonuses and others. With the leadership competency of the head of the madrasah, it is able to influence members of the organization in carrying out their authority and responsibilities (tupoksi) so that the quality of the madrasah can be improved.

**CONCLUSION**

* 1. The reality of the competence of madrasah principals in Madrasah Tsanawiyah throughout Tellu Siattinge District, Bone Regency with an average response from 88 respondents, the average response of respondents was 86.56 with a percentage of 66.9% in the very good category.
	2. The reality of madrasah accreditation in Madrasah Tsanawiyah throughout Tellu Siattinge District, Bone Regency, the average response of respondents was 87.57 with a percentage of 68.2% being in the very good category.
	3. There is a positive and significant influence on the competence of madrasah principals on madrasah accreditation in Madrasah Tsanawiyah in Tellu Siattinge District, Bone Regency with a coefficient of 0.832 and a significance of 0.000. So that it is known that the increase in the competence of the head of madrasah will affect madrasah accreditation.

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