



COMPETENCY DEVELOPMENT FOR THE HEADMASTER OF MADRASAH ALIYAH NU 04 AL MA'ARIF BOJA, KENDAL REGENCY

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ABSTRACT

Pembinaan ini merupakan pengabdian kepada masyarakat yang bertujuan memberi sosialisasi mengenai kompetensi Kepala Madrasah Aliyah NU 04 Al Ma'arif Boja Kabupaten Kendal. Kompetensi Kepala Madrasah Aliyah pada saat ini harus menggunakan ketentuan Menteri Agama RI Nomor 24 Tahun 2018. Pembinaan sosialisasi ini ditujukan kepada peserta yang terdiri dari para calon Kepala Madrasah Aliyah, semua Guru dan panitia recruitment serta pengurus Badan Pelaksana Penyelenggara Pendidikan Ma'arif NU (BP3MNU). Dengan sosialisasi ini diharapkan semua peserta memahami ketentuan tersebut, sehingga proses recruitment yang akan dilakukan dapat berjalan sesuai dengan ketentuan. Pembinaan ini berhasil memberi kesamaan persepsi dari semua peserta, sehingga dapat mempermudah pelaksanaan. Hasil dari pembinaan dengan sosialisasi ini mampu dipahami dengan baik oleh semua peserta, hal ini dapat mewujudkan kompetensi Kepala Madrasah Aliyah yang diharapkan semua pemangku kepentingan.

This development is a community service that aims to provide socialization about the competence of the Head of Madrasah Aliyah NU 04 Al Ma'arif Boja Kendal Regency. The competence of the Head of Madrasah Aliyah at this time must use the provisions of the Minister of Religious Affairs of the Republic of Indonesia Number 24 of 2018. The socialization development was aimed at participants consisting of the candidates of the Head of Madrasah Aliyah, all teachers and the recruitment committee as well as the board of executives of the Education Organizing Board Ma'arif NU (BP3MNU). With this socialization, it is expected that all participants understand the provisions, so that the recruitment process that will be carried out can run in accordance with the provisions. This coaching managed to give the common perception of all participants, so as to facilitate the implementation. The result of coaching with this socialization is able to be well understood by all participants, it can realize the competence of the Head of Madrasah Aliyah that is expected by all stakeholders.

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INTRODUCTION

Education is a conscious process to transform human science to a better standard of living than before. The educational process conducted by educational institutions requires the creation of a conducive educational environment. The synergy of each element of the educational environment becomes a strong capital to achieve educational goals. As an organization, leadership and leadership factors play a very important role in directing, synergizing and realizing educational goals. The principal is one of the most instrumental components of education in improving the quality of education (Kodiran, 2017). The role of the principal as the holder as the authority holder is formally as the leader for the school (Kodiran, 2017). Each element in the scope of educational organization has an active role, in carrying out its duties, functions and responsibilities. The headmaster plays a role in maintaining the integrity and principle of mutual cooperation by every element of the organization, in order to create a pleasant working atmosphere towards achieving educational goals.

The head of Madrasah is the leader of madrasah, a formal education unit in the ministry of religion that organizes public education with Islamic sincerity (Fauzi, 2017). The head of Madrasah Aliyah is expected to have competencies derived from knowledge, skills and behaviors. This competency is expected to be used in carrying out its duties and responsibilities. According to (Gordon & Mitchell, 2004) competence is a skill ability mastered by a person so that he can perform cognitive, affective and psychomotor behaviors as best he can. The concept of competence according to (Hidayat et al., 2019) includes knowledge, understanding, skill, value, attitude, and interest.

From some of the above understandings, it can be concluded that the competence of the head of madrasah is a set of basic knowledge, skills, and values that are mastered and possessed by a madrasah head and reflected or applied in his job or position. The head of madrasah is one of the most instrumental components of education in improving the quality of education, organizing education and managing all available resources for the success of educational objectives. The head of madrasah Aliyah is a professional or teacher who is given the task to lead a school where the school becomes a place of interaction between teachers and students, teachers in charge of giving lessons and students who receive lessons (Mundir, 2017). The Ministry of Religious Affairs issued several new provisions on the requirements that must be met for madrasah head candidates, which in the previous period had not been implemented in the recruitment process. Considering the previous leadership period of the Head of madrasah Aliyah, namely from 2016 to 2020, while the provisions are in 2017 and 2018.

Madrasah Aliyah Al Ma'arif NU 04 Boja including private madrasah and principal is expected to have competence in accordance with the provisions of the Ministry of Religious Affairs. In order for the provisions of the Minister of Religious Affairs of the Republic of Indonesia to come into force in 2018 can be carried out properly starting from the recruitment process until obtaining a new definitive Madrasah Aliyah Head, it is necessary to conduct coaching through the socialization of the competence of the head of Madrasah Aliyah in accordance with the provisions. This is intended so that the regulation of the Minister of Religious Affairs of the Republic No. 24 of 2018 concerning Amendments to PMA No. 58 of 2017 concerning the Head of Madrasah, can be known by the participants of the selection of madrasah head candidates and all ranks in the Madrasah Aliyah Al Ma'arif NU 04 Boja.

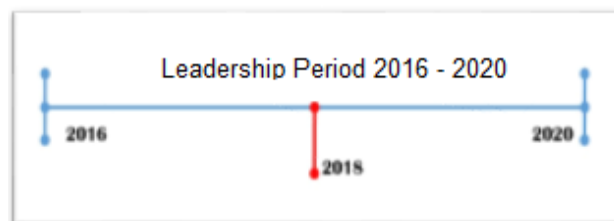


Figure 1.
Period during the exit of the provisions of the Minister of Religious Affairs of the Republic of Indonesia.

METHOD

Methods in the implementation of community service activities in Madrasah Aliyah NU 04 Al Ma'arif Boja. Through two stages, namely the preparation stage and the implementation stage, with the implementation as follows:

A. Preparation Stage

At the preparatory stage, the activities carried out as follows:

1. Preparation of Community Service Activities is carried out with preparation as a library study on the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 24 of 2018 concerning Changes to PMA No. 58 of 2017 concerning Madrasah Heads, the requirements of madrasah heads have changed and SE No. 3 of 2018.
2. Coordinating with the Recruitment Committee of Madrasah Aliyah NU 04 Al Ma'arif Boja
3. Determining the implementation time is adjusted to the agenda of the recruitment committee of the head of Madrasah Aliyah,
4. Determining and preparing socialization materials of the Head of Madrasah Aliyah NU 04 Al Ma'arif Boja, referring to the Regulation of the Minister of Religious Affairs of the Republic of

Indonesia Number 24 of 2018 concerning Changes to PMA No. 58 of 2017 concerning Madrasah Heads, the requirements of madrasah heads have changed and SE Number 3 of 2018

5. Preparing equipment in the form of loudspeakers, LCD, LCD Screen, Laptop, room, table and chairs, decoration, consumption and other materials needed.
6. Exposure material in the form of hardcopy distributed to socialization participants.

The methods used in this activity are lecturing, brainstorming and discussion (Hamid, 2019). The result of this activity is enthusiastic participants and actively ask questions. Furthermore, the construction continued with the simulation of the implementation of the rekruiement process of the head of madrasah aliyah in accordance with the provisions.

B. Implementation Stage

The implementation of coaching is carried out through the socialization of the competence of the head of madrasah referring to the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 24 of 2018 concerning Changes to PMA No. 58 of 2017 concerning Madrasah Heads, requirements for madrasah heads to be changed and SE No. 3 of 2018. The theme of the implementation of the Madrasah Head Competency development activities refers to the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 24 of 2018 concerning Amendments to PMA No. 58 of 2017 concerning Madrasah Heads, the requirements of madrasah heads have changed and SE Number 3 of 2018. The implementation of socialization is carried out by conducting material exposure that has been prepared by the community service team of STIE Totalwin. Participants who attended the socialization were bp3mnu pngurus, recruitment committee head of madrasah Aliyah Al Ma'arif NU 04 Boja, Head of MI Kauman 09 Boja, Head of MTs 02 Boja, Teacher and education staff in Madrasah Aliyah NU 04 Al Ma'arif Boja.

RESULTS AND DISCUSSIONS

The implementation of community service through coaching is an effort in fostering understanding through the socialization of legal basis in accordance with the prevailing rules of competency of madrasah heads, among others, the selection of madrasah heads who have competencies in accordance with the demands of the applicable Regulations, namely:

1. Regulation of the Minister of Religious Affairs No. : 58 Year 2017 concerning The Head of Madrasah (Kementrian Agama Republik Indonesia, 2017);

2. Regulation of the Minister of Religious Affairs No. : 24 Year 2018 (Kementrian Agama Republik Indonesia, 2018) concerning Amendments to Regulation of the Minister of Religion No. : 58 Year 2017 concerning The Head of Madrasah;
3. Decree of the Director General of Islamic Education No. : 5851 Year 2018 concerning Technical Guidelines for the Appointment of madrasah heads (Kementrian Agama Republik Indonesia, 2018);
4. Muhtamar NU 32nd Decision, in Makassar year 2010 (Nahdlatul Ulama, 2010);
5. Rules and Guidelines for The Work of Educational Institutions Ma'arif NU;
6. Decree of the Chairman of BP3MNU Boja, on the Appointment of the Committee for Recruitment of the Head of MA NU 04 Al Ma'arif Boja



Figure 2.
Regulation of the Minister of Religious Affairs No. : 58 Year 2017 and Regulation of the Minister of Religious Affairs No.24 of 2018 concerning The Head of Madrasah

The development of the prospective head of Madrasah Aliyah NU 04 Al Ma'arif Boja, through this socialization also gave understanding to the participants about the competence of the Head of Madrasah Aliyah related to the effectiveness of leadership. The effectiveness of leadership can be reflected in interrelated achievement indicators such as legitimacy, leader insights, managerial skills, and environmental communication.

In figure 3. shows that the personal competence or attitude of a madrasah head is very important (Baharudin, 2017). The head of madrasah must have personal ability as a leader through the ability to find the right when faced with problems, attitudes of responsibility, cultivating trust, right promise, caring, honest and consistent (Sari & Somantri, 2019). The head of madrasah is an example for teachers and education workers in madrasah (Nuryati, 2020). Therefore, personality becomes one of the keys to the effectiveness of leadership (Krisbiyanto, 2019) in

madrasah education institutions. Strong integrity (Gea, 2006) as a leader strongly supports the achievement of leadership effectiveness as a madrasah head. The capability / capacity of qualified leadership (Ariana et al., 2016), is expected to solve various problems that arise in Madrasah Aliyah. The head of the madrasah as the skipper of the madrasah, must have a good performance. Good madrasah head performance, bringing all stakeholders and school names to be good in the eyes of the community (Hanun, 2013). This can have an impact on increasing public trust in Aliyah madrasah. The good performance of madrasah heads can improve the image of madrasah and community trust. The image of educational institutions formed based on various components, among others, academic reputation or academic quality can be done by improving the professional performance of madrasah heads, teachers and related staff in madrasah (Srie Amanah Pebriany; Nunung, 2020).

Figure 3.

Competency Relationships and Leadership



Effectiveness

The implementation of the development of the head of madrasah Aliyah through this socialization went well and all participants were able to understand the material delivered. There is a fairly good interaction process throughout the coaching activities. This can be seen from the increasingly good communication between candidates for madrasah head candidates, recruitment committees, teachers and BP3MNU administrators. Development of leadership competencies in an educational institution is very important to be understood by all parties who interact in the world of education. This is done to be able to improve the quality and can provide the best service in conditions of very tight educational competition. The current conditions and situations are increasingly difficult to predict, changes in science and technology are rapidly changing, requiring strategic planning. Various bureaucracies and policies in the development of educational institutions must be able to be applied

properly so that stakeholders have increased trust than before.

Figure 4.

Socialization implementation



CONCLUSION

Development of competency of madrasah head through this socialization as a form of community service that can provide guidance to all related elements in determining the competence of the Head of Madrasah Aliyah NU 04 Al Ma'arif Boja Kendal Regency. The benefits of the activity can be concluded as follows:

1. Encourage recruitment participants to better prepare themselves for the implementation of recruitment.
2. Teachers and Education Workers understand that the recruitment and selection process is conducted in a transparent, accountable and accountable.

Provide legitimacy for elected madrasah heads, so that they have confidence in carrying out their duties.

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