



Managerial Competence of Madrasah Principals in the Development of Educators and Education Personnel in Madiun, Indonesia

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ABSTRACT

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Principals of Madrasah Diniyah who should have good managerial competence to empower all school resources including educators and educational staff to achieve school goals that have been set, but there are still some who are classified as weak in their managerial competence, so they are unable to carry out the organization properly. This study aims to determine the planning of madrasah principals, forms of activity, and the implications of managerial competence of madrasah principals in the development of educators and education staff. This study uses qualitative research methods to gain an understanding of empirical facts through an inductive thinking process. Data collection techniques through interviews, observation, and documentation.

The results of the study show that: first, related to managerial competence in the development of educators and education staff, the head of Madrasah Diniyah Al Amiriyah has planned the needs of educators and education staff, procurement/recruitment, placement and assignment, performance appraisal, compensation, and termination of employment. Second, the activities of the madrasa head in developing educators and educational staff include class supervision, deliberation forums, coaching/guidance by caregivers, training/workshops, comparative studies, and further studies. And the three implications of the managerial competence of madrasa heads in the development of educators and education staff are increasing the competence of educators and education staff, increasing student achievement, and increasing the quality of madrasahs.

KEYWORDS:

Managerial competence, Head of madrasah, Development, Educators and educational staff

INTRODUCTION

Based on the Decree of the Ministry of Education and Culture of Research and Technology No. 209/P/2021 concerning Criteria and Accreditation Tools for Elementary and Secondary Education, an indicator for school/madrasah management point 30 is that schools/madrasahs consistently apply comprehensive, effective, efficient, and accountable management of teachers and education staff in recruitment, selection activities, assignments, competency development, performance appraisal, and awarding/sanctions that have an impact on positive stakeholder perceptions, a conducive work climate, and increased performance (RI, 2021).

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Human resource management is a part of general management, which consists of planning, organizing, implementing, and controlling because human resources (HR) are felt to have an increasingly urgent role in achieving goals.

The goal of human resource management in the world of education is more directed at the development of quality education and the formation of human resources that are reliable, creative, productive, and achievers (Nuraeni, 2019). In line with this, human resource management (HRM) is the process and implementation of procurement, training, and development, awarding, compensation, and other matters relating to human resources (HR) with the aim of creating productive human beings (Kurnia & Suryana, 2021). In general, the purpose of implementing the management of educators and education staff in a madrasah organization is to utilize educators and education staff effectively and efficiently to achieve maximum results.

The fact was found that a school principal should have good managerial competence to empower all school resources, including teachers and education staff, to achieve the school goals that have been set, but there are still some school principals who are classified as weak in their managerial competence, so they are unable to carry out the wheels. organization well (Zhahira, 2022). Mastery of knowledge about management and administration, as well as regulations related to education, has not been fully understood by school principals. They can be said to work as they are, armed with makeshift abilities. The existence of a school principal is not specially prepared with relevant scientific provisions, especially in dealing with matters or changes outside the system. In general, it can be said that the principal cannot be said to be a professional manager because his appointment is sometimes only based on experience as a teacher, homeroom teacher, or assistant principal, not on proper managerial competence.

The managerial competency of the madrasa head is one indicator of the quality of education management. For this reason, national ministries also reinforce this in the law. At present, several schools are suspected of having a lack of managerial competence among their principals. This is one of the major concerns in the world of education. Furthermore, this also has implications for improving the quality of education.

Previous research stated that a school principal who has good managerial skills must be able to organize his school activities based on current conditions, leading to better conditions. Therefore, the ability of school principals is highly demanded in designing school development plans, distributing activities, motivating and fostering teachers and staff in carrying out their duties every day, as well as measuring and assessing the performance of their staff (Marce et al., 2020). The results of other studies also reveal that in improving teacher performance, school principals carry out activities that include: 1) preparation of learning planning plans or programs; 2) program implementation; and 3) evaluation of program implementation (Ismuah et al., 2016). So, as a manager in a school, the principal is able to implement management functions, which include planning, organizing, directing or controlling, and supervising properly. Based on these findings, the study of the managerial competence of Madrasah Diniyah Al Amiriyah principals, especially in the development of educators and education staff, is still very relevant for research because, so far, there has not been sufficient information related to similar research.

THEORETICAL REVIEW

Principal Managerial Competence

Wahjosumidjo in MySCH.id states that "the managerial function of the principal cannot be separated from the activities of planning, organizing, leading, and controlling

the efforts of members of the organization and optimally empowering educational resources to achieve the goals set" (Mysch.id, n.d.). In line with that, the principal is an educational leader who has an important role in developing and improving the quality of education. As a manager, the principal can influence staff and teachers, either directly or indirectly. In essence, the principal is a planner, organizer, leader, and controller (Sidiq & Khoirussalim, 2021). For this reason, school principals must be able to formulate school plans, develop school organizations, lead, and control or supervise the implementation of school programs.

Educational institutions, as one of the organizations in the service sector, must be regulated through a management approach in order to achieve organizational goals. Allen in Kompri states that there are four management functions: planning, organizing, directing, and controlling (Kompri, 2017). *First*, the planning function includes forecasting activities, goal formulation, programming, scheduling, budgeting, procedure development, and policy development. *Second*, the organizing function includes the activities of developing organizational structure, delegation, and organizational relations. *Third*, the implementation function consists of decision-making, communication, motivational activities, selection activities, and employee development. And *fourth*, the oversight function, which includes the development of performance standards, measurement, monitoring and evaluation, and performance development.

Scope of Principal Managerial Competence

One of the principal's absolute competencies is managerial competence. Related to these competencies, school principals must have sixteen competencies in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals. Principal managerial competencies include: (1) preparing school plans for various levels of planning; (2) developing school organizations as needed; (3) leading schools in the context of optimally utilizing school human resources; (4) managing school change and development towards an effective learning organization; (5) creating a school culture and climate that is conducive and innovative for student learning; (6) managing teachers and staff in the context of optimally utilizing human resources (HR); (7) managing facilities and infrastructure in the framework of optimal utilization; (8) managing school and community relations in the context of seeking support for ideas, learning resources, and school funding; (9) managing students in the context of accepting new students and placing and developing the capacity of students; (10) managing curriculum development and learning activities in accordance with the direction and goals of national education; (11) managing school finances in accordance

with the principles of accountable, transparent and efficient management; (12) managing school administration in supporting the achievement of school goals; (13) managing school special service units in supporting learning activities and student activities in schools; (14) managing school information systems to support program development and decision making; (15) utilizing science and technology advances to improve learning and school management; and (16) monitoring, evaluating, and reporting the implementation of school activity programs with appropriate procedures, as well as planning follow-ups (Nasional, 2007b). Of the sixteen principal managerial competencies, one of them is the competence of the principal in managing teachers and staff.

Competence of Educators and Education Personnel

Ali in Abdul Gafur (Gafur, 2020) says that a teacher must meet at least five requirements, namely: 1) having skills based on theory and in-depth knowledge; 2) emphasizing expertise in a certain field in accordance with his profession; 3) the existence of an adequate level of teacher education; 4) having sensitivity to the societal impact of the work carried out; and 5) allowing development in line with life. Other non-formal requirements are that teachers must have loyalty, be dedicated to their duties, be forgiving, be open, and be *ascetic* (Buan, 2021). To be a teacher, one must master the scientific field, be dedicated, have loyalty, be open, and have good morals.

The qualifications and competencies of educators have been formally formulated in several Permendikbud. Academic qualification standards and teacher competencies are contained in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency, which states that every teacher is required to meet teacher competency standards developed in full from the four main competencies, namely pedagogic, personality, social, and professional (Nasional, 2007a). The fourth competency is integrated into teacher performance.

1. Pedagogic Competence

Pedagogic competence is the ability to manage student learning (Indonesia, 2005). According to Umar Sidiq, pedagogic competence is the ability of a teacher to manage the learning of his students, which includes learning planning, implementing learning, planning and implementing evaluations, developing students to actualize all of their potential, and understanding students in depth (Sidiq, 2018b).

2. Personality Competence

Umar Sidiq stated that personality competence means that the teacher has a solid personality, has noble character, is wise, has authority, and is a role model for students (Sidiq, 2018b). The criteria for this personality competence are: 1) act according to norms, religion, and law; 2) present

oneself as an honest, noble person for students; 3) present oneself as a steady, stable, authoritative person; 4) demonstrate a work ethic, high responsibility, a sense of pride in being a teacher, and self-confidence (Sidiq, 2018a).

3. Professional Competence

Professional competence is competency in mastering learning material broadly and in depth, which includes mastery of curriculum subject matter in schools and the scientific substance that covers the material, as well as mastery of the scientific structure and methodology (Febrianan, 2019). In order to have professional competence, the teacher must have extensive knowledge regarding the field of study being taught as well as mastery of methodical didactics (knowledge of theoretical concepts and appropriate methods capable of applying them in learning activities) (Sidiq, 2018a).

4. Social Competence

Social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and the surrounding community (Sidiq, 2018b). The criteria attached to the teacher's social competence include: 1) acting objectively and non-discriminatory because of considerations of gender, religion, race, and socioeconomic status; 2) communicating effectively with fellow educators, education staff, and parents; and 3) adapting to a diverse socio-cultural environment (Sidiq, 2018a).

Education Personnel Competency

In the Law of the Republic of Indonesia, it is stated that educational staff are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units (Indonesia, 2003). The competency standards for educational staff have also been regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 concerning Standards for School/Madrasah Administrative Personnel, which states that the competence of administrative staff includes personal, social, technical, and managerial competencies (Nasional, 2008).

1. Personality Competence

There are nine aspects contained in personality competence (Nasional, 2008). The nine aspects are: 1) having integrity and noble character; 2) having a work ethic; 3) having self-control; 4) having self-confidence; and 5) having flexibility. 6) having thoroughness 7) having discipline; 8) having creativity and innovation; and 9) having responsibility.

2. Social Competence

Social competence contains five aspects: 1) working in teams, 2) providing excellent service, 3) having organizational awareness, 4) communicating effectively, and 5) building working relationships. This social competence also includes the skills of an administrative

staff in social interaction and carrying out social responsibilities such as establishing teamwork, establishing positive relationships with various relationships, and being able to accept differences (Nasional, 2008).

3. Technical Competency

There are nine aspects of technical competence for school administration staff (Nasional, 2008). These aspects are: 1) carrying out personnel administration; 2) carrying out financial administration; 3) carrying out administration of facilities and infrastructure; 4) carrying out the administration of school relations with the community; 5) carrying out correspondence and filing administration; 6) carrying out student administration; 7) carrying out curriculum administration; 8) carrying out special administration; and 9) implementing Information and Communication Technology (ICT). The technical competence referred to here is that administrative personnel must have the ability in certain technical fields to carry out their duties (Sulistiyono, 2022).

4. Managerial Competency

This competency is divided into ten aspects (Nasional, 2008). The ten managerial competencies are: 1) supporting the management of national education standards; 2) compiling work programs and reports; 3) organizing staff; 4) developing staff; 5) making decisions; 6) creating a conducive work climate; 7) optimizing the utilization of resources; 8) developing staff; 9) managing conflict; and 10) preparing reports. Managerial competence is a competency dimension that must be owned by the head of administrative staff in addition to the personal, social, and technical competency dimensions (Zulkarnain & Sumarsono, 2015).

Management of Educators and Education Personnel

The management of educators, teachers, and educational staff is a process of managing human resources (HR), which has the potential to play a role in realizing national education goals. This management is carried out thoroughly and continuously through the human resource planning process: recruitment, selection, placement, compensation, awards, coaching, training, and development, and dismissal (Burhanuddin, 2014). These activities are implemented to form and produce qualified teachers and education staff according to their respective fields.

The implementation of the management of educators and school education personnel (school education human resources) in Indonesia at least includes (1) planning of educational staff; (2) procuring educational staff; (3) training and development of educational staff; (4) promotions and transfers; (5) dismissal of educators and education staff; and (6) compensation and evaluation of educational staff (Rusdiana, 2015). All of this needs to be done properly and correctly so that what is expected is achieved, namely the availability of the required

educational staff with appropriate qualifications and abilities who can carry out the work properly and correctly.

RESEARCH METHOD

The type of research used in this research is descriptive qualitative based on *field research* (Harsoyo et al., 2020), which is a type of research that tries to describe the managerial competencies of madrasa heads in developing the competence of educators and education staff at Madrasah Diniyah Al Amiriyah, Kebonsari, Madiun, Indonesia, which is a superior non-formal Islamic educational institution. To obtain comprehensive data, the data collection procedure uses observation, interviews, and documentation (Suharsimi, 2010). While the data analysis techniques in this study used the interactive model developed by Miles, Huberman, and Saldana, which consisted of data collection, data condensation, data presentation, and conclusion or verification (Miles et al., 2014).

RESULTS AND DISCUSSION

1. Madrasa Head Planning in the Development of Educators and Education Personnel

The Head of Madrasah Diniyah Al Amiriyah has possessed and implemented managerial competencies properly, which include:

a. Planning the needs of educators and educational staff

With careful calculations, the need for educators and educational staff is adjusted to the qualifications and the number of classes or students. This condition is in accordance with the statement that the number of teachers is adjusted to the needs of the implementation of the madrasah diniyah curriculum and the actual conditions in the field. Likewise, the number of administrative staff consists of at least 1 person or can be increased if the work to be done increases and becomes more complex in accordance with the development of the madrasa (Direktur Jendral Pendidikan Islam, 2014). This is in line with the objective of planning the needs of educators and education staff, which includes at least four points, namely: 1) reducing workload (reducing the strengths and weaknesses of educators and education staff); 2) basic optimization of the development of educators and education staff; 3) overall improvement on the effectiveness of madrasas; and 4) the opportunity to conduct job analysis (Ananda & Et.al, 2017).

b. Recruitment of Educators and Education Personnel

Educators and educational staff at Madin Al Amiriyah Kebonsari Madiun are obtained through three channels: the *Ndalem family* (the family of the founder of the Islamic boarding school), alumni, and from outside. Prospective educators, educational staff, or applicants will be evaluated for their competence by the head of the madrasa. In addition to the competency seen, loyalty to the madrasa

will also be conveyed during the interview. In general, educators and education staff should have both physical and spiritual health, competency as learning agents, and the competence to realize the optimal continuity of education. At least, as agents of education and learning, educators must have four competencies: pedagogic competence, personal competence, social competence, and professional competence (Direktur Jendral Pendidikan Islam, 2014).

c. Placement and Assignment of Educators and Education Personnel

Placement is an adjustment to someone who has passed the selection or according to the criteria for the position or position to be carried out based on abilities, skills, knowledge, or the position and preferences of the HR (Zebua, n.d.). There are four basics that can be used as a basis for the placement and assignment of educators and educational staff by the Head of Madin Al Amiriyah, namely competence or skills, vacant hours or schedule, seniority or age, and recommendations from selectors. *First*, the placement and assignment of educators and educational staff are based on their competencies or skills. The competence in question is the mastery of certain knowledge (fields of study or subjects). This competency is included in one of the competency standards that must be possessed by a teacher or educator, namely professional competence. This is in line with what was stated by Umar Sidiq, who stated that in order to have professional competence, educators must have broad knowledge related to the field of study being taught as well as mastery of methodical didactics (knowledge of theoretical concepts and methods) that are appropriate and able to apply them in learning (Sidiq, 2018a). In other languages, it can be stated that an educator must master the field of study or subject matter that will be delivered to students.

Second, the placement and assignment of educators and educational staff are based on vacant hours and schedules. This basis is somewhat controversial compared to the first basis (competence). However, in general, educators and education staff already have the requirements and criteria that must be met as educators and education staff. Educators and educational staff are the figures of students in madrasahs. For this reason, as figures, educators and educational staff should act according to norms, religion, and law, have an honest personality, have good morals, be steady, stable, and authoritative, as well as have a high work ethic and responsibility, be confident, and be proud to be teachers (Sidiq, 2018a). For this reason, students will still get a good role model in their class.

Third, the placement and assignment of educators and educational staff are based on seniority or age. Senior educators are placed in the upper class (Madrasah Aliyah (MA) or Madrasah Tsanawiyah (MTs)) and vice versa. This statement is in accordance with the opinion of Sastrohadiwijoyo in Zebua, which states that there are

several factors that are taken into consideration in the process of placing educators and education staff, including background, physical and spiritual health, work experience, age, gender, employment status, interests, and hobbies (Zebua, n.d.). Senior teachers must have extensive and mature knowledge. In addition, their high teaching experience makes them have various experiences in many ways, including in handling students at high levels or classes. The length of teaching time makes educators gain new work experiences. With this experience, educators will gain additional knowledge and skills according to their field.

Fourth, placement and assignment of educators and educational staff based on recommendations from selectors. The selectors in this case were represented by the Madin secretariat, namely Mr. Rojud, who made suggestions to the madrasah regarding what duties and positions would suit the educators and educational staff. Proposed placements and assignments are based on the background or qualifications of educators and education staff as well as assessments during selection. This process is in accordance with the argument, which explains that the placement is carried out by taking into account the background of the certificate owned, work experience, attitude, and appearance of prospective educators and education staff, as well as the assessment during the selection process based on an analysis of HR needs (Zebua, n.d.). Thus, educators and educational staff can be placed and given the right assignments.

d. Performance Assessment of Educators and Education Personnel

Madin Al Amiriyah conducts performance assessments of educators and educational staff through disciplinary observations carried out by the head of the madrasa and the team. The discipline and activeness of educators and education staff can be seen in the attendance list. The Madin Secretary, as part of a team that assists the head of the madrasa, makes observations of classes to see and record the presence and activity of educators and education staff. Next, the head of the madrasa and the team analyze and make a report. The head of the Al Amiriyah madrasa gives an assessment to educators and educational staff by looking at the learning outcomes of students. High student achievement can be used as an indicator that the performance of educators and education staff is also high or good. And vice versa, if student achievement is low, it can be said that the performance of educators and education staff is also low. Educators and education staff can improve student achievement if they have a good mastery of the material and a good personality. This condition is in line with the opinion of Sulistyorini in Hafidulloh et al. that assessing the quality of performance can be done through performance, mastery of material, professional mastery, and mastery of self-adjustment in doing well (Hafidulloh,

2020). That is, an assessment of educators and education staff can also be done through the level of mastery of the material and the personality they have.

e. Provision of Compensation for Educators and Education Personnel

Madin Al Amiriyah provides compensation to educators and educational staff, which is termed *bisyaroh* (salary). *Bisyaroh* is the salary of Madin Al Amiriyah educators and educational staff in the form of money. The salary is received every six months based on attendance, which is calculated every month. In addition to salaries, educators and education staff also receive uniforms, which are given at the end of the school year. There are also perks. Allowances as structural officials and those serving as homeroom teachers. This fact is in accordance with the statement, which states that compensation is direct or indirect income provided by the company to employees in the form of cash or goods to achieve the goals set (Istikomaroh & Estiningrum, 2022). In other languages, compensation is a substitute for services for what has been done by educators and educational staff as employees in a madrasah.

The purpose and intent of providing compensation to educators and education staff at Madin Al Amiriyah is to maintain the existence of quality educators and education staff and advance the institution. With the existence of compensation, it is hoped that it can be a good motivator so that educators and education staff work better. However, educators and educational staff at Madin Al Amiriyah receive compensation not as a reward for what they have done but rather as a form of appreciation or recognition by the madrasa for their existence. This condition is in line with the statement that compensation is a form of recognition given to employees for the rewards or contributions that have been made (Istikomaroh & Estiningrum, 2022). Educators and education staff feel proud of the madrasa's recognition of its existence.

f. Termination of Educator and Education Personnel Work Relations

Termination of employment is the policy of an organization as well as a school not to re-employ its employees (educators and other education personnel). Termination of employment can be implemented based on several reasons, namely: entering retirement age, resignation requests, dismissal for making mistakes, early retirement, and death (Adrianto, 2019). Madin Al Amiriyah educators and educational staff can experience termination of employment for three reasons. *First*, because of their own requests by educators and education staff. The majority of them are educators and educational staff who come from students who have graduated and have to go home. *Second*, because there are differences in the perspective, vision, and scholarship of educators and education staff. If this is allowed to continue, it will impact

other educators and educational staff. *Third*, because of the non-compliance of educators and education staff with madrasah rules and policies already set, A similar statement was expressed by Suprihatiningrum, who stated that the dishonorable termination of employment was carried out with or by the head of the institution on the grounds of violating promises or oaths of office, violating work agreements or agreements, and neglecting obligations for 1 month continuously (Samudi & Et.al, n.d.). Termination of employment is carried out without compromise because if it is not carried out, it will affect others. However, so far, Madin Al Amiriyah has never terminated the employment of educators and education staff in a disrespectful way. In the majority, termination of employment is carried out at the direct request of educators and education staff, either for reasons of moving or returning to their hometown or seniority or age.

2. Forms of Madrasa Principal Activities in the Development of Educators and Education Personnel

The Head of Madrasah Diniyah Al Amiriyah carries out several forms of activities in the development of educators and educational staff through six programs, which include supervision, deliberations, coaching and guidance, *workshops and training*, comparative studies, and further studies.

a. Supervision

The Head of Madrasah Diniyah Al Amiriyah carries out supervision and control so that the competence or professionalism of educators increases and so that educators act in accordance with the goals set (Kuncoro & Kolis, 2021). This supervision is carried out to help educators and educational staff improve their competence. It is stated that supervision is "coaching in the form of guidance or guidance towards improving the educational situation in general and improving the quality of teaching and learning in particular" (Utami & Et.al, 2021). In carrying out supervision, the madrasa head is assisted by the madrasa secretariat. Supervision is carried out in two forms: daily supervision and semester supervision.

Daily supervision is carried out by the supervision team (madrasah head and Madin secretary). This supervision places more emphasis on the discipline of educators and educational staff. The supervision team visits classes to see the accuracy of the attendance and departure of educators and education staff. The Madin Secretary records the results of supervision in the form of an attendance list. The results of daily supervision are recapitulated in order to obtain disciplinary data on educators and education staff. The follow-up of this supervision is to summon educators and educational staff who have low discipline and provide guidance and direction to be more disciplined. This condition is supported by the statement that educational and teaching activities can run well if accompanied by high

discipline and adequate management (Ambiya, 2021). Thus, it is expected to create a good work culture.

Semester supervision is carried out by the principal of the madrasa each semester. This supervision is carried out by the head of the madrasa in an effort to provide assistance to educators and education staff in solving problems encountered when teaching or carrying out assignments. The madrasa head, as a supervisor, sees how educators plan learning, implement it, and evaluate it. In other words, semester supervision is academic supervision that aims to improve the competence of educators and education staff, both in pedagogical (teacher) competence and personality, social, and professional competence. This statement is in accordance with the statement of Glickman et al. and Sergiovanni in Cecep, which states that in addition to developing curriculum and developing teacher work groups, as well as guiding action research, the purpose of supervision is to develop competence in teachers (Cecep, 2021). Likewise with education staff, with supervision by the head of the madrasa, they can carry out their duties better and more professionally.

b. Discussion

The head of Madrasah Diniyah Al Amiriyah holds regular deliberations five times a year. The deliberation was attended by all educators and education staff, the chairman of the foundation, and administrators. Deliberations are held to accommodate problems encountered by educators and educational staff during the learning process or implementation of education. In addition to conveying the obstacles faced, all deliberation participants have the right to convey or provide solutions to these problems. This condition is strengthened by a statement that states that "deliberation activities are a forum for educators to discuss, share experiences, and solve teaching problems experienced by teachers, which are expected to produce things that can add insight and improve performance" (Siahaan & Hidayat, 2017). Thus, educators and educational staff can exchange opinions and ideas for achieving educational goals.

c. Coaching/Guidance

Besides being carried out by the head of the madrasah, coaching is also carried out by caregivers as part of the madrasah's ownership. The purpose of coaching is to improve abilities and competencies (professionals) and achievements (teachers) in the learning process through the provision of motivation and guidance so that a quality educational process can be realized (Said, 2019). In coaching, in addition to increasing the professional competence of educators and education staff, it is also conveyed in relation to their loyalty to the institution. Saydam in Herman explains that coaching is directed so that employees can carry out their duties effectively and efficiently, increase employee abilities, be loyal and obedient to the organization, and create a good work

climate (Herman, 2008). In general, the form of development activities through coaching is carried out to get better results and maintain and make what already exists more perfect.

d. Workshops and Training

Workshop or training is a form of activity carried out by the head of Madin Al Amiriyah by involving educators and education staff in the training program. The trainings and *workshops* that were attended were those held by the Ministry of Religion. With training, educators and education staff will gain new knowledge and insights related to their profession. Training can also improve competence. Furthermore, with good or high competence, the educational process can be maximized. Dahana and Bhatnagar in Sumitro stated that *the workshop or training* is a process of activity to help teachers gain effectiveness in carrying out their duties through the development of skills, habits, thinking, acting, knowledge, and attitudes that are appropriate (Sumitro, 2022). In training or *workshops*, there are discussions so that they can share with each other to improve competence.

e. Comparative study

A comparative study is a form of development activity carried out by the head of Madin Al Amiriyah by visiting other institutions that are considered to have certain advantages. This activity contains or contains ideas to see and make an assessment or consideration of certain objects or other places in their own place. New things obtained during the comparative study can be applied in madrasahs (of course) after going through various considerations and sorting out the appropriate ones (which ones can be applied and which ones can't). In addition, the results of the comparative study can be used as evaluation material to improve madrasah deficiencies both technically and administratively. Comparative studies have many benefits, including: a) being able to know the shortcomings they have; b) being able to see the advantages and innovations of other parties; c) being able to motivate oneself to develop to be better; d) being able to have the opportunity to establish wider relations with various parties; and e) being a place for *refreshing* while getting a lot of knowledge. With the many benefits of comparative studies, the most important thing is to increase the competence of educators and educational staff so that madrasahs become more advanced and of high quality (Rusdiana & Kodir, 2022).

f. Advanced Studies

Further studies are a form of activity by the head of Madin Al Amiriyah in development by providing educators and education staff with opportunities to continue their studies to higher levels such as Strata 1 (S1) and Strata 2 (S2), such as the East Java Provincial Government program, namely the Academic Quality Improvement Program for Early Madrasah Teachers carried out by the

Boarding School and Early Childhood Development Institute (LPPD) of East Java Province in collaboration with several universities in East Java. By providing learning opportunities to educators and education staff, it is expected that they will have broad insights and knowledge and be able to adapt to changes and developments in science and technology. Pidarta explained that by participating in further learning programs, educators will gain in-depth knowledge and better skills and be able to develop a more positive attitude towards the field of study or material they are studying. (Syakroni, 2023). All educators and educational staff have the right to take part in this program, either independently (self-help) or through a scholarship program.

3. Implications of Madrasah Principal Managerial Competence in the Development of Educators and Education Personnel

There are three elements that are affected by the implementation of the Madin Al Amiriyah educator and educational staff development program: educators and education staff, students, and madrasas. *First*, development programs can improve the competence of educators and education staff. Among the indicators is supervision by the head of the madrasah. Supervision is able to identify problems faced by educators and educational staff in the educational process. Of course, a solution can also be found. Likewise with deliberation and coaching. Deliberation and coaching are arenas *for sharing and* exchanging experiences so that solutions to the obstacles encountered can be obtained. This is in line with the statement, which explains that the impact of implementing a teacher competency development program is being able to encourage, maintain, and improve teacher competence in solving the various educational problems they face (Karsiwan, 2022). With various inputs in the implementation of the development programs they participate in, educators and educational staff can improve their competence along with the development of science and technology.

Second, the teacher and educational staff development program by the head of Madin Al Amiriyah can improve student learning achievement. Increasing the learning achievement of students begins with increasing the competence of educators and education staff in managing the implementation and educational process. When educators and education staff are able to manage the educational process well, students become motivated to take part in learning. The high enthusiasm and learning motivation of students result in high or increasing learning outcomes. And teacher development that is carried out effectively and sustainably has an impact on student learning outcomes, namely increasing the quality of student learning outcomes (Karsiwan, 2022). Because among the

objectives of operational education is to develop the potential of students so that they become human beings who are pious, have noble character, are healthy, independent, knowledgeable, creative, independent, and responsible (Hariyani & Aksin, 2022). These goals can be realized with one of the indicators of good student achievement:

Third, the teacher and educational staff development program by the head of Madin Al Amiriyah can improve the quality of madrasas. This is indicated by the increasing number of students each year. Furthermore, the overall champion was obtained at the Regency level PORSADIN (Sports and Arts Week between Diniyah) activities in 2022 (Setiawan, n.d.). Madrasas are able to compete with other madrasas in the midst of the development and progress of science and technology. All of this started with the increased competence of educators and educational staff, which in turn had an impact on increasing student learning achievement. And in the end, we can improve the quality of madrasas. This condition is supported by a statement explaining that in achieving madrasah quality, competency development programs, capacity, and improving the performance of educators must be one of the things prioritized through workshops and training programs as well as teacher competency education on an ongoing basis (Basit, 2022). Therefore, so that the quality of madrasas can continue to be improved, the head of the madrasa must always motivate educators and education staff to be active in every development program that has been launched by the madrasa.

CONCLUSION

Based on the focus of the research in this study, there are three things that can be concluded, namely regarding the planning of madrasa heads in the development of educators and education staff, which includes planning the needs of educators and education personnel, procurement and recruitment, placement and assignment, performance appraisal, compensation, and termination of employment. Furthermore, there are six forms of activities for madrasa heads in the development of educators and educational staff: supervision, deliberations, coaching or guidance, training or *workshops*, comparative studies, and further studies. The implications of implementing the managerial competence of madrasa heads in the development of educators and education staff are threefold: increasing the competence of educators and education staff, increasing student achievement, and improving the quality of madrasas.

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