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The Role of Madrasah Heads in Organizing the Improvement of Educational Services

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Abstract

In this era of globalization, the role of madrasah principals determines the quality of education services. This study aims to determine the role of madrasah principals in organizing to improve educational services. This research uses a qualitative approach with descriptive methods. Data collection techniques are done through observation, interviews, and document studies. At the same time, data processing techniques use Sugiyono's theory by reducing data (*data reduction*), presenting data (*data display*), and verifying data (*concluding*). The results showed that the role of the madrasah head in organizing towards improving educational services is to determine the work specialization or duties of teachers and employees, clarify the delegation of authority and responsibility of teachers and employees, and tighten control of the chain of command of the hierarchical structure or the position and function of teachers and employees in the madrasah. The results of this study can be recommended to the Head of the District/City Office of the Ministry of Religious Affairs to strengthen the organization and the leadership of madrasah principals to improve the quality of education services.

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Introduction

The actions of the head of the madrasah greatly determine the success of implementing current and future educational programs. The current and future success is entirely in the hands of the head of the madrasah, who is the controller of the educational program. The head of the madrasah must not sit with his hands on his hands, let alone sit idly by without direction and goals for managing and regulating educational resources. The head of the madrasah must be able to make himself the spearhead in all internal and external affairs in implementing educational programs in the madrasah. For this reason, the active role of the head of the madrasah is very decisive in all aspects of creating an advanced and superior madrasah in the eyes of the public.

One of the types and levels of educational institutions in Indonesia is Madrasah Ibtidaiyah (MI). Madrasah Ibtidaiyah (MI) is a formal educational institution under the management of the Ministry of Religion of the Republic of Indonesia (RI). Madrasah Ibtidaiyah (MI) is led by a madrasah head who is given the authority and responsibility to regulate and manage educational resources in the madrasah (J. I. Herman et al., 2020). The principal is the highest administrative position in the

school, and this responsibility is to ensure the implementation of educational programs in madrasahs (Kurniawan, 2019; Wahyudin, 2014).

The head of the madrasah, as the organizer of controlling educational programs in the madrasah, is very much required to carry out various kinds of innovations so that the madrasah he leads can develop and excel so that it produces quality output (H. Herman, 2021). One of the efforts made by the head of the madrasah is to increase his role in organizing the improvement of educational services. Because the head of the madrasah is the party responsible for implementing educational programs in the madrasah, the head of the madrasah, as a top leader, must be able to provide actual educational services to the education customer so that they can get satisfaction with the educational services provided in the madrasah (Alma & Hurriyati, 2016).

As a top leader, the head of the madrasah is always required to organize educational programs (Sumidjo, 2002). The role of the head of the madrasah must be carefully designed in order to facilitate the achievement of the goals of the educational unit (Sanjaya, 2008). The role of the head of the madrasah will result in mature educational program planning and in determining the vision and mission of the educational unit following the development of the times. Then, the formulation and determination of policies and education programs will always be based on the needs of education customers (Dimiyati, 2017). The role of the head of the madrasah is highly expected, anywhere and anytime, so he is always present during the implementation of educational programs in the madrasah.

One of the very significant roles that need to be realized by the head of the madrasah is to organize by the applicable regulations, not according to the personal tastes and desires of the leadership alone, to ignore the level of education, rank, and class of teachers and employees when determining the specialization of work, the delegation of authority and responsibilities and when determining the line of command in carrying out the duties and functions of each teacher and employee in the madrasah. Mistakes in organizing will cause social jealousy between teachers and teachers and between employees and employees, so it impacts the weak morale in improving the quality of educational services in madrasahs.

The head of the madrasah must be committed and consistent in playing a role in organizing by applicable provisions in order to create a producible and accountable work environment. The role of the head of the madrasah in organizing, there are at least 3 (three) things, namely 1) organizing in the field of work specialization, 2) organizing in the field of delegation of authority and responsibility, and 3) organizing in the field of command chain (Alma & Hurriyati, 2016). If these three fields receive serious attention from the head of the madrasah in organizing, it will be more guaranteed to improve the quality of educational services in madrasahs (Sumaya, 2018). On the other hand, if the three minimum conditions are ignored by the head of the madrasah in organizing, various problems will arise in controlling teachers and employees in the madrasah (Herman, H, 2021).

Based on the initial observations at MIN 16 West Aceh, the head of the madrasah still does not play an active role in organizing the improvement of quality educational services. This can be seen from the attitude and behavior of the head of the madrasah, who does not seem to fully understand the organization in the field of determining work specialization, delegation of authority and responsibility, and control of the chain of command in the implementation of the primary duties and functions as the head of the madrasah. As the top manager, the head of the madrasah should understand the provisions for organizing teachers and employees in the madrasah he leads. Such

conditions have made teachers and employees uncomfortable and apathetic towards the main tasks and functions entrusted to them.

Previous research has been conducted by Ridwan Idris and Evi Lestari (2017) about the influence of organizing on improving the quality of education at SD Inpres Bangkala II, Makassar City, that the results of the study show that organizing at SD Inpres Bangkala II, Makassar City, has not been maximized or is still in the low category (58.82%) and the quality of education shows good results which are in the medium category (100%). The results of the regression test showed that organizing had a significant effect on improving the quality of education by 50%. This means that other factors determine the quality of education. These are planning, implementation, and learning evaluation factors (Ridwan Idris and Evi Lestari, 2017). The results of the study show that school principals who lack commitment and consistently organize according to applicable regulations will have a negative impact on the morale of teachers and employees in improving the quality of educational services in schools.

Referring to previous research findings, what distinguishes this research from previous research is related to the locus and the focus of the problem to be studied. In contrast, this study emphasizes organizing in the field of work specialization, organizing in the delegation of authority and responsibility, and organizing in the field of command chain in madrasahs. The emphasis on the aspect of empowerment in the field of work specialization, the delegation of authority and responsibility, as well as the chain of command, is more directed to matters of how the head of the madrasah builds a work culture that can improve the quality of educational services at Madrasah Ibtidaiyah (MI). Because it is not the beginning of building a comfortable, orderly, and smooth culture in implementing the primary duties and functions of teachers and employees, starting from the head of the madrasah in organizing teachers and employees in the madrasah.

Methods

This study uses qualitative research to produce data in the form of written words or remarks from a person's behavior to be observed (Basrowi, 2008). Primary data obtained will be searched through the head of the madrasah, deputy head of the madrasah, head of the madrasah administration, head of the library, homeroom teacher, and teacher (Anwar, 2022). Meanwhile, secondary data is obtained through books, scientific magazines, archives, official and personal documentation, and so on. Primary and secondary data are used as a reference to describe the content of this article.

Then, the subjects in this study are the head of the madrasah, the deputy head of the madrasah, the head of the madrasah administration, the head of the library, the homeroom teacher, and the teacher at MIN 16 West Aceh. Through the subject of this research, accurate data and information from the head of the madrasah, deputy head of the madrasah, head of administration, head of the library, homeroom teacher, teachers, and employees related to the problem of the role of the head of the madrasah in determining the work specialization of teachers and employees, the role of the head of the madrasah in delegating authority and responsibility to teachers and employees and the role of the head of the madrasah in determining the chain of command or line of control when teachers and employees carry out their duties and functions in madrasahs.

Data collection techniques are done through observation, interviews, and document studies (Gunawan, 2022). Meanwhile, data processing and analysis techniques use Sugiyono's theory by conducting data *reduction*, display, and verification (Drawing Conclusions) (Danim, 2002). The data collection and processing techniques were analyzed by the data obtained from interviews with the

head of the madrasah, deputy head of the madrasah, head of madrasah administration, head of the library, homeroom teacher, teachers, and employees at MIN 16 West Aceh.

Results and Discussion

The Role of Madrasah Heads in Determining the Work Specialization of Teachers and Employees

The research results show that the head of the madrasah has played a role in the specialization of teachers and employees by assigning and placing the duties of teachers and employees based on their expertise or diploma. Then, these tasks are detailed so that teachers and employees can carry them out correctly and in an orderly manner in the madrasah. The determination of specialization and division of work tasks is given to the teacher council, deputy head, head of administration, and head of librarians, as well as homeroom teachers.

The findings above are in line with Robbins's opinion that in an organization, both large organizations and small organizations, *top managers* must play a role and be responsible in the field of determining work specialization and the division of work tasks to subordinates (Robbins, 1996). Specialization and division of work tasks is an organization method practiced to solve big work problems into specific tasks that allow teachers and employees to focus and be experts in specific fields.

Work specialization in madrasah management can provide significant advantages or benefits in organizing work by maximizing efficiency and developing the skills of teachers and employees according to their field of work. After that, the head of the madrasah detailed the task description by the field of work, which was poured into the list of work task division descriptions. The basic principle of specialization in the division of labor is to ensure increased efficiency and productivity of employees in madrasahs (H. Herman et al., 2024).

Job specialization describes how many organizational tasks can be broken down into separate jobs. Work specialization is a division of duties between teachers and employees according to their specific areas of expertise. Work specifications are jobs carried out by breaking down work into several specific jobs by *top managers* using the available human resources in the madrasah. (Iqbal & Rissa, 2023), (Robbins, 1996).

So far, the head of MIN 16 West Aceh, in assigning work specializations to teachers and employees, has been following the competencies of their respective fields of duty. All teachers have taught according to their profession or diploma, except in the field of specific tasks because human resources are not yet available, so the task is given to other parties who are considered capable of carrying it out. Likewise, the work specialization of employees is divided according to the specifics of administrative management tasks in the madrasah. Then, the task area is detailed in the description so that employees can carry out the work properly and correctly.

The condition of organizing the field of specialization built by the head of MIN 6 West Aceh can be maintained in his leadership because it is based on management principles and applicable regulations. Then, the work specialization seen is the expertise in accordance with the profession of diploma owned by the teacher. In addition to considering diplomas, employees also consider the unique skills they have to carry out their duties, such as administration, finance, and madrasah operators (Sumaya, 2018).

The role of the head of the madrasah is very large in determining the work specialization because the work specialization is related to the description of the requirements for the quality of

drinking for employees that can be accepted in order to be able to carry out one position well. Task specialization is arranged based on the job description by answering questions about the employee's characteristics, characteristics, education, experience, and others who will do the job well (Hermansyah et al., 2023). The specialization of duties for each employee in the madrasah is not the same because the specifications are compiled from the job description, while the job description in the madrasah is not the same.

In general, the task specialization contains a clear summary of the work and the definitive qualities required of the head of the madrasah. The task specialization describes information regarding the following matters: 1) the level of education of teachers and employees, 2) the gender of teachers and employees, 3) the physical condition of teachers and employees, 4) the knowledge and work skills of teachers and employees, 5) the age limit of teachers and employees, 6) married or unmarried teachers and employees, 7) the interests and motivation of teachers and employees, 8) the emotions and temperament of teachers and employees, 9) the working period of teachers and employees and 10) the rank and class of teachers and employees.

According to Terry (2013), the determination of work specialization is almost the same as the division of tasks that leads to the formation of parts that are identical to three functions of activities, namely: calculating the weight and lightness of the work, setting the criteria for the work, and finding out who is doing the work. Its utilization depends mainly on the nature and amount of work, the availability of teachers and employees who work on it, and the specialties of tasks that will be carried out. In determining the weight and lightness of work and setting work criteria, it must be carefully considered so as not to harm teachers and employees as well as the educational institution they lead. Eliminate personal interest and subjectivity elements that can disrupt the spirit and work culture in the educational institution he leads (Herman et al., 2022).

The implication for madrasah heads who assign work specializations or tasks according to applicable regulations is that they will meet the minimum quality requirements of assignments received by teachers and employees. Then, the work specialization or tasks given to teachers and employees will be in accordance with the education, work experience, and skills possessed by teachers and employees. Furthermore, teachers and employees given tasks and responsibilities will be motivated to carry out their duties wholeheartedly and take responsibility according to what is entrusted to them.

The Role of Madrasah Heads in Delegating Authority and Responsibility to Teachers and Employees

The research findings show that the head of the madrasah has delegated authority and responsibility properly to teachers and staff by deliberating with teachers and employees at the madrasah. The deliberation results are poured into a Decree (SK) to be submitted to the person concerned, then given a briefing so that they can carry out the task following applicable regulations. This is done consistently with every delegation of authority and responsibility to teachers and employees in the madrasah.

The research findings align with the opinion of Sumaya (2018) that all authority and responsibilities inherent in the position of teachers and employees must be entirely handed over by the head of the madrasah to teachers and employees. This is what it means: all authority and responsibilities inherent in the work of teachers and employees must be ultimately handed over by the madrasah leader. Thus, it will minimize the occurrence of *miscommunication* between subordinates and organizational leaders and will also not avoid misappropriation of work in an

organization (Sumaya, 2018). All authority and responsibility are not left to the head of the madrasah but must be divided between teachers and employees. If there is still authority and responsibility left with the head of the madrasah, if the work is not carried out as expected, then the fault of all of it lies entirely with the head of the madrasah.

Authority and responsibility are the basis for teachers and employees in acting, doing, and carrying out activities/activities of an organization. Without authority in an organization, the wheels of the organization cannot run normally. Authority is a right for an official to act so that his duties and responsibilities can be carried out correctly. An official cannot carry out all duties alone without delegating authority to other parties.

The delegation of authority is based on the assignment of authority, power, and formal responsibilities of the head of the madrasah to teachers and employees in the madrasah. Meanwhile, the delegation of responsibility is the granting of full rights to teachers and employees to be responsible for their attitudes and behaviors in carrying out their duties and obligations as they should be done to themselves, madrasahs, and the community.

So far, the role of the head of MIN 16 West Aceh in the field of delegation of authority and responsibility has been carried out by deliberating together with teachers and employees in the madrasah to discuss the work or division of tasks that will be delegated to madrasah personnel. Then, the results of the deliberations are outlined in a Decree (SK) on the division of duties according to their respective fields of office, and the SK is distributed to the person concerned and then given directions to be able and responsible for carrying out the work that is burdened to him.

The organizational condition in the delegation of authority and the responsibilities carried out by the head of MIN 16 West Aceh must be maintained in his leadership because such a delegation of authority will motivate the madrasah apparatus to carry out their duties well. Then, the head of the madrasah can easily supervise the tasks given to the apparatus. Thus, the performance of the madrasah apparatus will run in an orderly and smooth manner in the madrasah (H. Herman, 2022).

However, the head of the madrasah needs to improve the organization's quality even better in the future. The good delegation of authority for the head of the madrasah must follow the following indicators: 1) clearly explain the plans and policies of the madrasah to teachers and employees, 2) detail the work tasks that are given authority and responsibility, 3) choose the right people for the assigned work, 4) maintain open lines of communication and coordination, 5) delegate authority and responsibilities openly to teachers and employees, 6) the delegation of authority and responsibility is carried out by the position of teachers and employees in the madrasah, 7) the use of measuring tools and the application of good control tools, 8) providing incentives for effective and successful use of the authority and responsibilities that have been given, 9) establishing a good relationship between the head of the madrasah and teachers and employees and teachers and employees.

Then, a good delegation of responsibility must also follow the following indicators: 1) the necessity of teachers and employees to carry out all the obligations given to them, 2) every authority will create responsibility for teachers and employees, 3) the obligation to account for the authority received by teachers and employees, 4) require accountability of authority to the head of the madrasah, and 5) require teachers and employees not to avoid what else to run away from responsibility is imposed on him. This indicator is a tangible manifestation of the delegation of authority by the principles and methods of organizing teachers and employees in madrasahs.

If the head of the madrasah can practice all of these indicators, then the quality of educational services will be realized because applicable regulations have passed the organizing process. Then,

there will be a harmonious balance of relationships between superiors and subordinates and subordinates (H. Herman & Khalaf, O.I, 2023). A harmonious relationship is built because of the clarity of duties, the placement of teachers and employees according to their expertise, and the range of control in the implementation of tasks, strengthening the work procedures of teachers and staff in the madrasah. Furthermore, teachers and employees feel that they are positioned appropriately according to their expertise in education, work experience, rank, and group.

The implication for the head of the madrasah, who carries out the delegation of authority and responsibility according to the applicable regulations, is that teachers and employees will willingly accept the authority and responsibility. Then, teachers and employees will be brave enough to take action or decide something without waiting for orders from the head of the madrasah. Furthermore, teachers and employees cannot escape their responsibilities because the authority given has been ultimately handed over to teachers and employees.

The Role of Madrasah Heads in the Command Chain

The research findings show that the head of the madrasah has played an active role in organizing the field of the chain of command, which is poured into a madrasah organizational structure. The head of the madrasah is assisted by the deputy head of curriculum, student affairs, and public relations, as well as the head of the School Health Unit, library, administrative administration, and treasurer. Then, there are homeroom teachers and teacher councils under the deputy head of curriculum. The chain of command that is built refers to the organizational structure of the madrasah, which describes the position, the existence of a command line, the division of labor, the existence of a coordination line, and orders between superiors and subordinates.

The findings are reinforced by the opinion of Sumidjo (2002), where the chain of command connects all jobs and officials as a whole. This linear structure shows that the relationship between the leader and his subordinates is direct or very close because of the direct work orders from the superiors (Sumidjo, 2002). The chain shows a line of command between the head of the madrasah and teachers and employees, as well as coordination between the areas of duty of each teacher and employee (H. Herman, & Khalaf, O.I, 2023).

There are several things that leaders must pay attention to when designing organizational structures, one of which is the chain of command. The chain *of command* is an unbroken line of authority stretching from the highest leadership to the lowest level of leadership. This will help workers to whom they will be responsible and to whom they will ask for guidance on matters that are not clear in the implementation of the main duties and functions in the madrasah (Sumidjo, 2002).

There are two basic principles in implementing the chain of command: the unity of command and the scalar principle. The unity of command means that each employee is responsible to only one supervisor, while the scalar principle can be interpreted with a clearly defined line of authority. These two principles are inseparable in controlling duties and authorities for leaders and subordinates in carrying out the main tasks and functions of implementing educational programs in madrasahs. If one of the principles does not work, teachers and employees may have hostility, contention, and discomfort in their tasks.

So far, the organization in the field of command chain in MIN 16 West Aceh has looked good and should be maintained. This can be seen in the organizational structure that describes the position and the command line. The organizational structure formed in the madrasah aims to determine the line of command or cooperative relationship between teachers and employees in

carrying out their main duties and functions and to whom they will be responsible for implementing the tasks entrusted to them. The more transparent the chain or line of instruction built by the head of the madrasah, the stronger it will be in building a comfortable, orderly, and smooth work culture in realizing quality educational services.

The organizational structure is also a form of conveying information about how teachers and employees will carry out the parts and tasks and will make it easier for the organizational environment to communicate and communicate because the duties and functions of each teacher and employee have been described in the madrasah organizational structure. The deputy's head assists the head of the madrasah for curriculum, student affairs, and public relations, then the manager of the UKS and library fields, the head of the administrative administration, and the treasurer. Furthermore, there are homeroom teachers and the board of teachers in the field of study. The assistant to the head of the madrasah is fully responsible to the head of the madrasah.

In carrying out the organization of the chain of command, five important elements must be considered, namely: 1) the existence of a structure that describes the command line and the line of cooperation or coordination; 2) the division of labor or duties according to their respective positions, duties and functions; 3) the existence of harmonious communication and coordination in order to achieve educational goals; 4) there is a scale that describes the hierarchy of relationships between superiors and subordinates, 5) there are firm differences in duties and responsibilities for each individual in the madrasah (Dimiyati, 2017). The five elements in the organization of the chain of command are units that cannot be separated from each other when implementing the primary duties and functions of each teacher and employee in the madrasah (Herman H. et al., 2022).

The implications for the head of the madrasah, who carries out the chain of command by the applicable regulations, teachers, and employees will be seen and drawn in an organizational structure in the madrasah, where the organizational structure will describe the line of command, communication, and coordination according to their position. Then, the position, primary duties, and functions of teachers and employees in the madrasah will be visible, including the positions of the teachers and employees. Furthermore, practical cooperation will be built between areas of work specialization or tasks entrusted to teachers and employees. If all of this can be realized, it will ensure harmony between leaders and teachers and employees and teachers and employees in madrasahs.

Conclusion

The role of the head of the madrasah in organizing the improvement of educational services includes organizing in the field of determining work specialization or tasks by compiling a job description by answering questions about the characteristics, characteristics, education, experience, and others of teachers and employees who will carry out the work well. Then, the role of the head of the madrasah in organizing the field of delegation of authority is carried out using deliberation together with teachers and employees of the madrasah to discuss the division of tasks that will be delegated to teachers and employees and the results of the deliberations are determined in the form of a Decree (SK). Furthermore, the role of the head of the madrasah in organizing the command chain field is seen from the organizational structure of the madrasah, where in the organizational structure of the madrasah, there is a line of command and a line of cooperation between one field and another.

The findings of this study can be recommended to the Head of the Office of the Ministry of Religion of West Aceh Regency as the person in charge of education in madrasahs so that they can

provide guidance to the head of the madrasah in organizing the field of work specialization, delegation of authority and responsibility as well as control of the chain of command which describes the hierarchy of relationships between superiors and subordinates. Then, the supervisor, as the quality controller in the madrasah, must carry out continuous supervision so that the head of the madrasah can actively organize in accordance with applicable regulations. Furthermore, the head of the madrasah must be committed and consistent in adhering to the applicable provisions in the division of duties and the placement of teachers and employees according to their expertise, education, work experience, as well as the rank and class of teachers and employees so that there is no social jealousy between teachers and employees in the madrasah.

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