

## THE LEADERSHIP OF THE MADRASAH PRINCIPAL IN IMPROVING TEACHER DISCIPLINE AT MAN 3 TAPANULI TENGAH

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Keywords:  
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**Abstract:** This study aims to describe the role of the madrasa principal's leadership management in building a conducive madrasa culture to improve teacher discipline at MAN Sibolga. This research is field research with a qualitative approach. Data collection techniques used are interviews and observation. The subjects of this study were the principal, vice principal, teachers, administrative staff, and students. The data were analyzed by doing data reduction, data presentation, and concluding. The results of this study indicate that the principal of the madrasah plays a role in developing a culture in terms of values, such as initiative, togetherness, responsibility, sense of belonging, commitment, cooperation, and mutual understanding. , the spirit of unity, obeying the principles, guiding and motivating each other, innovative, hard-working, caring, disciplined and honest, clean culture, good relations, broad-minded, and so on. Obstacles in the development of madrasa culture are more dominant in the difficulty in applying discipline perfectly. Discipline will be difficult to realize without awareness from each individual. Therefore, the head of the madrasa always strives for discipline to always be upheld and put forward through the awareness of madrasa residents of their responsibilities in carrying out their duties at the madrasa.

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### INTRODUCTION

Madrasas as one formal educational institutions are complex and unique institutions. It is complex because the madrasa is an organization in which various dimensions are interrelated and mutually determine each other. While its unique nature shows that the madrasa as an organization has certain characteristics that are not shared by other organizations. The characteristics that place the madrasah have its character, where the teaching and learning process occurs, and the place where the civilizing of human life is held. Because of their complex nature and units, madrasas as organizations require a high level of coordination. The success of a madrasa is the success of the head of the madrasa. The key to the success of a madrasa essentially lies in the efficiency and effectiveness of the appearance of a madrasa head. The head of the madrasa is the sole leader in the madrasa who has the responsibility to teach and influence all parties involved in educational activities in the madrasa to work together in achieving the goals of the madrasa. In modern management, a leader must also act as a manager. Judging from the management functions, namely planning (planning), organizing (organizing), and controlling (supervision), the head of the

madrasa must also play a role as a teaching supervisor and as an evaluator of school programs (Mulyasa, 2013: 181).

The head of the madrasa as the leader of educational institutions must be responsible for all madrasa activities. He has full authority and responsibility to organize all educational activities in the madrasa environment he leads. The head of the madrasa is not only responsible for the smooth running of the madrasa technically and academically, but all activities, the state of the madrasa environment and conditions and situations as well as relations with the surrounding community are also his responsibility. This view recommends that madrasa heads understand their main duties and functions as educational leaders carefully so that their leadership is effective in the sense of achieving the expected goals. In addition, the head of the madrasa as a career position obtained by someone after a long time serving as a teacher must meet the criteria required for the position in question. As an educational institution that has Islamic characteristics, madrasas play an important role in the process of forming the personality of students, because through this madrasa education parents hope that their children have two abilities at once, not only general knowledge (science and technology) but also personality and personality. high commitment to their religion.

### TEORETICAL STUDY

Leadership is an important force in the context of management so the ability to lead effectively is the key to organizational success. Therefore, the essence of leadership is following the will of others to follow the leader's wishes (Wahjosumidjo, 2008: 4). Leaders are a determining factor in the success or failure of an organization and business, both in profit and non-profit organizations. Good leadership according to Rivai and Arifin (2013: 7) is leadership that can bring the organization to modern management principles, as well as being willing to provide welfare and happiness to subordinates and society at large.

The word leadership in Arabic is often associated with the word *ra'īn* in which is taken from the hadith of the Prophet Muhammad, which is as follows:

(رواه البخاري.....) (كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ

Meaning:

“Each of you is a leader, and every leader will be held accountable for what he leads..... (Al-Bukhari, t.t: 139).”

The word *ra'īn* means origin is a shepherd. A leader is like a shepherd who has to take his flocks to the pasture and guard them against being attacked by wolves. As for *ra'iyyah* which means the people. Thus, Saifullah (2014: 149) reveals that a leader must be responsible for his leadership before the people. Leadership in Islam is

also synonymous with the term caliph which means representative (Zaenal, et al, 2017: 4).

The representative in question is a person's representative from several people who gather to become a leader who can provide direction and guidance and be a regulator in making an activity effective.

Ivancevich (2008: 413) suggests that leadership is a process of influencing others to facilitate the attainment of organizationally relevant goals. This understanding states that leadership is the ability to influence others to support the achievement of relevant organizational goals. This indicates that individuals do not have to be formal leaders to lead others. Leadership can be interpreted as an activity to influence people directed towards the achievement of organizational goals. Leadership in educational institutions is related to the problem of principals/madrasahs in increasing opportunities to hold meetings effectively with teachers in a conducive situation (Sulistiyorini, 2009: 168). Thus the leadership of the principal/madrasah is the ability possessed by the principal to influence others through individual and group interactions as a form of cooperation within the organization to achieve the goals that have been set. This definition indicates that in leadership there are several elements in it, including there are people who give influence (leaders), there are other people who are led, activities that move other people by influencing and moving (feelings, thoughts, and behavior), the existence of goals to be achieved, and taking place in the form of processes (both in institutions, organizations, and institutions). or groups). According to Daryanto (2005: 80), school activities that are the responsibility of the principal are:

- a. Activities to regulate the teaching and learning process;
- b. Student organizing activities;
- c. Activities to manage personnel;
- d. Activities to organize teaching equipment;
- e. Activities to organize and maintain school buildings and equipment;
- f. Activities to manage finances; and
- g. Activities to regulate the relationship between the school and the community.

In the new paradigm of education management, principals must at least be able to function as educators (educators), managers, administrators, supervisors, leaders (leaders), innovators, and motivators (Mulyasa, 2009: 98).

The extent to which the madrasa principal can realize the above roles, can directly or indirectly contribute to increasing the competence of all components of education, which in turn can affect improving the quality of education in madrasahs. Culture or culture comes from Sanskrit, namely Buddha, which is the plural form of buddhi (mind or reason) and is defined as matters relating to the human mind and

reason. a is also interpreted as cultivating the land or farming. The word culture is also sometimes translated as "culture" in Indonesian (El Widdah, 2012: 117) Zamroni Susanto (2015: 92) says that culture is a view of life that is jointly recognized by a community group that includes ways of thinking, behavior, attitudes, values that are shared by a group of people. reflected in both physical and abstract forms.

Teachers are one of the human resources in schools. Teacher performance in schools has an important role in achieving school goals. Performance problems are in the spotlight of various parties, government performance will be felt by the community and teacher performance will be felt by students or parents. Various efforts were made to achieve good performance. The government's attention to education has been socialized, and the education budget mandated by the Law of 20% has begun to be implemented. Then the teacher's performance will certainly be the concern of all parties. Teachers must be truly competent in their fields and teachers must also be able to serve optimally. Optimal teacher performance is influenced by various factors, both internal and external. One of the indicators that a school is considered successful is by obtaining a high National Examination score and a maximum graduation rate. The school with the highest score on the national exam and the annual graduation rate is always 100% considered successful and will win the trust of the community. In addition, teacher competence is also regulated in Law Number 14 of 2005 concerning Teachers and Lecturers where it is stated that competence is a set of knowledge, skills, and behaviors that must be possessed and mastered by teachers and lecturers in carrying out professional duties. The competencies in question include pedagogic competence, professional competence, social competence, and personality competence.

The success of school achievement is determined by various factors, including the leadership of the principal. Leadership is the ability to influence or encourage a person or group of people to work voluntarily to achieve certain goals or targets in certain situations. , Administrator, Supervisor, Leader, Innovator, and Motivator (EMASLIM). The principal as a leader must have a special character that includes personality, basic skills, experience, and professional knowledge, as well as administrative and supervisory knowledge.

## **RESEARCH METHOD**

The research was held at MAN 3 Tapanuli Tengah. This research is planned to last for three months. In connection with the research to be conducted, the population in this study were all teachers of MAN Sibolga, including the principal and non-permanent teachers (GTT). The research conducted by the author uses descriptive analysis methods, namely research on problems in the form of current facts from a population. The purpose of descriptive research is to test hypotheses or

answer questions related to the current status of the subjects studied and use quantitative methods to find the effect between the variables studied. The data collection method used in this study is the survey method, namely data collection and analysis techniques in the form of opinions of the subjects studied through questionnaires, interviews, and observations.

#### Barriers to Madrasah Heads in Developing a Conducive Madrasah Culture in Madrasah Aliyah Sibolga State

Implementation of activity is not uncommon to find obstacles or obstacles in its implementation, as well as in the application and development of madrasa culture. , education staff, parents of students, community, and government. Healthy communication and interaction have two indicators, namely the frequency and depth of the material discussed. In addition, madrasah principals need to develop multi-way communication to optimally integrate all resources. The challenges or obstacles experienced by madrasah principals in developing a conducive madrasa culture in Madrasah Aliyah Negeri Sibolga are more dominant in the difficulty in implementing perfect discipline. This is triggered because there are still madrasa residents who lack awareness of their responsibilities in the madrasa, causing deviations, such as discipline. Discipline will be difficult to realize without awareness from each individual. Therefore, the head of the madrasa always strives for discipline to always be upheld and put forward through the awareness of madrasa residents of their responsibilities in carrying out their duties at the madrasa. In addition, there are still various obstacles experienced by the head of the Madrasah Aliyah Negeri Sibolga, such as limited facilities and infrastructure that hinder the development of madrasa culture, and there are still madrasa residents who are indifferent to the application of madrasa culture so that it becomes an obstacle in developing a conducive madrasa culture. Various efforts have been made by the head of the Madrasah Aliyah Negeri Sibolga in minimizing the obstacles faced in developing madrasa culture. However, the madrasa head's efforts must of course be accompanied by cooperation from the madrasah party or residents themselves. Good communication between the madrasah principal and madrasah residents greatly determines the success of the madrasah principal to influence and encourage madrasa residents in implementing and developing a conducive madrasa culture. The establishment of good communication will give birth to good cooperation as well as facilitate the development of madrasa culture.

## **DISCUSSION AND RESEARCH RESULTS**

### **A. The Principle of Headmaster**

In line with the description of leadership above, leadership in school organizations is generally the same. The principal is a leader as well as a manager who must regulate, give orders as well as protect his subordinates, namely the teachers and solve problems that arise. The principal is a functional teacher assigned to lead a school where the teaching and learning process is held or a place where interaction occurs. between teachers who give lessons and students who receive lessons.

A school principal must carry out his role as a leader by carrying out the following functions:

- a. Principal as an educator (educator)
- b. Principal as manager
- c. Principal as administrator
- d. Principal as supervisor.
- e. Principal the school as a leader (leader)
- f. The principal as an innovator.
- g. The principal as a motivator has good leadership skills.

Thus, it is clear that the principal as a leader to be successful must carry out at least the seven functions above in addition to having other criteria such as educational background and experience. The principal in addition to being able to lead, and manage the school is also required to be able to create a conducive atmosphere in the work environment so that it can motivate teachers to work and can prevent the emergence of disintegration or division within the organization.

### **B. The Role of the Head of Madrasah in Applying Discipline to MAN Sibolga teachers**

The educational leader in this case is the head of the madrasa as the person responsible for the implementation of education and teaching in educational institutions must have the readiness and ability to generate a personal work spirit. A leader must also be able to create a culture and climate that is conducive, safe, comfortable, peaceful, fun, and full of enthusiasm in working for workers and students so that the implementation of education and teaching can run in an orderly and smooth manner in achieving the expected goals. Being an educational leader is not only required to master leadership theory, but he must also be skilled in applying practical situations in the workplace. employment opportunities and a high work ethic to bring to the educational institutions he leads. Ideally, if the educational leader in

addition to having leadership provisions from external theory and official recognition, but also potential inborn as a gift from the Almighty, people can train them to become a strong and skilled educational leader based on their experience. The small role played by a leader is largely determined by what and who he is, what he leads, what power (authority) he has, and which device he plays as a leader, both formal and informal.

However, all of them play a role in guiding, guiding, encouraging, and motivating those who are led to achieving the aspired goals. The head of the Madrasah Aliyah Negeri Sibolga has a role in implementing discipline for teachers at MAN 3 Tapanuli Tengah. They carry out their roles in the madrasahs they lead respectively. The role of the madrasah head in developing a conducive madrasah culture, namely as an educator, manager, administrator, supervisor, leader, innovator, and motivator. As an educator, the head of MAN 3 Tapanuli Tengah guides teachers and employees towards their duties, guiding various student activities through collaboration with the wakame student and student council supervisors, and trying to follow the development of science and technology by using various electronic media in carrying out their duties at the madrasah. Various matters relating to managerial activities, such as systematically preparing programs and implementing them based on a priority scale, arranging personal organizations with job descriptions according to existing standards, and various efforts made to mobilize staff to work with full responsibility. As an administrator, the head of the Sibolga State Madrasah Aliyah implements it through the perfect management of KBM equipment in the form of administrative data, student administration management, finance, facilities and infrastructure, and administration of correspondence according to applicable regulations.

As a supervisor, the head of the Madrasah Aliyah Negeri Sibolga implements it by carrying out various activities, such as preparing an educational supervision program and implementing it properly, utilizing the results of the supervision to improve the performance of teachers and employees so that they can contribute to the development and quality improvement. As a leader, the head of Madrasah Aliyah Negeri Sibolga makes this happen by showing his personality as a Muslim who is obedient to worship and maintains religious norms well, seeks to understand his personality who has different conditions, is open to accept suggestions or constructive criticism from various parties, formulating a clear vision and mission, implementing an easy-to-understand communication system understood by all parties, and make decisions through deliberation with madrasah residents.

### C. Barriers to Madrasah Heads in Developing a Conducive Madrasah Culture in Madrasah Aliyah Sibolga State

Implementation of activity is not uncommon to find obstacles or obstacles in its implementation, as well as in the application and development of madrasa culture. , education staff, parents of students, community, and government. Healthy communication and interaction have two indicators, namely the frequency and depth of the material discussed. In addition, madrasah principals need to develop multi-way communication to optimally integrate all resources. The challenges or obstacles experienced by madrasah principals in developing a conducive madrasa culture in Madrasah Aliyah Negeri Sibolga are more dominant in the difficulty in implementing perfect discipline. This is triggered because there are still madrasa residents who lack awareness of their responsibilities in the madrasa, causing deviations, such as discipline. Discipline will be difficult to realize without awareness from each individual. Therefore, the head of the madrasa always strives for discipline to always be upheld and put forward through the awareness of madrasa residents of their responsibilities in carrying out their duties at the madrasa. In addition, there are still various obstacles experienced by the head of the Madrasah Aliyah Negeri Sibolga, such as limited facilities and infrastructure that hinder the development of madrasa culture, and there are still madrasa residents who are indifferent to the application of madrasa culture so that it becomes an obstacle in developing a conducive madrasa culture.

#### D. Teacher Discipline

Discipline is a procedure that corrects or punishes a subordinate for violating a rule or procedure. Discipline is a form of employee self-control and regular implementation and shows the level of seriousness of the work team within an organization. Discipline can be defined as an attitude of obedience, behavior, and actions to company regulations both verbally and in writing. An assumption is that leaders have influence directly on the habitual attitudes of employees. Hernowo Narmodo, *The Influence of Motivation and Discipline on the Performance of Regional Personnel Agency Employees*, h. 24. Mangkunegara, Anwar Prabu, *Human Resource Management*, Habits are the result of the example set by the leadership. Therefore, if you expect employees to have a good level of discipline, the leader must provide good leadership as well. Factors that affect teacher discipline are 1. The size of the compensation provision 2. Whether or not there is an exemplary principal. 4. Leadership courage in taking action 5. Whether there is leadership supervision or not. 6. Whether or not there is attention to employees. 7. Habits are created that support the establishment of discipline. 8. Development of a healthy organizational structure. a complete or good program to maintain teacher morale and discipline. Teacher performance is a set of real behaviors that the teacher shows when he gives learning to students.



## CONCLUSION

The role of the madrasa head in developing a conducive madrasa culture at the Madrasah Aliyah Sibolga has been carried out well. This is indicated by the implementation of his duties and functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator. In carrying out his role, the head of MAN 3 Tapanuli Tengah also develops a discipline in terms of values, such as initiative, togetherness, responsibility, sense of belonging, commitment, cooperation, mutual understanding, the spirit of unity, obeying principles, guiding and motivating each other, innovative, hard-working, caring, disciplined and honest, clean culture, good relations, broad-minded, and so on.

## SUGGESTIONS

MAN 3 Tapanuli Tengah can already be said to be conducive which is characterized by the existence of values that are developed and applied through the actions or behavior of every madrasah citizen, although there are still some values that are difficult to apply universally. perfection, such as discipline, responsibility, initiative, and innovation from madrasa residents. Barriers to the development of a conducive madrasa culture in Madrasah Aliyah Negeri Sibolga are more dominant in the difficulty in implementing perfect discipline. Discipline will be difficult to realize without awareness from each individual. Therefore, the head of the madrasa always strives for discipline to always be upheld and put forward through the awareness of madrasa residents of their responsibilities in carrying out their duties at the madrasa. In addition, efforts are being made, namely by instilling the nature of responsibility and high commitment to madrasa residents so that they have the will to carry out work discipline so that the development of madrasa culture can be more conducive in madrasahs that each led.

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