# Madrasah Head Leadership Strategy: Research Madrasah's Implementation At State Islamic Junior High School of 2 Sukoharjo

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**Abstract:** *This study aims to analyze the strategy and leadership style of madrasah principals at MTsN 2 Sukoharjo and analyze the implementation of research madrasahs at MTsN 2 Sukoharjo. The problems raised include a) how at a glance about MTsN 2 Sukoharjo in the Research Madrasa Pioneer; b) what is the strategy and leadership style of the madrasah principal at MTsN 2 Sukoharjo; c) how is the implementation of research madrasas at MTsN 2 Sukoharjo; and d) what are the supporters and obstacles for madrasah principals in implementing research madrasas at MTsN 2 Sukoharjo. This research uses a qualitative approach with a qualitative-descriptive type of research. The data obtained came from primary data through a brief online interview with the principal of MTsN 2 Sukoharjo and secondary data through literature review analysis by reading & analyzing literature from various sources such as journals, articles, books, etc. The results of this study indicate that the implementation of research madrasas at MTsN 2 Sukoharjo in reality has not been fully supported by adequate educators. The principal's leadership strategy in supporting research madrasas at MTsN 2 Sukoharjo is carried out through fostering educator performance, supervising educator performance, coaching and affirming educator discipline, and providing motivation. The head of the madrasa at MTsN 2 Sukoharjo uses a leadership strategy with a democratic style, where the head of the madrasa approaches himself with educators, staff, and students.*

**Keywords:** *Strategy, Leadership; MTsN 2 Sukoharjo; Research Madrasah; Principal*

## INTRODUCTION

Madrasah is one of the official educational institutions of the Ministry of Religion. In general, this madrasa has relatively low competition, especially in terms of the quality of learning. As shown by the Ministry of Religion and Statistics (2015/2016), the number of madrasah is 48,676 institutions (MI 24,353, MT 16,741, MA 7,582), and the largest number of SPP-based madrasah is 44,795 (92.03%), with a relatively low number of schools. A review led by the

Center for Research and Development of Religious and Religious Education in 2005 called the "Madrasah Progress Index" can be viewed through three factors: facilities & infrastructure, teaching staff, and students (Hidayati, 2019).

Seeing these shortcomings, the Ministry of Religion through the Directorate General of Education and Culture continues to look for strategic steps to work on the quality and intensity of strict madrasas, including the National Research Madrasah Program (Promadrina) which has existed since 2013 and was published in Mataram. This program is an effort to foster a love of science and innovation (IPTEK) among seminarians through research exercises. As shown by Amrullah (2013), Promadrina hopes to be at the forefront of improving the research capabilities of madrasa students (Amrullah, 2014).

Committed to work on quality and seriousness through various types of Madrasah Science Competition (KSM) training, especially in the midst of strict madrasas to improve and compete in various contests at the environmental, public and global levels. KSM can also be used as an instrument or standard to further develop a rigorous exploratory madrasa culture. According to Nour Siam, in 2013 madrasas began to focus on developing innovative research, which research will be used as the educational strength of the madrasa. Therefore, after all, research-based madrasah should also be a strict madrasah space, and strict madrasah should be the first (Hidayati, 2019).

There are many madrasas that provide answers to these government programs by declaring their madrasas as research/exploratory madrasas and providing direction to students who lead research through extracurricular and extracurricular exercises. These schools are usually run by visionaries who are passionate about turning their fantasies about developing phenomenal and distinct instructive programs into reality (Ronald Lukens-Bull, 2010).

Leadership is a significant force with regard to the executive. Thus, the capacity to work successfully is the way to become a worthy head of madrasah. The manifestation of authority is the desire of subordinates, especially other people or subordinates to follow the wishes of the pioneers. This is what makes individuals a pioneer. Thus, no pioneer is formed without subordinates. Furthermore, madrasah principals as pioneers move educators, education staff, and schools to foster strong areas with enthusiasm and belief in achieving their main goals, provide guidance, guide, and persuade educators, education staff, and schools, as well as lead and support achievement of school goals (Haslam, et.al, 2014).

As the head of the madrasa, the madrasa administrator must know and be prepared to understand the various arrangements and conditions and

demands of the two instructors and other managerial and auxiliary staff. Good cooperation brings good thinking for school improvement efforts. Disappointment reflects the director's behavior and lack of progress in positions of authority. It requires a significant load on the head to move each part it leads. Therefore, the results of educational institutions are highly dependent on the administration of the madrasa head. As a hierarchical pioneer, he must have the choice to guide the association to achieve the goals that have been set, have the choice to see change and see a superior future in the life of the world. Principals are responsible for the perfection and progress of all hierarchical and managerial matters of the school, either formally to their superiors or casually to the local area where they have depended on students. Heads as educators, directors, pioneers and consequently bosses can expect a superior and promising future (Tanjung, et.al, 2017).

However, it is unfortunate that many obstacles are faced, including the lack of implementation of school exam exercises, including not all madrasas have adequate facilities for research activities, do not have research supervisors, do not have educators with adequate qualifications and competencies, inadequate funding, inadequate literature sources. also not enough (Hidayati, 2019).

Based on these problems, the researcher conducted a research activity entitled "Leadership Strategy for Madrasah Principals: Implementation of Research Madrasas at MTsN 2 Sukoharjo", with the formulation of the problem, namely a) how at a glance about MTsN 2 Sukoharjo in the Research Madrasah Pioneer; b) what is the strategy and leadership style of the madrasah principal at MTsN 2 Sukoharjo; c) how is the implementation of research madrasas at MTsN 2 Sukoharjo; and d) what are the supporters and obstacles for the madrasa principal in implementing research madrasas at MTsN 2 Sukoharjo?. In general, the purpose of this study is to analyze how the implementation of research madrasas at MTsN 2 Sukoharjo.

## RESEARCH METHOD

This study uses a qualitative approach with a qualitative-descriptive type of research. This qualitative research approach describes and describes the various solutions used to answer the problem formulation. According to Moelong (2014), descriptive analysis is describing phenomena about what is experienced by the research subject and then analyzed with existing theories. The purpose of this qualitative-descriptive study is to make a comprehensive summary in everyday terms, specific events experienced by individuals or groups of individuals. For some researchers, such a qualitative design category does not exist. Therefore it must maintain the research approach by providing

'epistemological credibility'. There is an assumption that a number of researchers believe in and support the fact that 'qualitative descriptive' is a feasible and acceptable type of research for qualitative research design. While phenomenology, grounded theory, and ethnography are also descriptive qualitative approaches, naturally, they are not exclusively in the descriptive domain because they have a tendency to explain phenomena. According to Sandelowski (in Vickie et al, 2012) qualitative descriptive research: should be seen as categorical, as opposed to non-categorical, an alternative to inquiry; less interpretive than the 'interpretive description' approach because it does not require the researcher to move away from or into the data; and does not require highly abstract concepts or rendering of data, compared to other qualitative designs (Clinton, 2012).

Articles focus ideas and information for research. Student writers often make the mistake of forgetting to focus and making research articles too broad to include too much research. In this case, the focus of research in this article is leadership strategies in implementing research madrasas. The object of research in this article is MTsN 2 Sukoharjo. The determination of this object is based on the fact that MTsN 2 Sukoharjo is one of the madrasas in Indonesia which in its application is based on research madrasas. The data obtained came from primary data through a brief online interview with the principal of MTsN 2 Sukoharjo and secondary data through literature review analysis by reading & analyzing literature from various sources such as journals, articles, books, and others (Martínez, 2020).

Data processing and data analysis techniques are carried out in the first way, coding which can be explained as data categorization. 'Code' can be a short word or phrase that represents a theme or idea. All code needs to be given a meaningful title. Various non-quantifiable elements like events, behaviors, activities, meanings etc can be coded. Second, identify themes, patterns and relationships. In qualitative data analysis there are no universally applicable techniques that can be applied to produce findings. Researchers' analytical and critical thinking skills play an important role in data analysis in qualitative studies. Therefore, no qualitative research can be repeated to produce the same results. Third, summarize where we need to relate the research findings to the hypothesis or research goals and objectives.

To get a high level of trust or credibility in accordance with the facts on the ground, data validation is needed. Reliability in qualitative research refers to the stability of responses to multiple coders of a data set. This can be enhanced by detailed field notes by using a recording device and by copying digital files. However, validity in qualitative research with this literature review allows researchers to have a high level of accuracy in analyzing data sources that have

been obtained by previous researchers. The term validation comes from a study as the naturalist equivalent of internal validation, external validation, reliability, and objectivity. Trust is achieved by credibility, authenticity, transferability, dependability, and confirmation in qualitative research. To operationalize the term, length of involvement in the field and triangulation of data sources, methods, and researchers to build credibility. To ensure that the research results are well received by the researcher and those who read it, a good description is needed (Sugiyono, 2011).

## RESULTS AND DISCUSSION

### Strategy and Leadership Style of the Head of Madrasah at MTSN 2 Sukoharjo

Strategy is defined as a plan that is systematically arranged and made a determination as a goal to be achieved. Based on the results of interviews with the head of Madrasah MTsN 2 Sukoharjo regarding the principal's leadership strategy in supporting Madrasahs, this research includes the following:

a)   Fostering the performance of educators in research madrasas

In conducting guidance on the performance of teachers for research madrasas, the head of madrasas determines the implementation of seminars in which these teachers are included to take part in the seminar activities or various other activities that include training or programs from the government. However, in the implementation of the seminar, the head of the madrasa did not officially invite speakers, but only individually. In providing guidance on the performance of MTsN 2 Sukoharjo teachers by participating in seminars and training held by the school, these teachers are expected to be able to follow the implementation well (Abdullah, 2019).

b)   Supervise the performance of educators in research madrasas

In providing supervision of teacher performance related to research Madrasahs, the principal uses class visits that are carried out while learning activities are in progress. However, not all classes are visited by the principal of this madrasa because there are quite a number of classes. For teachers who are considered to be included in the good category in providing learning, there will be no repeated supervision by the head of the madrasa. The supervision carried out by the madrasah principal at MTsN 2 Sukoharjo tends to be internal activities that include class visits, personal interactions between teachers and the madrasah principal which are internal. However, if it is based on direct observation, the principal of this madrasa is still not active in providing

supervision of teacher performance. So that in the supervision carried out by the head of this madrasa, it still looks not maximal (Hasibuan, 2019).

c)  Coaching and affirmation of discipline to educators in research madrasas

In conducting coaching and affirming the discipline of an educator in research madrasas, the head of madrasah conducts direct monitoring of the presence/presence of educators with the aim that schools can find out the level of discipline of each of these educators. In this case, the principal monitors the punctuality of attendance and the teacher's response when he is given a warning for his mistakes. If an educator makes a mistake, it must be emphasized that if the error is repeated, a warning will be given and if it exceeds 3 times the error will be expelled from the madrasa..

d)  Motivating educators in research madrasas

In this case the head of the madrasa will motivate educators to be able to make improvements to the performance of research madrasas by means of this madrasa principal giving positive advice and encouragement to educators so that in carrying out this research madrasah it is more professional and better (Hasibuan, et.al, 2020).

Furthermore, an important point in the meaning of leadership is the leader. A leader is defined as a person or social community who shows effort and can influence his followers in the environment either directly or indirectly (Muhammadi, 2015). In this case, a leader will not be on the side, but must be in front and give a direction to his followers so that it can make it easier to achieve goals / progress.

As in the letter An-Nisa verse 59:

اللهِ اِلَى فَرُدُّوْهُ شَيْءٍ فِيْ تَنَازَعْتُمْ فَاِنْ مِنْكُمْ الْاَمْرِ وَاُولِى الرَّسُوْلَ وَاَطِيْعُوا اللهَ اَطِيْعُوا اٰمَنُوْٓا الَّذِيْنَ اَيُّهَا
تَأْوِيْلَ وَاَحْسَنُ خَيْرٌ ذٰلِكَ الْاٰخِرِّ وَالْيَوْمِ بِاللهِ تُؤْمِنُوْنَ كُنْتُمْ اِنْ سُوْلِوَالرَّ

> Meaning: "O you who believe! Obey Allah and obey the Messenger (Muhammad), and Ulil Amri (holders of power) among you. Then, if you disagree about something, then return it to Allah (the Qur'an) and the Messenger (his Sunnah), if you believe in Allah and the Last Day. That is more important (for you) and better as a result." (Surat an-Nisa Verse 59)

In this case, leadership is a stage which involves someone with other people who will provide influence, authority, and be able to move many people to achieve common goals. In the educational environment, this leadership includes the role of the head of the madrasa. In this context, the head of the madrasa is used as someone who manages the madrasa exclusively and gives

performances to others to carry out managerial skills with skills that are in accordance with the provisions of the madrasa (Suprihatin, 2022).

Leadership style is a pattern of behavior that is consistently carried out by a madrasa principal when collaborating with others. In this case, leadership style refers to a strategy to be able to lead or provide direction to followers to follow the actions directed by the principal in achieving the goals that have been determined. The leadership style consists of 7 types as presented in the following table (Gonos, et.al, 2013):

| No. | Leadership style | Explanation |
|---|---|---|
| 1. | Autocratic Leadership | Autocratic or authoritarian leaders are often described as those who have ultimate authority and power over others. These leaders tend to make choices based on their own ideas and do not listen to their team or seek input from others. |
| 2. | Military Leadership | Military leadership involves making important decisions, often in high-pressure situations with consequential risks. Effective military leaders ask the right questions and think strategically to draw well-informed conclusions on which they can act. Military leaders also build and motivate teams. |
| 3. | Patrinalistic Leadership | Paternalistic leadership is a managerial approach that involves a dominant authority figure acting as the patriarch or matriarch and treating employees and partners as if they were members of a large family. In exchange, leaders expect loyalty and trust from employees, as well as compliance.. |
| 4. | Participatory Leadership | Participatory leadership is a management style in which managers invite their entire team into most of the decision making process. All team members are informed about company decisions and can provide input before a final decision is made. |
| 5. | Kepemimpinan Laissez Faire | Free leadership, also called laissez-faire, is a type of leadership style in which the leader hands off and lets group members make |

| | | decisions. Managers set goals and employees are free to do whatever is appropriate to achieve those goals |
|---|---|---|
| 6. | Charismatic Leadership | Charismatic leadership is defined by a leader who uses his communication skills, persuasion, and charm to influence others. |
| 7. | Democratic Leadership | Democratic leadership, also known as participatory leadership or shared leadership, is a leadership style in which group members take a participatory role in the decision-making process. This type of leadership can be applied to any organization, from private businesses, schools, to government. |

Based on research that has been carried out, the head of the madrasa at MTsN 2 Sukoharjo uses a leadership strategy with a democratic style. In this case, the head of the madrasa approaches himself with the educators, staff of the madrasa, and the learners. This is done by applying the principle of equality to educators and madrasah staff in order to express their opinions because everyone has the right to contribute. In addition, the head of the madrasa also approached the educators so that these educators could carry out their duties and obligations at MTsN 2 Sukoharjo as a pioneer of research madrasahs.

The efforts made by the principal in carrying out a leadership strategy with this democratic style are by implementing efforts of positive value. In terms of democratic leadership style, it tends to present an equal space in opinion so that educators and other employees have an equal right to contribute as a form of accountability in carrying out their duties in this research madrasa. Furthermore, this democratic leadership style provides a view of educators, staff, and other employees as an overall part of this research madrasa. The principal has his own responsibility in order to provide direction, control, evaluate, and coordinate as a job that must be carried out by the head of the madrasah in supporting the research madrasah at MTsN 2 Sukoharjo.

**Implementation of Research Madrasas at MTsN 2 Sukoharjo**

Research madrasas in general contribute a lot to the education sector. With research madrasas in schools carried out by educators and students, various problems related to education or learning can be analyzed, developed, improved so that learning becomes more innovative and creative and is realized realistically (Wibawa, 2021). The implementation of learning at MTsN 2

Sukoharjo is essentially a form of activity in developing research-based learning innovations by means of the innovations provided by the teacher are applied to learning activities by introducing a research culture to research activities (Faubert, 2019).

In general, this research madrasa has an important role in achieving educational goals. Therefore, the purpose of research madrasas is to implement the theories that have been learned in practice. In this case, the pattern of learning carried out in the classroom is not only based on theory, but must be applied in the form of practice or research. With this research activity, students in madrasas will be trained to have critical, analytical, descriptive thoughts, and be able to draw conclusions and find new things. The implementation of research madrasah activities at MTSN 2 Sukoharjo is carried out through three main components, including the following:

1.  Research

In this case, students will collaborate with administrators and educators in order to carry out research related to the practice of certain theories. In this context, practitioners also cooperate in solving problems in the area of investigation. Furthermore, they carry out collaborative development by collaborating with reference to research in certain fields. Teachers as educators systematically track the results obtained from students, then students analyze the results and collaborate with teachers to communicate the results of the research in class. Then, the educator makes a decision regarding the direction of the next research.

2.  Training

In this case, all educators, administrators, and students will be given direct training by research madrasa partners when these parties participate in continuous collaboration by conceptualizing research questions on a project. Educators also study current research to help educators become familiar with case studies of emerging phenomena. In addition, all educators in research madrasas are also given the opportunity to conduct practical discussions with their teams to exchange opinions or share learning. In this case, they also indirectly study classroom action research.

3.  Dissemination

In this case, dissemination is carried out to spread an idea and is classified as an important point of research madrasas. What researchers and administrators do is conduct discussions related to research results together with the existing research community. After the conclusion is reached, the research

results from the students with the help of the teacher will be disseminated to various other schools.

**Supporters and Inhibitors of Madrasah Heads in Implementing Research Madrasas at MTsN 2 Sukoharjo**

The implementation of research at MTsN 2 Sukoharjo as a pioneering research madrasa can not be separated from the existence of several supporting things that provide smooth research activities. The matters referred to include, among others, the following (Hidayati, 2019):

1. Accessibility of 7 laboratories as a place to direct exploration and a library of delegates with various works for reading.

2. Materials to aid research;

3. There are adequate number of educators for all subjects and will be tutors and have high energy in coaching;

4. The desire of the local area to help finance madrasas through infaq and assistance;

5. The enthusiasm of students in participating in research exercises even with various inspirations; and

6. There is evidence related to the results of the study.

7. Some of the inhibiting factors include:

8. Inaccessibility of some significant exploration support offices, such as unique examination rooms; greenhouses, fertilizer houses, fisheries and animal husbandry;

9. Dominant class focused on research exercises;

10. Certain budget audit plans come from DIPA;

11. Special supervisors for exams and lab colleagues, the number of teachers who have been determined for S2 training that is straight with S1; and

12. Not all madrasa residents are partial to research activities.

**CONCLUSION**

Based on the discussion that has been described, it can be concluded that the implementation of research madrasas at MTsN 2 Sukoharjo in reality has not been fully supported by adequate educators. The principal's leadership strategy in supporting research madrasas at MTsN 2 Sukoharjo is carried out through fostering educator performance, supervising educator performance,

coaching and affirming educator discipline, and providing motivation. The head of the madrasa at MTsN 2 Sukoharjo uses a leadership strategy with a democratic style, in which the headmaster approaches himself with educators, madrasa staff, and students. The efforts made by the principal in carrying out the leadership strategy with this democratic style are by carrying out efforts that have positive values. Judging from the democratic leadership style, it tends to provide an equal space in opinion so that educators and other employees have equal rights to contribute as a form of accountability in carrying out their duties in research madrasas.■

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