BEHAVIOR OF MADRASAH HEADS IN CREATING AN EFFECTIVE MADRASAH CULTURE

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Abstrak

Kepala madrasah memainkan peran penting dalam menciptakan budaya madrasah yang efektif. Penelitian ini menganalisis perilaku kepala madrasah dalam menumbuhkan budaya efektif pada sumber daya manusia dan layanan di lembaga yang dia pimpin. Penelitian dilakukan di 9 madrasahh di Kabupaten Tulungagung. Data diperoleh melalui teknik wawancara dan observasi. Hasil penelitian menunjukan bahwa upaya untuk menciptakan budaya madarasah yang efektif dilakukan melalui gaya kepemimpinan yang adaptif dan visioner. Di antaranya adalah dengan mendelegasikan tugas secara proporsional, memiliki kemampuan komunikasi yang efektif, mampu menumbuhkan motivasi kepada bawahannya, serta melaksanakan kontrol yang terukur. Penelitian ini menunjukan betapa seorang kepala madrasah memiliki pengaruh yang besar dalam menumbuhkan budaya kerja yang efektif, selama mampu mengoptimalkan potensi dan power yang dimiliki.

Kata kunci: Budaya Efektif, Madrasah, Kepemimpinan

Abstract

Madrasah principals play an important role in creating an effective madrasah culture. This research analyzed the behavior of the

madrasah head in fostering an effective culture in human resources and services in the institution he leads. The research was conducted in 9 madrasah in Tulungagung Regency. Data was obtained through interviews and observation techniques. The research results show that efforts to create an effective madarasah culture are carried out through an adaptive and visionary leadership style. These include delegating tasks proportionally, having effective communication skills, being able to foster motivation in subordinates, and exercising measurable control. This research shows how a madrasah head has a big influence in fostering an effective work culture, if he can optimize the potential and he has power.

Keywords: *Effective Culture, Madrasah, Leadership*

Background

The concept of leadership in Islam requires a leader to be a figure who can position himself as a torch bearer of truth. Namely a figure who is able to be a good role model in all things, or what in the Islamic concept is called *uswatun hasanah* (Manshur, 2019). For this reason, a leader needs to adhere to the principles of togetherness, build harmonious relationships between individuals and the natural environment, be loyal, and view power and leadership as an integral part of worship.

Leadership is no longer interpreted as a prestige, but as a responsibility. A leader's performance is measured by real behavior that serves as an example for his subordinates (Mz, 2018). A leader will show his qualities through the way he governs and carries out his role. A good leader will be able to take the initiative in social situations to create new forms and procedures, and be able to generate cooperation towards achieving goals (Syam, 2021).

As a leader in an Islamic educational institution, the head of the madrasah is tasked with providing guidance and direction to the entire academic community so that the institution's goals are achieved (Sinaga et

al., 2020). In practice, the madrasah head gives orders and guidance to his subordinates to work together to achieve the set goals. Madrasah heads play the art of coordinating and giving direction, both to individuals and groups so that they carry out their respective main tasks and functions optimally (M. Sobri, 2014).

The madrasah head is the main leader responsible for building, maintaining and promoting a positive work culture in the madrasah environment (Surawan et al., 2022). For this reason, a madrasahh head must be a role model in the behavior, values and norms desired in the organization, inspiring staff and students to adopt these principles (Djoemadi et al., 2019). The madrasah head also has a role in communicating the madrasah's vision and mission, which is the foundation of an effective work culture. In addition, they must act as strategic decision makers who create organizational structures that support the productivity and welfare of madrasah members (Angelina, 2021). By leading by example, communicating well, and taking concrete action to create an effective work culture.

This research seeks to explore the factors that influence the behavior of madrasah heads in an effort to foster an effective culture. By understanding more deeply the role and motivations of madrasah heads, we can identify more effective strategies to support them in carrying out their duties. This research has the potential to provide a more comprehensive view of how madrasah heads can be agents of positive change in increasing the effectiveness of madrasahs, with the hope of making a meaningful contribution to improving the quality of education in Indonesia. Nationalization is an important thing, but it cannot be completely explain organizational behavior. Organizational culture is something that is soft in

an organization, namely that which is related to the human side of organization.

Methods

The research method in the study entitled "Behavior of Madrasah Heads in Creating an Effective Madrasah Culture" in Tulungagung Regency involved nine madrasah as samples. Data collection was carried out through interviews and observations (Saefulloh et al., 2020). Interviews will be conducted with school principals and madrasah employees to gain in-depth insight into the behavior of madrasah principals in creating an effective culture (Creswell, W. John & Creswell, 2018). Observations will be used to observe the direct behavior of madrasah heads in the daily context of the madrasah, including their interactions with staff and students. It is hoped that this combination of methods will provide a comprehensive understanding of the role of madrasah heads in creating an effective madrasah culture, as well as the factors that influence their behavior in that context.

Findings and Discussion

Madrasah Principal Behavior from the perspective of teachers and staff

The results of interviews with madrasahh teachers and staff revealed several significant findings regarding the behavior of madrasah heads in creating an effective madrasah culture. First, many respondents highlighted the madrasah head's ability to delegate tasks to the right people as a key factor in establishing an effective culture. They stated that madrasah principals who are able to recognize the skills and abilities of individuals in their teams, and assign appropriate responsibilities, create an environment where each member feels valued and has a meaningful

contribution. Madrasah principals who delegate wisely also enable staff to feel more motivated and have a sense of ownership of their work.

Second, the interview results also reveal the importance of effective communication in creating an effective madrasah culture. Madrasah principals who can communicate clearly, provide appropriate direction, and listen to input from staff are considered effective leaders. Open and transparent communication creates a climate in which innovative ideas can emerge, conflicts can be resolved well, and shared goals can be achieved. In addition, madrasah heads who can provide measurable control to staff also support the formation of an effective culture. They provide clear guidance about performance expectations and standards, but also give staff enough autonomy to pursue those goals in their own way. Final, Research findings note that madrasah heads who are able to foster internal motivation in their subordinates, for example by providing appreciation, recognition, or opportunities for personal development, contribute to increasing enthusiasm and dedication in the madrasah work environment. These findings highlight the key role of madrasahh principals in establishing an effective work culture that supports the achievement of overall madrasah educational goals.

The behavioral theory of leadership is based on the belief that great leaders are the result of being formed or can be formed, not born (leaders are made, nor born) . Rooted in behaviorism theory, this leadership theory focuses on the leader's actions, not on mental or internal qualities. According to this theory, people can learn to become leaders, for example, through training or observation (Suryani, 2021).

This behavioral approach views that leadership can be learned from behavior patterns, and not from the leader's traits. The reason is that a

person's character is difficult to identify. Some experts believe that behavior can be learned, this means that people who are trained in appropriate leadership behavior will be able to lead effectively (Purwanto et al., 2020). However, the effectiveness of this leadership behavior is influenced by several variables. So behavior does not absolutely determine the success of leadership.

An effective leader is a leader who uses a style that can realize his goals, for example by delegating tasks, carrying out effective communication, motivating his subordinates, exercising control and so on. Effective leadership is leadership that is able to move its followers to achieve goals that have been formulated together.

The results of the study state that the best in carrying out tasks is a leader who is directly elected, then the leader who holds the most votes, then the leader who is appointed. Therefore, training is the best way to develop a leader. The best figure is the one who is chosen, because subordinates will accept the leader if they choose him as a person who is worthy of the position because of his abilities. He was elected spontaneously without having to have big ambitions and compete with others to achieve the reins of leadership. Hence all the means of effective influence are more useful to him. On that basis, he really cares about his character and behavior.

There are several leadership styles that are widely known. Among them is a task-oriented leadership style, which pays more attention to completing tasks with very close supervision so that the task is completed according to his wishes. Good relationships with subordinates are neglected, the important thing is that subordinates must work hard, be productive and be on time. On the other hand, a subordinate-oriented

leadership style tends to prioritize good relationships with subordinates and motivate employees rather than strictly supervising them. This style is very sensitive to the feelings of its subordinates. So in principle, what is used in this leadership style is not the brain but the feelings in the heart. Leaders try hard not to hurt their subordinates.

Leader behavior towards subordinates can be grouped into four categories. First, "high-high" indicates a leader with high relationships and high focus on tasks. Second, "high task-low relationship" describes leaders with high focus on tasks but low relationships with subordinates. Third, "low task-high relations" shows leaders who prioritize relationships with subordinates over their tasks, which is referred to as Consideration theory. Examples of actions in this category include standing up for subordinates, providing input, and consulting with them. Finally, "low task-low relations" describes leaders with low focus on tasks and weak relationships with subordinates.

Madrasah Principal Behavior in Building an Effective Madrasah Culture

Researchers conducted interviews with madrasah heads and triangulated sources with their subordinates. The following are the findings that researchers obtained. First, madrasah heads emphasized the importance of open and transparent communication in creating an effective madrasah culture. They strive to listen to input from staff and students and communicate the vision and values of the madrasah clearly. In addition, madrasah heads also set an example by behaving in accordance with the values they promote, building a sense of trust, and motivating madrasah members to actively participate in improvement efforts.

Second, in observations related to the relationships built and leadership styles, it was found that madrasah heads who have an inclusive and supportive leadership style are more likely to create a positive work culture. They provide autonomy to staff, facilitate collaboration, and pay attention to the needs and aspirations of madrasah members. Observations also noted that madrasah principals who implemented this leadership style were able to build strong and respectful relationships with staff and students, which in turn contributed to the creation of an effective madrasah culture.

The age difference between madrasah heads and teachers and staff did not show a significant effect. Regardless of whether the madrasah head is young or old, as long as he is able to build effective and egalitarian communication, a good work culture will be created. Open communication, transparency, and supportive leaders are key factors in creating a positive and productive work environment in madrasah (Apiyani, 2022).

Another finding related to the behavior of madrasah heads is their key role in forming an effective madrasah culture. An inclusive and supportive leadership style also plays an important role in building good relationships and providing support to all madrasah members. These findings provide valuable insight into leadership practices that madrasah heads can implement to increase the effectiveness of madrasah culture in the future (Bauwens et al., 2023).

A leader's efforts to create an effective culture can be done through several behavioral approaches (Hu et al., 2023). First, it is done by imitating a figure (Al-Qudwah). For example, this step can be done by emulating another leader who is considered to have great influence. Regarding this method, there are at least two important notes. New leaders are blessed or

shaped by old leaders. Therefore, the skills of potential new leaders are the responsibility of the leader who is used as a role model or coach. The second factor is related to personification, which is the incarnation of a portrait of the leader. Therefore, we are not said to have trained a new leader, but it is like someone who stops walking for a while and cannot take even one step and does not know the cause. The second behavioral approach to creating an effective culture is behavioral training. Namely by giving responsibility to someone who is trained to lead a discussion, manage a committee, manage work or carry out an important task. He is monitored by a special committee who will evaluate, improve or prepare the leadership cadre to take leadership courses.

The role of a school principal in creating an effective culture in school is crucial (Sabaruddin Chaniago et al., 2020). Firstly, the principal serves as a visionary leader who sets the tone and expectations for the entire school community. They establish a clear mission and values that align with the educational goals and create a positive and inclusive environment. By promoting a culture of respect, collaboration, and continuous improvement, the principal fosters a sense of belonging and motivation among students, teachers, and staff.

Secondly, the principal plays a key role in building strong relationships and effective communication within the school. They actively engage with students, parents, and staff, listening to their concerns, providing support, and encouraging open dialogue. By promoting a culture of transparency and trust, the principal ensures that everyone feels valued and heard, which in turn enhances the overall school culture.

In summary, the school principal's role in creating an effective culture involves setting a clear vision, promoting positive values, fostering

collaboration, and establishing strong relationships. By embodying these qualities, the principal can create a school culture that is conducive to learning, growth, and success for all stakeholders involved. Regarding the madrasah head's efforts to create an effective culture, there are 2 important things you need to know. Culture in a school can be classified into two, namely visible (tangible) and invisible (intangible). The invisible aspects of a culture include values, beliefs, and ideologies related to the question "What should be done at this school?" The answer is manifested in tangible (visible) things in the form of sentences (spoken or written), behavior displayed, buildings, facilities and objects used (Caldwel, 1993).

Culture in life is a social glue that helps unite the organization by providing appropriate standards for what employees and teachers should say and do (Mulyani et al., 2020). Finally, culture can function as a meaning-making and control mechanism that guides and shapes the attitudes and behavior of existing madrasah residents. This last function is what really attracts our attention.

The culture in the place is as if accepting a job offer is because the individual fits the organization (Drewes et al., 2013). Then, with this compatibility, the workers are happy and smile because in their actions there is uniformity and at the same time they maintain their image, because it is supported by a strong culture of formal rules and order.

In general, culture can be formed prescriptively and can also be programmed as a learning process or solution to a problem. Firstly, the formation of religious culture in educational institutions through obedience, imitation, adherence, and structuring of a scenario (tradition, order) from above or from outside the cultural actors concerned.

The religious culture that has been formed in educational institutions is actualized within and outside cultural actors in two ways. Some cultural actualization takes place covertly (vague/hidden) and some overtly (clearly/brightly). The first is cultural actualization which is different between inward and outward actualization, this is called a covert, namely someone who is not frank, pretends, is different from the mouth and the other is in the heart, is full of figures of speech, in symbolic language, he is shrouded in secrets. The second is cultural actualization which does not show the difference between inward actualization and outward actualization, this is called overt. Overt perpetrators are always frank and straight to the point.

Conclusion

The madrasah head has a big influence in creating an effective madrasah culture. This can be done by delegating authority and responsibility proportionally and based on capacity considerations, being able to build effective communication with teachers and staff who are subordinates, successfully generating intrinsic motivation and building extrinsic motivation in subordinates, and carrying out the control function in a measurable and systematic manner. An effective madrasah culture will only be possible if the madrasah head is able to optimize the potential resources of his subordinates (staff and teachers), and has a clear vision.

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