



Improving the Quality of Education Through Technical Proficiency



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Abstract

Schools are complex and unique institutions. They are complex because madrasas are organizational in which there are various dimensions which are interrelated and mutually determine each other. Meanwhile, it is unique that madrasas as institutions have certain characteristics that other organizations do not have. This study focuses on managerial skills in improving the quality of education, with the focus of research: How are the efforts of the Madrasah Principal to improve the quality of education through technical skills. Improving the quality of education is manifested through clear planning as outlined in the vision, mission, and objectives, and using the right strategy, namely empowering existing human resources, forming teamwork, minimizing problems, and continuous improvement through program evaluation.

Keywords

education quality first;
empowering;
madrasas;
managerial skill;
technical skill;

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1 Introduction

Talking about education, it means that various related factors must also be discussed, the head of the madrasah as a leader who is directly involved as executor in the teaching and learning process, manages and fosters Madrasah staff with a full sense of responsibility. So that the implementation of education in madrasah runs smoothly.

For the management of madrasah to run well, it requires leadership management of the head of the madrasah. The term leadership contains two elements of the word, namely lead and leader. Leading is the activity of guiding, knowing, or directing, heading, and walking in front of the person being led, while the leader is the person who provides guidance, provides, or knows (Alwi Hasan *et al.*, 2005; Aslan, 2018; Aslan & Hifza, 2019; Suhardi *et al.*, 2020).

According to Hifza, who defines leadership as follows: mentioning leadership is a person's skills, which are different from other leaders. The differences in the character of the types of leadership are like this, so that the types and styles of leadership have differences, which are not only the type of leadership from the position and position they have, but the type of leadership that is in themselves (Hifza Juliana *et al.*, 2020; Hutagaluh *et al.*, 2020; Hifza, Suhardi *et al.*, 2020; Dewi *et al.*, 2020; Hifza & Aslan, 2020; Hutagaluh & Aslan, 2019). So the leadership that is meant here is how a madrasah principal leads or guides, provides or knows the activities in the madrasah that he leads that have been entrusted to him so that the management of Madrasah becomes even better (Bendapudi *et al.*, 2006; Gearhart *et al.*, 2012; Hogg *et al.*, 2017).

The head of the Madrasah as the leader of an educational institution whose main task is to manage Madrasah management coordinates all staff as well as students in the madrasah, so he must be able to direct and bring the led institution that is more advanced and better. The head of Madrasah / Madrasah is the leader of an educational institution whose main task is to manage the teaching and learning process, coordinate all staff (teachers and employees), manage students, manage facilities and infrastructure, manage madrasah finances, collaborate with the community, and manage special services. In this context, the head of madrasah is essentially the manager of the madrasah. As a manager in the education sector, the head of madrasah is required to have several managerial abilities/skills (Maba *et al.*, 2018; Sarkiss *et al.*, 2016; Xu & Jaggars, 2013).

The head of Madrasah as a manager has an important role in improving the quality of madrasah education as a manager and must consider an important role that not only makes an impact but also fosters subordinates so that they can carry out daily tasks both managerial abilities and technical abilities. For this reason, managers are required to have a long-term view and strategy towards which the organization will be taken. To carry out their roles and functions as a manager, the head of madrasah must have the right strategy to empower all madrasah resources to achieve educational goals. The managerial skills of the principal who are good at coordinating, mobilizing and harmonizing all existing resources are closely related to how the management functions or management processes are implemented, namely planning, organizing, leadership, controlling, and controlling.

Handyaningrat (1998) mentions three skills that are required in a manager, namely: conceptual skills, namely the ability to know the overall organizational policy, human skills, namely the ability to communicate and build coordination within groups or with other groups, and Technical skills (technical skills) in the form of skills using methods, processes, procedures and techniques to carry out work in this case, especially in the field of education.

Literature Review

Technical skills are all related information and abilities (skills) specifically about the job." (Jawwad, 2004). Or the skills needed to do a specific job. According to Paul "technical skill is the ability to use the knowledge, methods, techniques and equipment needed to carry out certain tasks obtained from experience, education and training." (Hersey, 1997). A manager in technical skills must have administrative skills (the ability to manage the field of administration), mastery of language (to socialize and relate to humans). And mastery of faculty in work which is a field of specialization (Winardi, 2015), of course, the head of madrasah as faculty manager is in the field of education.

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Most of the technical skills need to be mastered by leading managers. Because the front managers are dealing directly with education officers, especially the teachers. The front managers as well as supervisors, who are obliged to guide and control the work of the teachers (Pidarta, 2007). The foremost manager in an educational institution is, of course, the head of the madrasa. Technical ability here means the ability to carry out work in accordance with a predetermined plan. This stage implies that the head of madrasah builds operational procedures for educational institutions, provides examples of how to work, builds motivation and collaborates and always coordinates with various elements of education. Good literacy must be implemented seriously and professionally. The principal of the madrasa as a manager functions as a controlling, so that he must be able to carry out management supervisory tasks, which means to supervise in the field of skill development, administrative and institutional competence, and teaching supervision means to supervise and control the tasks and abilities of students as a teacher. Therefore the duty of the head of the madrasah must have good professional competence and skills to his subordinates.

Based on the above explanation, it can be underlined that the technical skills obtained by the principal include: Leading knowledge of class management, curriculum use, use of supervision techniques, quality improvement, knowing about administration, infrastructure and finance. The skills of the Head include special knowledge and expertise in a special activity related to facilities, namely in how to use tools and techniques for implementing activities.

Quality of Education

The Concept of Quality Education

Quality is a structured process to improve the resulting product. Quality in management means more than average at a reasonable price (Jerome. S, 2007). According to the large Indonesian dictionary, "state, level or degree (intelligence, intelligence, etc.)." (Alwi Hasan *et al.*, 2005). Carvin, as quoted by Nasution, defines quality as "a dynamic condition related to the results obtained, human or labor, processes and tasks, and the environment that meets or exceeds the expectations of its customers or consumers (Nasution, 2001). Meanwhile, Crosby argues that "quality is in accordance with the implied or standardized (conformance to requirement), namely in accordance with the quality standards that have been determined, both input, process and output." (Crosby, 1995).

In this case the definition of quality can be seen from two sides, namely normative and descriptive. In the normative sense, quality is found based on intrinsic and extrinsic considerations (criteria). Based on intrinsic criteria, the quality of education is an educational product, namely, reaping those who are educated according to ideal standards. extrinsic criteria for the quality of education is an instrument for educating a trained workforce. In a descriptive sense, quality is determined based on a statement. for example the results of learning achievement tests (Hamalik, 1990; Aslan, 2019; Aslan & Wahyudin, 2020).

Quality of education is the ability of madrasahs to operate in a structured and efficient manner towards the components related to madrasahs so as to produce added value to these components according to applicable norms/standards. Some of the definitions above can be taken to mean that quality education is education that is able to produce graduates who have the ability and competence in their fields which are based on personal and social competences. In order to improve the quality of education, madrasahs must be able to carry out management based on improving the quality of education at these madrasahs.

In the context of education, the definition of quality refers to two definitions, namely: "the quality of the educational process, and the quality of educational outcomes." Quality in the context of the educational process is not only a learning process, but involves various educational inputs, such as teaching materials (cognitive, affective, or psychomotor), learning methodologies that vary according to the ability of teachers, appropriate learning media, learning resources (Som, 2008).

Strategies in Improving the Quality of Education

Educational outcomes are called quality in terms of products if they have one or more of the following characteristics (Soetopo, 2005), a) Students show a high level of mastery of learning tasks in accordance with educational goals, including sports scores, b) Educational outcomes are in accordance with needs students not only know but can do something functional in life, c) educational outcomes are appropriate and relevant to

environmental demands, especially the world of work. In order to improve the quality of education in madrasas, the following factors must be considered, namely: positive and strong madrasah leadership, high expectations, student thinking challenges, monitoring of student progress, student responsibility and involvement in madrasah life, incentives and prizes, involvement of people in madrasah life, and consistent planning and approach.

In order for educational institutions to have advantages and be accepted by users of education services, it is necessary to apply several supporting criteria as follows: Implementation of Integrated Quality Management in the Education Sector, Application of Educational Management Professionalism, Increasing welfare and implementing a system of teacher career development, enforcing the legality of education, and optimizing performance educational accreditation institutions (Rochaety *et al.*, 2006).

2 Materials and Methods

This research uses a qualitative approach (Sugiyono, 2007; Aslan, 2019). Qualitative methods are often called naturalistic research methods because the research is carried out in natural conditions and the data collected and the analysis is more qualitative. The researcher aims to use a qualitative approach so that attention to cases is more intensive and detailed so that it can show the roundness of the case life cycle, and the overall interaction of factors in the cases studied. Researchers use this type of case study research intending to be able to obtain further and scientifically in-depth understanding of the Managerial Madrasah in improving the quality of education and can present a comprehensive description of the Managerial Madrasah Principals in improving the quality of education.

3 Results and Discussions

The Principal's Technical Skills in Improving the Quality of Education

Technical skills in an effort to improve the quality of madrasah education can be carried out through several abilities or skills, namely: a) managing the class well, namely by implementing the boarding school system or an integrated education system between Salafiyah and hadisiyah; b) Developing an integrated madrasah curriculum, namely a system that combines the formal education curriculum as outlined by the Ministry of National Education or the Ministry of Religion with the Islamic boarding school curriculum and the curriculum of language training institutions (Arabic and English); c) Improving the quality of education continuously, namely by always evaluating programs that have been implemented within a certain period of time. With this evaluation, there will be weaknesses which are then carried out for improvements; d) Conduct regular supervision, especially for teachers in an effort to improve the quality of learning; and e) Supervise the administration of facilities and infrastructure, as well as financial administration of madrasahs.

It should be understood that technical skills should be mastered by a top manager of an educational institution. This is because managers of educational institutions are those who deal directly with education officers, especially teachers. The education manager or in this case the principal of the madrasah is a supervisor who is obliged to guide and guide the teachers to be able to teach as well as possible and control the work of the teachers. The principal of madrasah also has a duty to foster, develop, improve and enhance existing resources for improving the quality of education in schools. In the framework of coaching, the principal must be technically capable of implementing programs in the field. Without technical skills, the principal will find it difficult to provide maximum direction.

In order for the principal to effectively carry out his function as a manager, he must fulfill and be able to realize technical skills, namely mastering knowledge of methods, processes, procedures and techniques to carry out special activities and be able to utilize and empower the facilities and equipment available. required in supporting these specific activities (Pidarta, 2007).

The duties and responsibilities of madrasah principals can be classified into two areas, namely: a) Administrative duties; and b) duties in the field of supervision. The duties of the madrasah principal in the

administrative field are classified into management related to teaching management, staffing, students, buildings and courtyards, finance and management of school and community relations, while issues related to the technical administration and development of education and teaching, such as program improvement and teaching education activities to be able to create a better teaching and learning situation.

Thus, technical skills for madrasah principals are absolutely necessary, namely as a basis for supervising their subordinates. The head of the madrasah is fully responsible for the progress and decline of education in the madrasah, for that he must master the technical implementation of education in his institution. In order for the quality of education to be achieved, madrasahs need to make regular system improvements. Because quality improvement steps start from the system, both management systems, personnel systems, planning systems, new admissions systems and teaching systems. The better the system that is implemented, the better the resulting quality. Likewise, on the contrary, a poor system will result in poor quality.

4 Conclusion

Based on data exposure, research findings and discussion, the conclusions of the research on the skills of the head of madrasah in improving the quality of education at MAN Insan Cendekia Sambas West Kalimantan are as follows:

The technical skills of the Head of MAN Insan Cendekia Sambas West Kalimantan in improving the quality of education are: a) Ability to manage classes well through the boarding school system and the integrated education system between Salafiyah and hadisiyah; b) Ability to develop madrasah curricula with a system that combines the formal education curriculum as outlined by the Ministry of National Education or the Ministry of Religion with the Islamic boarding school curriculum and language training institution curriculum (Arabic and English); c) The ability to continuously improve the quality of education through programmed evaluation activities within a certain period of time; d) The ability to supervise teachers in an effort to improve the quality of learning; and e) Ability to oversee the administration of facilities and infrastructure, as well as financial administration of madrasahs.

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