



Principal's Strategy to Improve the Quality of Islamic Education Institutions

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Abstract

The quality of Islamic educational institutions is greatly influenced by the effectiveness of the principal's leadership in managing and developing all components of education. This study aims to analyze in depth the strategies implemented by the principal in an effort to improve the quality of Islamic educational institutions, both from the managerial, academic, and spiritual aspects. The main focus of this study is how the principal prepares strategic planning, starting from the recruitment system for educators and education personnel, development and evaluation of the performance of educators and education personnel. at Insan Kamil, Bukittinggi City. This study uses a qualitative method with the typefield research. Data sources using observation, interviews and documentation, data sources in this study are the head of the foundation, principal, vice principal, ustadz and ustadzah Insan Kamil. The results of the study indicate that: 1) The recruitment system for educators and education personnel at Insan Kamil has been implemented because it has compiled a recruitment system starting from applicant administration, applicant criteria and applicant recruitment system. 2) The development of educators and education personnel has been implemented both through classical and non-classical channels because activities such as seminars, workshops, webinars, comparative studies and outbound have been carried out. 3) Evaluation of the performance of educators and education personnel has been implemented because at the beginning of the semester educators have prepared learning administration and held an evaluation meeting at the end of the semester, to review the learning process that has been carried out during the semester. The results of this study can be used as initial data for subsequent researchers in studying this problem in different contexts and issues.

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INTRODUCTION

Education is a basic need that leads humans to adult, independent, creative, and innovative life, both in their own personal life or prioritizing others. Education covers a very broad range of circumstances, be it at home, school, or in society. School is a place for an educational institution to produce a better, smarter, more creative and more faithful next generation. (Heri & Ruswandi, 2022; Sutisna et al., 2023). School is an organization that requires a high level of coordination, because one of the successes of the school is the success of the principal. The principal is a very important leader in influencing and directing all existing school personnel, so that they can work together in an effort to achieve the goals of the school organization. (Kholidah, 2015; Sutisna et al., 2023; Hartati, 2022).

Islamic education has a strategic role in forming a generation that is not only intellectually intelligent, but also superior in morals and spirituality. In the midst of the rapid flow of globalization and development of the era, Islamic educational institutions are required to be able to improve their quality in order to remain relevant and competitive. (Zahro, 2024; Syifa & Ridwan, 2024). The challenges faced are not only in academic terms, but also in fostering the character of students, managing human resources, and creating a conducive and Islamic learning climate. (Devi et al., 2023; Syifa & Ridwan, 2024). The principal as the highest leader in the educational unit environment has a very central role. The success of an Islamic educational institution depends heavily on the extent to which the principal is able to formulate a strong vision and mission, manage resources effectively, and build synergy between all components of the school. (Abrori & Muali, 2020; Muspawi, 2021; Muspawi, 2021).

The principal not only acts as an administrative manager, but also as a transformational leader who is able to drive change towards overall quality improvement. (Gaol & Siburian, 2018; Muspawi, 2021). However, in practice, there are still many Islamic educational institutions that face various problems such as low quality of graduates, lack of teacher professionalism, weak school management, and minimal community participation. This situation shows that an appropriate and contextual leadership strategy is needed so that Islamic educational institutions can grow and develop sustainably. Quality education is produced by the leadership of a principal who has expert abilities in his field. The quality of education in question is the quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible. The achievement of the goals of school educational institutions is highly dependent on the skills and leadership policies of the principal as an educational leader. (Istikomah, 2018; Sutisna et al., 2023).

One of the educational institutions located in Bukittinggi City, West Sumatra Province is the Insan Kamil Integrated Islamic Elementary School (SDIT) with 667 students and 57 teachers. SDIT Insan Kamil is an SDIT under the care of the Aqabah Foundation. The beginning of the establishment of SDIT Insan Kamil did not progress due to internal problems from the Aqabah Foundation. Since the change of principal in 2010 by Ustadz Nasrullah S.Pd, SDIT Insan Kamil has experienced development and progress every year. This can be seen from the achievements of SDIT Insan Kamil in the national exam at the elementary school level which was initially in 2010 at the second last level but now in 2024 it can be at the fifteenth level out of sixty-five elementary schools in Bukittinggi City. In addition, it can be seen from the achievements of SDIT Insan Kamil students in competitions such as winning first place in the OSN competition for natural science subjects, first place in the MTQ competition at the Bukittinggi City level, and first place in the O2SN competition in the silat category at the provincial level. A quality educational institution cannot be separated from the management of the principal, this can be

seen from how the management of educators and education personnel starts from the recruitment system for educators and education personnel, development of educators and education personnel, and evaluation of the performance of educators and education personnel.

SDIT' Insan Kamil has done various things to improve the quality of education such as involving teachers in teacher working group (KKG) activities which are carried out every week and SDIT' Insan Kamil teachers also carry out activities outside of school such as participating in online webinars related to education. The facilities and infrastructure at SDIT' Insan Kamil are also maximized, there is a library, a study room consisting of 4 classes and the total number of classes is sufficient for 24 classes, fields and learning equipment that are maximized and available projector in every class. As we know that Facilities and Infrastructure are one of the supporting factors for achieving success in the learning process. Based on the explanation above, it can be understood that SDIT' Insan Kamil is a quality educational institution that has differentiation with other schools shows that SDIT' Insan Kamil has competitiveness with other schools.

METHODS

This research uses a qualitative descriptive method with the type field research is a form of research that aims to reveal the picture in the field related to the aspects of the problem being studied based on data, by presenting, analyzing and interpreting it. (Syahrizal & Jailani, 2023; Hasibuan et al., 2022). Determination of research information is carried out systematically snowball sampling (snowball sampling) is a technique for determining samples that are initially small in number, then the next sample, until it grows larger and larger and so on, like a snowball that rolls down and gets bigger (Nasution, 2015; Zahriyah, 2023). Techniques snowball sampling This is used to obtain more accurate data starting from someone who knows more about the field conditions and continuing to others until the data reaches saturation point.

Data collection in this research was conducted through observation, in-depth interviews, and documentation. Observations were conducted directly at the research location to see the phenomena that occurred in the field. In-depth interviews were conducted with key informants who had been determined through the snowball sampling technique, with a semi-structured interview guide to remain flexible but still focus on the research problem. Documentation was used to complement the data obtained from observations and interviews, in the form of field notes, photographs, institutional documents, or related archives. All data obtained were then analyzed using the Miles and Huberman model of qualitative data analysis technique, which consists of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldana, 2014). This approach allows researchers to gain a deep understanding of the context, dynamics, and meaning of the phenomenon under study.

RESULT AND DISCUSSION

Recruitment of Educators and Education Personnel

Recruitment of educators and education personnel aims to find and select educators and education personnel who have the abilities according to the required fields so that educators are able to teach optimally. (Andi, 2022; Nurmasyitah et al., 2023). The educator recruitment process can be carried out in several parts starting from preparing teacher recruitment, summarizing all applications in the applicant recapitulation format and applicant selection. (Canada, 2020; Nurmasyitah et al., 2023). Interview with Mr. N as the principal at SDIT' Insan Kamil, as follows:

The recruitment system for prospective educators and education personnel is first of

all information on the acceptance of new teachers through social media (sosmed) or directly. This is done every time SDIT Insan Kamil requires educators and education personnel with a time limit and the conditions that have been determined. Then we carry out a written test for applicants who meet the school's call, micro teaching practice, being able to read the Koran, interviews with the principal, and finally interviews with the foundation after which we get the results of the decision. Based on the interview results above, it was confirmed by Ustadz H as the deputy principal for curriculum at SDIT Insan Kamil, who said:

The recruitment system for applicants for educators and education personnel at SDIT Insan Kamil is firstly a call for a written test, micro-teaching tactics, an interview with the principal, and finally an interview with the Foundation, then just waiting for the decision.

Based on the interview results above, it was also confirmed by Masdiwar as the Head of the Aqabah Foundation, saying that regarding the recruitment system for educators and education personnel at SDIT Insan Kamil, the Foundation is not too involved but the final decision is determined by the foundation, where first the principal forms a team and then prepares a brochure for the acceptance of educators and education personnel which already contains the criteria for applicants and the required teacher fields, then applicants take tests such as academic tests, micro teaching practices, especially the two tests, which are fully submitted by the foundation to the principal of SDIT Insan Kamil after completing the test, then applicants take the final test, namely an interview with the foundation regarding: applicant commitment. If four new teachers are needed, then the principal must prepare eight applicants who will be interviewed by the foundation, after the interview is completed, the foundation then provides the results of the interview to the school which in the results have been sorted, for example from number one to number eight, for those in number five and below are used as reserves.

In this case, the author also interviewed Ustadzah Rida as the administrative affairs officer, related to the recruitment system for educators and education personnel, the first of which is SDIT Insan Kamil informing job vacancies through social media, then educator and education personnel applicants submit the prepared administration as an initial requirement, then there is a written test, micro teaching practice for educator applicants and an interview test with the foundation. Specifically for the administrative affairs officer, I did not take the written test or interview with the foundation because previously I had taught at SDIT Insan Kamil as an Olympiad teacher. I was advised directly by the principal to apply for the administrative affairs officer because I have a degree in finance and I also majored in mathematics S1 in my last education.

The above explanation explains that the recruitment system for educators and education personnel at SDIT Insan Kamil starts from the dissemination of job vacancy information through social media in the form of brochures that already contain the requirements and criteria for educators and education personnel being sought, preparing administrative requirements, then taking a written test related to academics, micro teaching, the objects of assessment are a) mastery of material, b) mastery of class, and finally an interview with the foundation regarding the applicant's commitment.

Development of Educators and Education Personnel

The development of educators and education personnel is a systematic and ongoing process to improve the competence, professionalism, and performance of teachers and other education personnel in order to support the improvement of the quality of education. (Supriani et al., 2022; Abinnashih & Nurfuadi, 2023; Putri et al., 2023). This development is not only limited to improving technical skills, but also includes moral, spiritual, and personality aspects, especially in the context of Islamic educational institutions. The development carried out by SDIT for educators and education personnel in the form of Teacher Development Training through classical channels is a teacher competency development training activity that is carried out face-to-face in the classroom or training activities that are brought in by resource persons in these activities such as technical guidance, training, seminars and sharing session.

Teacher development training through the classical path that we do at SDIT Insan Kamil, we hold seminars that are directly brought in by resource persons such as

development such as psychology, making educational administration. For development in class, it has been carried out according to the demands of the curriculum. Based on the results of the interview above, it was confirmed by Hendri as the Deputy Principal for Curriculum at SDIT Insan Kamil, saying that teacher competency development through the classical path at SDIT Insan Kamil has been carried out such as workshops and development training, teacher development training that is directly from the school is not done periodically. Classical training specifically for Islamic religious education (PAI) teachers, there is a kind of teacher working group (KKG) here PAI teachers get all training activities that can support teaching and learning activities such as planning teaching and learning strategies, making learning tools and others that can improve the quality of teachers. This activity is supported and facilitated by the principal. (Interview, 2024). The results of the interview above can be understood that the principal of SDIT Insan Kamil has carried out teacher development training activities through the classical path, such as implementing training, seminars, and workshops.

Apart from that, non-classical teacher development training is also carried out, which is a teacher competency development activity that can be carried out in the wild, such as outbound or done remotely such as independent learning/reading books, distance training, and webinars. Nasrullah as the principal at SDIT Insan Kamil, stated that teacher development training through non-classical pathways that we carry out at SDIT Insan Kamil, namely there are development activities such as webinars/zoom for this activity which are supported and facilitated by the school, in addition to also including teachers for development training according to their class provisions and we strongly support teachers to seek opportunities to attend seminars outside of school. SDIT Insan Kamil also carries out outbound activities which we usually do twice a year in semester one and semester two. Teacher development through non-classical pathways at SDIT Insan Kamil, especially in the field of administration, such as workshops which are usually held by the education office, outbound activities and comparative studies are usually selected by anyone who participates such as implementing distance training, webinars through the PMM and KKG platforms, comparative studies, outbound and the principal facilitates learning support books for teachers, and the principal of SDIT Insan Kamil strongly supports educators and education staff at SDIT Insan Kamil to participate in training activities or webinars outside of school.

Evaluation of educational performance at SDIT Insan Kamil, Bukittinggi City

Performance evaluation is a systematic assessment process of the implementation of the duties and responsibilities of educators and education personnel, to determine the level of performance achievement, quality of work results, and compliance with the standards set by the institution. (Audah, 2020; Vienty & Ajepri, 2022). This evaluation is the basis for decision making for professional development, awards, training, and discipline development. SDIT Insan Kamil has conducted a formative evaluation, the principal observes educators during the learning process, in addition, educators must also complete the administration of learning devices such as annual programs, semester programs, learning achievements, learning objective flows, teaching modules, daily agendas, grade lists, student attendance, teacher handbooks, learning textbooks, attendance is usually checked once every three months. Formative evaluations to students are carried out periodically, usually after one lesson material is finished in the textbook where each student already has their own textbook, the results of the formative evaluation can be seen from the results of daily tests and semester exams for students.

The formative evaluation above is also strengthened by summative evaluation, the principal holds a work meeting (raker) held at the end of the semester related to the evaluation of the performance of educators and education personnel in the previous semester and preparation for facing the next semester. The results of the summative evaluation can be seen from the results of student reports after taking the final semester exam and in general only about twelve percent of students get scores below the minimum completion criteria (KKM) in each class.

CONCLUSION

Based on the results of the author's research on the recruitment system for educators and education personnel, starting from the dissemination of job vacancy information

through social media, applicant criteria, applicant requirements, academic tests, micro teaching, and interviews with foundations. While the development of educators and education personnel is classical training, teacher development training through classical channels, such as implementing training, seminars, and workshops. In addition, non-classical training, teacher development training through classical channels, distance training, webinars through the PMM and KKG platforms, comparative studies, outbound and books. The performance evaluation conducted at SDIT Insan Kamil is a formative evaluation, at the beginning of the semester. Educators must complete learning planning in the form of annual program, semester program, learning outcomes, learning objectives flow, teaching module, daily agenda, score list, student attendance, teacher handbook, learning textbooks, and class attendance is collected once every three months. Formative evaluation of students is carried out after each learning material in the textbook is finished, while for summative evaluation, the principal holds an evaluation meeting at the end of the semester, educational work reports, summative evaluation of students: daily tests then remedial and enrichment, before facing the final semester exams for educators prepare a question bank and review questions with students. The results of the summative evaluation can be seen from the results of student reports after taking the final semester exam and in general only around twelve percent of students get scores below the minimum passing criteria (KKM) in each class. This research can be used as a basis and reference for subsequent researchers to examine this problem in different contexts and issues.

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