



## THE ROLE OF THE HEAD OF MADRASAH IN IMPROVING DISCIPLINE OF EDUCATORS

Muh. Hasyim Rosyidi<sup>1</sup>, Fahrur Rosikh<sup>2</sup>

Fakultas Tarbiyah Institut Pesantren Sunan Drajat (INSUD), Lamongan Jawa Timur,  
Indonesia<sup>1,2</sup>

Email: [hasyimrosyidi@insud.ac.id](mailto:hasyimrosyidi@insud.ac.id), [frrosikh@gmail.com](mailto:frrosikh@gmail.com)

Received: 20-02-2022

Revised: 13-04-2022

Accepted: 23-05-2022

### Abstract

The role of the head of the madrasa in the organization is needed to bring the organization to the goals that have been set. Improving teacher work discipline is a matter that will determine the success of school/madrasah institutions because it is from teachers that changes in the field of education will be achieved. The teacher factor determines the formation of quality students. Therefore, the role of the madrasa principal is needed in order to help teachers become more professional. This study uses a qualitative approach. Data was collected by using interviews, observation, and documentation techniques. While the data analysis technique, the researcher used data reduction, data presentation, and conclusion drawing. The results showed that: (1) The role of the head of the madrasa in improving the discipline of the teaching staff in Paciran Lamongan is a) the head of the madrasa as an educator (providing guidance and guidance to teachers), b) As a manager (through training and workshop), c) As an administrator (taking part in administrative matters), d) as a supervisor (providing direct or indirect supervision), e) as a leader (continuing to monitor and evaluate teachers), f) as an innovator (in meetings asking teachers to analyze policies or programs that need to be developed), g) as a motivator (always giving encouragement, reminding and giving advice to teachers).

**Keywords:** Head of Madrasah, Discipline of Educators, Leadership.

### Abstrak

Peran kepala madrasah dibutuhkan membawa organisasi kepada tujuan yang ditetapkan. Peningkatan disiplin guru merupakan hal yang sangat menentukan keberhasilan lembaga madrasah, karena dari perubahan bidang pendidikan dicapai. Faktor guru sangat menentukan terbentuknya peserta didik berkualitas. Oleh karena itu peran kepala madrasah dibutuhkan dalam membantu guru agar bisa profesional. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data dilakukan dengan teknik wawancara, observasi, dan dokumentasi. Sedangkan teknik analisis data, peneliti menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) Peran kepala madrasah dalam meningkatkan kedisiplinan tenaga pendidik di Paciran Lamongan adalah: a) Kepala madrasah sebagai educator (memberikan bimbingan dan pembinaan pada guru), b) Sebagai manager (melalui pelatihan dan workshop), c) Sebagai administrator (ikut andil dalam hal administrasi), d) sebagai supervisor (memberikan pengawasan langsung atau tidak langsung), e) sebagai leader (terus melakukan monitoring dan evaluasi guru), f) sebagai innovator (dalam rapat meminta guru untuk menganalisis kebijakan atau program yang perlu dikembangkan), g) sebagai motivator (selalu memberikan dorongan, mengingatkan dan saran pada guru).

**Kata Kunci:** Kepala Madrasah, Kedisiplinan Tenaga Pendidik, Kepemimpinan

## INTRODUCTION

Teachers are educators who greatly influence the progress of education. Barnawi and Mohammad Arifin stated that work discipline is one of the internal factors that need to be considered in an effort to improve teacher performance. Teacher work discipline is closely related to compliance in implementing school regulations. Neglected teacher work discipline will become a bad work culture that reduces teacher performance in carrying out the educational process.<sup>1</sup> Teachers must be aware of the great responsibility. All that will be difficult to do if you do not have a high discipline spirit. The position of the teacher who is at the forefront of education makes him have a direct relationship with students. This direct relationship will make the transfer of teaching directly or indirectly. An example of indirect education that happens to teachers is the attitude of a teacher's actions. The role of teachers in schools is very influential on students.<sup>2</sup>

The role of the principal as a leader in improving teacher discipline is very important. Sukidjo Noto Atmodjo in Biatna Dulbert Tampubolon states that the leadership factor plays a very important role in all efforts to improve performance, both at the group level and at the organizational level.<sup>3</sup> The role of the principal as a leader who provides guidance to teachers is very necessary in order to direct the performance of teachers. Mulyasa stated that school principals must be able to foster discipline in education personnel, especially self-discipline, in this regard, school principals must be able to do the following: Helping educational staff with behavioral patterns, Helping education personnel to improve their standards of behavior, Using the implementation of regulations as a tool.<sup>4</sup> Furthermore, the importance of discipline to instill: Respect for authority (respect for authority), Cooperative effort (efforts to instill cooperation, The need for organization), and Respect for others (respect for others).<sup>5</sup> Based on a preliminary study conducted by researchers in Paciran Lamongan, it was found that the head of the madrasa had tried to improve discipline, through various activities, namely direct reprimand, summoning teachers who violated the rules, and then giving personal advice in the headmaster's room, refreshing the rules again during the evaluation meeting held. held regularly every Saturday. These efforts have an impact on increasing the discipline of the teachers including the entry of teachers before the learning hours begin, the picket officer arriving on schedule at 06.30, the picket for ablution guidance for the Duha prayer, the picket for supervising the Duha prayer. Various improvements in the quality of teacher discipline

---

<sup>1</sup> Barnawi and Mohammad Arifin, *Kinerja Guru Profesional: Instrumen Pembinaan, Peningkatan & Penilaian* (Yogyakarta: Ar-Ruzz Media, 2012).

<sup>2</sup> Mizanul Hasanah and Muhammad Anas Maarif, "Solusi Pendidikan Agama Islam Mengatasi Kenakalan Remaja Pada Keluarga Broken Home," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 23, 2021): 39–49, <https://doi.org/10.54069/attadrib.v4i1.130>; Barirohmah Barirohmah and Subiyantoro Subiyantoro, "ISO 9001:2008 Quality Management System In Education," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (July 25, 2021): 353–61, <https://doi.org/10.31538/nzh.v4i2.1485>.

<sup>3</sup> Aulia Diana Devi and Subiyantoro Subiyantoro, "Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving The Quality," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (March 29, 2021): 14–26, <https://doi.org/10.31538/ndh.v6i1.1162>.

<sup>4</sup> Ahmat Nurulloh et al., "The Role of the Head of Madrasah's Policy in Improving Teacher Professionalism," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (November 28, 2020): 334–46, <https://doi.org/10.31538/ndh.v5i3.963>.

<sup>5</sup> H. E. Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar* (Bumi Aksara, 2021); Enco Mulyasa, *Menjadi kepala sekolah profesional: dalam konteks menyukseskan MBS dan KBK* (Remaja Rosdakarya, 2003).

have had a positive impact on all elements of the school, especially students. Students get full attention from the beginning of entry to the end of learning. By looking at the impact of teacher discipline which is so significant in providing a smooth process of school activities, especially attention to students, the researchers see the importance of this research being carried out in order to find out the efforts of the principal in managing the discipline of teachers

## METHOD

This research uses a qualitative approach namely an analysis that describes the state or status of a phenomenon with words or sentences, then it is separated into categories to obtain conclusions.<sup>6</sup> As described by Bogdan and Taylor, this qualitative approach is "The method used to analyze data by describing data through the form of words used to interpret and interpret data from the results of words or spoken or written from certain people and observed behavior."<sup>7</sup> This research uses a descriptive type of research, namely research that is directed to provide symptoms, facts, or events in a systematic and accurate manner regarding the characteristics of a particular population or area.<sup>8</sup> Location This research was carried out in Paciran Lamongan which is located in the village of Welling. because of its strategic location and the school meets the requirements for conducting research as the researchers examined on the spot. Therefore, the role of the head of the madrasa in improving the discipline of educators must be increased again so that the teacher is competent and disciplined in teaching and has extraordinary abilities in educating students. Data and Data Sources, Primary data, Secondary Data, and Data Collection Techniques: Data analysis technique According to Miles and Huberman, "Activities in qualitative data analysis are carried out interactively and continuously until they are completed so that the data is saturated. Activities in data analysis, namely, data reduction, data display, and conclusion drawing/verification" Supporting evidence to support the next stage of data collection. If the conclusions raised at an early stage are supported by valid and consistent evidence when the research returns to the field to collect data, then the conclusions raised are credible or trustworthy conclusions.

Data Validity In addition to analyzing the data, researchers must also test the validity of the data in order to obtain valid data. To determine the validity of the data, an examination technique is needed. Test the validity of the data in this study using the credibility test, test the credibility of the data, or trust in the research data in this study using triangulation techniques. Triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison against the data, the technique is checking other sources.

---

<sup>6</sup> Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan praktik* (PT. Bina Aksara, Jakarta, 1983).

<sup>7</sup> Lexy J. Moleong, *Metodologi penelitian kualitatif* (Remadja Karya, 1989).

<sup>8</sup> Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)* (Alfabeta, 2008).

## RESULTS AND DISCUSSION

### **The Role of the Head of Madrasah in Improving the Discipline of Educators in Paciran Lamongan**

As a leader in an educational institution, of course, the head of the Madrasah has a different role from other school members. The principal is also responsible for the running of teaching and learning activities in schools. Therefore, considering that the duties of the Madrasah head are quite heavy, the Madrasah head must be appointed by a teacher who is already experienced and has above-average qualifications. All of this is for the realization of a good quality school.

#### **Principal as Educator (Educator)**

In carrying out his function as an educator, the principal must have the right strategy to improve the professionalism of the education staff in his school. Creating a conducive school climate, providing advice to school residents, providing encouragement to all education personnel, and implementing interesting learning models. So it can be understood that in the role of an educator, the principal is required to always improve the quality of his teaching and the teachers in the school.<sup>9</sup>

Based on the results of research that has been done, it shows that the head of in Lamongan is very concerned about his duties and responsibilities in providing direction and guidance on how to do the work assigned to the teachers, and even the head of the madrasa is always at the forefront of starting each of his activities as a leader.

#### **Principal as Manager**

Management is essentially a process of planning, organizing, implementing, leading, and controlling the efforts of members of the organization and utilizing all organizational resources in order to achieve the goals that have been set. In order to carry out their roles and functions as managers, school principals must have the right strategy to empower teachers and staff through cooperation or cooperation, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs. So it can be understood the role of a manager, the principal must involve his subordinates in carrying out activities at school.<sup>10</sup>

Based on the results of the research that has been done, show that there are several strategies used by him in improving the work discipline of teachers in Paciran Lamongan, which include a strategy of rewarding those who excel, a strategy of

---

<sup>9</sup> Dian Dian, Muhammad Yogi Trisna, and Nenden Najiatul Huda, "The Effect of School Principles Motivation in Efforts to Improve Teacher Performance at Integrated Islamic Elementary School," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (January 26, 2022): 27–40, <https://doi.org/10.33650/al-tanzim.v6i1.3221>; Ali Muhdlorul Huda and Mauhibur Rokhman, "The Strategy of the Principal in Improving the Quality of Institutional Education," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (November 5, 2021): 72–80, <https://doi.org/10.54069/attadrib.v4i2.142>.

<sup>10</sup> Sarfaraz Javed, Azam Malik, and Mutaz Minwer Hala Alharbi, "The Relevance of Leadership Styles and Islamic Work Ethics in Managerial Effectiveness," *PSU Research Review* 4, no. 3 (January 1, 2020): 189–207, <https://doi.org/10.1108/PRR-03-2019-0007>; Ashdaq Fillah Fr, Erny Roesminingsih, and Meini Sondang Sumbawati, "The Leadership of School Principal in The Education Era 4.0," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (July 22, 2021): 244–50, <https://doi.org/10.31538/ndh.v6i2.1413>.

direct reprimand for teachers who make mistakes, strategies for receiving suggestions and exemplary strategy. In addition, the head of the madrasa also always reminds teachers that our task as teachers is not only to transfer knowledge to students (teaching) but more importantly, to transfer values (discipline).

#### **Principal as Administrator**

The role of the principal in terms of administrators is based on the results of research that researchers have done, namely by taking part in school administration, namely handling correspondence, and providing flow policies in terms of school administration. The principal is also obliged to regulate the administration so that it runs systematically and regularly as well as provides reports to the government as well as provides policies regarding letters and follow up on them.

#### **Principal as Supervisor (Supervisor)**

The main activity of education in schools in order to realize its goals is learning activities, so that all school organizational activities lead to the achievement of efficiency and effectiveness of learning. Therefore, one of the principal's duties is as a supervisor, namely supervising the work carried out by teachers and school staff. The role of a supervisor can be understood, the principal has an important role to oversee every activity carried out in the school. This supervision is very important to be carried out by the principal because supervision will make an activity run according to the plan and the activity can achieve its goals.<sup>11</sup>

Based on the results of the research that has been done, it shows that the supervision or supervision carried out by the head of the madrasah is every day from morning to home. he began to wait and attend to the teacher and go around the class to see and observe the state of the teaching and learning process from outside. If there is a teacher who according to him is not as expected, he immediately gives a direct warning. However, if according to him, he thinks it is still possible to continue the teaching and learning process until break time. So the break time was used by him to give a polite and friendly reprimand in the form of family guidance and he always provided good solutions in the headmaster's room.

#### **Principal as Leader (leader)**

The principal as a leader must be able to provide instructions and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks. 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. The principal's personality as a leader will be reflected in 7 traits, namely: honest, confident,

---

<sup>11</sup> Mark S. Horswill et al., "Learner Drivers (and Their Parent-Supervisors) Benefit from an Online Hazard Perception Course Incorporating Evidence-Based Training Strategies and Extensive Crash Footage," *Accident Analysis & Prevention* 161 (October 1, 2021): 106340, <https://doi.org/10.1016/j.aap.2021.106340>; Akhmad Sirojuddin, "BUDAYA SUPERVISI KEPALA SEKOLAH DENGAN PROFESIONALISME GURU DI SDN TARIK 1 SIDOARJO," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (April 8, 2020): 119–41, <https://doi.org/10.31538/ndh.v5i1.589>.

responsible, brave to take risks and decisions, big-hearted, stable emotions, and role model.<sup>12</sup>

Based on the results of the research that has been done, it shows that the principal has good leadership. The existence of many meetings held with the principal with the teachers makes togetherness and cooperation can be created. Personality and always loyal to teachers and employees make him highly respected by teachers, employees, and students and he is known to be very close to students, always able to protect them well and politely. In carrying out a mission, a leader is expected to be able to have a high social personality, intellectuality, and charisma so that what is said can influence others.

#### **Principal as Innovator**

In order to carry out its role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education personnel in the school, and develop innovative learning models. The role of an innovator can be understood, a school principal is required to have a lot of fresh ideas for the school. This is so that programs and activities that occur in schools are not static.<sup>13</sup>

Based on the results of the research that has been done, it shows that the principal in every meeting forum asks the teacher and the head of the division to analyze the policies and programs that need to be developed whether they are relevant or not and the teacher is to analyze and provide ideas after the teacher does not. If you can do it, then the head himself will issue an idea or opinion, this is to train teachers to issue new innovations and give confidence to teachers in terms of opinion and of course, also create a good and harmonious working relationship.

#### **Principal as Motivator**

As a motivator, the principal must have the right strategy to motivate teachers and school staff in carrying out various tasks and functions. This motivation can be grown through setting the physical environment, setting the work atmosphere, discipline, encouragement, and rewards effectively, and providing various learning resources through the development of Learning Resource Centers (PSB). So it can be understood that the role of a motivator, the principal is able to play a role in encouraging teachers, employees, and students.<sup>14</sup>

---

<sup>12</sup> Yusuf Hanafi et al., "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19," *Helikon* 7, no. 3 (March 1, 2021): e06549, <https://doi.org/10.1016/j.helikon.2021.e06549>; M. Rizkoni Salis, "Kyai Leadership Style in Developing the Majelis Taklim in Islamic Boarding School," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (December 6, 2020): 392–410, <https://doi.org/10.31538/ndh.v5i3.842>.

<sup>13</sup> Jamaluddin Malik, Sutaryat Trisnamansyah, and Agus Mulyanto, "Pengaruh Kompetensi, Motivasi, Sarana Prasarana, Dan Iklim Sekolah Terhadap Kepemimpinan Kepala Sekolah Di Sekolah Dasar Negeri," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 22, 2021): 81–94, <https://doi.org/10.31538/munaddhomah.v2i2.48>; Ahmad Tajudin and Andika Apriyanto, "Strategi Kepala Madrasah..Dalam Membangun Budaya Religius Peserta Didik," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (September 25, 2020): 101–10, <https://doi.org/10.31538/munaddhomah.v1i2.34>.

<sup>14</sup> Subaidi Subaidi et al., "The Implementation of Human Resource Management in Improving the Quality of Teacher's Learning," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (November 26, 2021): 579–86, <https://doi.org/10.31538/ndh.v6i3.1554>.

Based on the results of the research that has been done, it shows that the ways that principals do in motivating their teachers to be more active at work are carried out in various ways, including; every teacher must be very good at being grateful for all the blessings given by Allah, regardless of what form it takes, because people who can always be grateful for the favors are always calm in their lives and whatever work they are responsible for will be done wholeheartedly and with a high sense of responsibility. Because after all the worship that we have done will never be comparable to the favors that have been given by Allah to us. In carrying out his duties always emphasizes cooperation with teachers, he considers them as partners to achieve the goals of the institution,

Important encouragement is given so that elements in the school are actively involved in achieving school goals. In relation to the implementation of discipline, the principal must always motivate students both verbally by telling stories of disciplined people, telling the benefits of discipline, as well as non-verbally by giving awards. Therefore, it takes a headmaster who has positive thoughts, is good for himself, and is also good for others. The principal will not be able to act as a motivator if he himself is a complainer and full of prejudice.<sup>15</sup>

The theories above have illustrated that to carry out their roles and functions, the principal must have the right strategy so that the desired goals can be achieved. To lead an educational institution, it is not enough just to have qualified experience and extensive knowledge, but as a leader, the principal is required to have good morals and character so that school members can imitate him.

### **Supporting and Inhibiting Factors The Role of the Head of Madrasah in Improving the Discipline of Educators in Paciran Lamongan**

#### **Supporting factors**

Implementing Discipline According to the Rules. The madrasa principal participates and sets a good disciplined example for teachers and helps improve standards of behavior and implements all the rules that have been mutually agreed upon.

Increase Teacher Motivation. Not all teachers have the same motivation in improving their work discipline, so there are teachers who are able to follow quickly and can adapt to the environment but there are also those who are not able to adapt to the environment because of several factors, one of which is the teacher's residence which is too far away so that it can affect adaptation to the environment. To motivate teachers, the principal uses several ways, namely: creating a harmonious situation and cooperating with fellow teachers, trying to meet the needs needed by teachers in carrying out their duties, and giving rewards and punishments.<sup>16</sup>

Increasing Teacher Commitment. In order to be committed to every activity and work, there are several ways to increase commitment including holding seminars and

---

<sup>15</sup> Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," in *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

<sup>16</sup> Syamsul Bahri and Novira Arafah, "Analisis Manajemen SDM Dalam Mengembangkan Strategi Pembelajaran Di Era New Normal," *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 20–40, <https://doi.org/10.31538/tijie.v1i1.2>.

training, bringing tutors to school, placing teachers in proportions according to their fields, and holding meetings every week or month for evaluation as well as providing appropriate guidance. has not been reached.

### **Obstacle factor**

**Congenital Factor.** According to the flow of nativism, that fate is mostly centered on his nature while the influence of his environment is only slightly. Good or bad a person's development.

**Consciousness Factor.** Consciousness is an open heart to an open mind about what has been done. Discipline will be more easily enforced when it arises from the awareness of every human being, to always be willing to act obediently, obediently, orderly, orderly, not because of external pressure or coercion.

**Interest and Motivation Factors.** Interest is a set of benefits consisting of a combination, blend, and mixture of feelings, hopes, prejudices, worries, fears, and other tendencies that can lead individuals to a certain choice. While motivation is an impulse or will that causes a person to do a certain act to achieve certain goals. Disciplined interest and motivation are very influential to increase the desire that is in a person. If a person's interest and motivation in being disciplined is very strong, then automatically he will behave in a disciplined manner without waiting for outside encouragement.

**Factors Influence Mindset.** The mindset that has existed before being put into action is very influential in carrying out a will or desire. If people start thinking about the importance of discipline then they will do it.

### **Analysis/Discussion**

The role of an actor is a boundary designed by another actor, who happens to be both in the same performance/role performance (*role performance*).<sup>17</sup> The role is a set of behavior that is expected to be owned by people who are domiciled in society.<sup>18</sup> The principal has a role and duty to make schools whose leaders are more qualified, develop more, and achieve the school goals that have been set. In the General Indonesian Dictionary, a role is something that is part of or who holds the main leadership.<sup>19</sup> Roles show more dynamic active connotations of role phenomena. A person is said to be carrying out a role when he carries out the rights and obligations that are an inseparable part of the status he bears. Each social status is related to one or more social statuses.<sup>20</sup> Madrasahs identify the work to be done and the desired role behavior that goes along with the work also implies expectations about the important role in managing subordinates.<sup>21</sup> According to the Big Indonesian Dictionary (KBBI) the head of the madrasah which consists of two words, namely "head" and "madrasah" can be interpreted, the word head is "chairman" or "leader" in an organization or institution. While the madrasah is an

---

<sup>17</sup> Edy Suhardono, Role Theory (Concepts, Derivations and Implications), posted on 24 September 2013, accessed 7 August 2020, <http://repository.uin-suska.ac.id> at 22:00 WIB

<sup>18</sup> Big Indonesian Dictionary, Ministry of Education and Culture (Jakarta: 2001), 69.

<sup>19</sup> WJS Poerwadarminto, General Indonesian Dictionary (Jakarta: PN Balai Pustaka, 1984), 735.

<sup>20</sup> Bimo Walgito, Social Psychology (Yogyakarta: Andi Offset, 2003), 7.

<sup>21</sup> Veithzal Rivai, *Kepemimpinan / Veithzal Rivai* (Jakarta: Raja Garafindo Persada, 2010).



institution where it is a place to receive and give lessons.<sup>22</sup> According to Ringgawati, the head of the madrasa is one of the teachers who has the additional task of leading a madrasa. The head of the madrasa is also tasked with carrying out managerial functions such as planning, organizing, directing, and providing motivation and supervision.<sup>23</sup>

According to Sudarwan, the head of the madrasa is a combination of the school principal whose daily duty is to carry out the principalship or the head of the madrasa. the position of the head of the madrasa, such as the madrasa administration and others.<sup>24</sup> Leaders can also be interpreted as someone who is able to direct his followers to work together with confidence and diligently do the tasks he is given.<sup>25</sup>

According to E. Mulyasa, the head of the madrasa is one of the components of education that plays the most role in improving the quality of education. The head of the madrasa is the person in charge of the implementation of education, madrasa administration, coaching other educators, utilization and maintenance of facilities and infrastructure as well as a supervisor at the madrasa he leads. When viewed from the requirements of teachers to become head of madrasah, madrasah principals can be said to be a career path from a teacher's functional position. If a teacher has the competence as a madrasa head and has met certain requirements or tests, the teacher can get the position of head of madrasa.<sup>26</sup> The head of the madrasa is a functional teacher who is given the task of leading a madrasa where the teaching and learning process is held or a place where there is interaction between teachers who give lessons and students who receive lessons.<sup>27</sup> The head of the madrasah in carrying out his duties as an educator (educator), as a manager, an administrator, as a supervisor, as a leader, as an innovator and as a motivator. The researchers have summarized the explanation as follows:

#### **Head of Madrasa as Educator**

In the role of educators, madrasah principals must try to instill, promote, and improve at least four kinds of values, namely mental, moral, physical, and artistic development for teachers and staff in their leadership environment.<sup>28</sup> As for the efforts that can be made by the head of the madrasa in improving its performance as an educator, especially in improving the performance of educators and the learning achievement of students as follows: (1) Involve educators in upgrading courses. (2) Evaluating student learning outcomes is then announced openly so that it can be a learning motivation for students. (3) Encouraging educators to carry out learning time in accordance with the provisions so that they can use time effectively and efficiently for the benefit of learning.

---

<sup>22</sup> Ministry of Education and Culture of the Republic of Indonesia, *Great Dictionary of the Indonesian Language* (Jakarta: Perum Balai Pustaka, 1998), 420, 796.

<sup>23</sup> Vera Mei Ringgawati, "Strategi kepala sekolah dalam meningkatkan mutu lulusan: Studi multisisitas di SMAN 1 Blitar dan SMAN 1 Sutojayan" (masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2016), <http://etheses.uin-malang.ac.id/6047/>.

<sup>24</sup> Sudarwan Danim, *Visi baru manajemen sekolah: dari unit birokrasi ke lembaga akademik* (Bumi Aksara, 2006).

<sup>25</sup> George Robert Terry, *Principles of Management* (R. D. Irwin, 1977).

<sup>26</sup> E. Mulyasa, *Becoming Head of Professional Madrasah* (Bandung: PT Remaja Rosdakarya, 2011), 24.

<sup>27</sup> WAHJOSUMIDJO, *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik Dan Permasalahannya* (Jakarta: Rajawali Pers, 2010).

<sup>28</sup> E. Mulyasa, *Becoming Head of a Professional Madrasa* (Bandung: Rosdakarya Youth, 2005), 98.

### **Head of Madrasa as Manager**

The head of the madrasa carries out management functions, the management functions are planning, organizing, actuating, and controlling.<sup>29</sup> Planning is a decision-making process concerning what will be done in the future, when, how, and who will do it.<sup>30</sup> The head of the madrasa as a manager is required to be able to make decisions to take action in accordance with the planning period so that the implementation of the education system becomes more effective and efficient, and produces qualified and relevant graduates.<sup>31</sup>

Organizing as a process of dividing work into smaller tasks, assigning tasks to people according to their abilities, allocating resources, and coordinating them in order to effectively achieve organizational goals. For example, by division of tasks or division of organizational structure, grouping activities, and providing the tools needed for educational activities.

*Actuating* is an activity carried out by the leader to guide, direct, and regulate subordinates who have been given the task of carrying out an activity effectively and efficiently in order to obtain optimal results. The head of the madrasa can empower the education staff in the educational institution.

*Controlling.* The role of the principal in supervision is to conduct an assessment to determine the extent to which the program is being implemented. Through evaluation, it will be known whether the program has achieved the target or not, what has happened, and how to overcome it.

Because of this, the principal as a manager must be able to anticipate change, understand and cope with the situation, and accommodate and reorient.

### **Head of Madrasa as Administrator**

The head of the madrasa as administrator has a very close relationship with various administrative processes that are recording, compiling, documenting all madrasa programs. Specifically, madrasah principals must have the ability to manage the curriculum, manage student administration, manage facilities and infrastructure administration, personnel administration, manage financial administration, and manage archive administration. As education administrators, madrasah principals must use the principles of cooperative development and utilization of organizations, and activities that involve all personnel and resource persons in the community.<sup>32</sup>

### **Head of Madrasa as Supervisor**

Educational supervision is assistance that is intentionally given by supervisors to teachers to improve and develop teaching and learning situations including stimulating, coordinating, and continuously guiding the provisions of teachers more effectively in achieving educational goals. Supervision has an assessment function by way of research and improvement efforts. According to Saiful Sagala, the function of educational supervision is to coordinate all madrasah efforts, complement madrasa leadership, strengthen teacher experience, stimulate

---

<sup>29</sup> Abdullah Munir, *Becoming an Effective Head of Madrasah* (Jogjakarta: Ar-Ruzz Media, 2008), 16.

<sup>30</sup> Eka Prihatin, *Student Management* (Bandung: Alfabeta, 2014), 15.

<sup>31</sup> M. Rafiquddin Nasution, Mesiono Mesiono, and Yusuf Hadijaya, "Management of The Academic Potential of Students During The Covid-19 Pandemic," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (September 14, 2021): 470–82, <https://doi.org/10.31538/ndh.v6i2.1658>.

<sup>32</sup> E. Mulyasa, *Becoming a Professional Madrasa Head* (Bandung: Rosdakarya Youth, 2007), 107.

teaching and learning situations, provide facilities and continuous assessment, and analyze teaching and learning situations, provide for each member, and integrate educational goals.<sup>33</sup>

#### **Head of Madrasa as Leader**

The leadership of the madrasa head a leader can be analyzed from personality, knowledge of education staff, vision and mission of the madrasa, decision-making ability, and communication skills. The personality of the head of the madrasa as a leader will be reflected in the characteristics, namely, honesty, confidence, responsible, willingness to take risks, big-hearted, stable emotions, and role models.<sup>34</sup>

#### **Head of Madrasa as Innovator**

According to Mulyasa, the principal as an innovator must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education staff in the school, and develop innovative learning models. Schools that are managed with innovative administration will be able to accommodate the dynamics of developments that occur outside the education system, especially the development of science and technology as well as the demands of society. Innovation is an idea, item, event, or method that is felt or observed as something new for a person or group of people (society), whether it is the result of invention or discovery. Discovery is the discovery of something that actually already exists but is not yet known to people. while the invention is the discovery of something completely new, meaning the result of human creation. The object or thing that was found was really not there before, then it was held with a new result. Innovation is held to achieve certain goals or to solve a particular problem.

The principal as an innovator must be able to seek, find and implement various reforms in the madrasa. The new idea is for example a moving class. moving class is changing the learning strategy from a fixed class pattern to a class pattern in the field of study.

#### **Headmaster as Motivator**

This motivation can be grown through the arrangement of the physical environment, the arrangement of work arrangements, discipline of encouragement, rewards effectively, and the provision of learning resources through the center of learning resources. Conducive work culture and climate will allow every teacher to be more motivated to show optimal performance, which is accompanied by efforts to improve their competence in an effort to create a conducive culture and climate for the madrasa principal at least to pay attention to the following principles: 1) teachers will work harder if the activities carried out are interesting and fun. 2) the objectives of the activity need to be clearly defined and informed to the teachers so that they know the purpose of their work, the teachers are also involved in setting these goals. 3) giving a gift is better than punishment, but sometimes punishment also needs to be given. 4) efforts to meet the socio-psycho-physical needs of teachers, so that they get power.

---

<sup>33</sup> Syaiful Sagala, *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan : Pembuka Kreativitas, Inovasi Dan Pemberdayaan Potensi Sekolah Dalam Sistem Otonomi Sekolah/ Sagala* (Bandung: Alfabeta, 2007).

<sup>34</sup> Benjamin Kutsyuruba, Sabre Cherkowski, and Keith D. Walker, *Leadership for Flourishing in Educational Contexts* (Canadian Scholars' Press, 2021); Ria Sartika, Yusuf Hadijaya, and Nurika Khalila Daulay, "Teacher's Leadership in Implementing Learning to Increase Students Learning Effectiveness During Covid-19 Pandemic," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (August 16, 2021): 413–25, <https://doi.org/10.31538/ndh.v6i2.1595>.

## CONCLUSION

Based on the results of research and discussion on the role of the Madrasah Head in Improving the Discipline of Educators in Paciran Lamongan, both through interviews, observations, and documentation, the authors conclude as follows:

The role of the Madrasah Head in Improving the Discipline of Educators in Paciran Lamongan is as follows: (1) The role of the Madrasah Head in Paciran Lamongan as an educator is to provide direction, guidance, and guidance to teachers to always work together, increase commitment to work, as well as matters relating to the tasks that must be carried out by teachers and madrasah principals as role models. who always set an example for teachers and employees in carrying out their duties and obligations at school. (2) The principle as a manager is to plan, organize, implement, lead and control the efforts of organizational members and utilize all organizational resources. (3) The role of the principal in terms of administrators is to take part in school administration. (4) The principal as a supervisor, namely supervising the work carried out by teachers and school staff. (5) The principal as a leader is to provide instructions and supervision, increase the willingness of education staff, open two-way communication, and delegate tasks. (6) The principal as an innovator has the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education personnel in the school, and develop innovative learning models. (7) The principal as a motivator is to motivate teachers to be more active and disciplined in their work by reminding them that the teacher's job is not only to transfer knowledge but also to transfer values.

The Supporting and Inhibiting Factors of the Role of the Head of Madrasah in Improving the Discipline of Educators in Paciran Lamongan are as follows: Inhibiting Factors: Absence of teachers, Teachers make other efforts that sometimes interfere with their official duties, Commitment of teachers who are not good Supporting Factors: Implementing Discipline According to the Rules, Increasing Teacher Motivation, Increasing Teacher Commitment.

## ACKNOWLEDGMENT

The work of teachers and/or education staff in an educational institution is strongly influenced by the expertise of the managers, especially the head of the madrasa as a top leader. For this reason, in improving teacher work discipline, madrasa heads must continue to provide motivation and supervision to teachers so that teachers feel cared for and receive moral support. So strong control and the role of institutional leaders are needed in order to motivate teachers to participate in teacher work discipline development programs. Building teacher commitment must be followed by the provision of adequate welfare, both material and non-material welfare. Considering that teachers are educated people, non-material welfare is very much needed in improving and developing their careers and personal, for that it is necessary to rethink and if necessary add incentives to non-service teachers so that their work is more professional.

## REFERENCES

- Arikunto, Suharsimi. *Prosedur penelitian: suatu pendekatan praktik*. PT. Bina Aksara, Jakarta, 1983.
- Bahri, Syamsul, and Novira Arifah. "Analisis Manajemen SDM Dalam Mengembangkan Strategi Pembelajaran Di Era New Normal." *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 20–40. <https://doi.org/10.31538/tijie.v1i1.2>.
- Barirohmah, Barirohmah, and Subiyantoro Subiyantoro. "ISO 9001:2008 Quality Management System In Education." *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (July 25, 2021): 353–61. <https://doi.org/10.31538/nzh.v4i2.1485>.
- Barnawi, and Mohammad Arifin. *Kinerja Guru Profesional: Instrumen Pembinaan, Peningkatan & Penilaian*. Yogyakarta: Ar-Ruzz Media, 2012.
- Danim, Sudarwan. *Visi baru manajemen sekolah: dari unit birokrasi ke lembaga akademik*. Bumi Aksara, 2006.
- Devi, Aulia Diana, and Subiyantoro Subiyantoro. "Implementation of Democratic Leadership Style and Transformational Head of Madrasah in Improving The Quality." *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (March 29, 2021): 14–26. <https://doi.org/10.31538/ndh.v6i1.1162>.
- Dian, Dian, Muhammad Yogi Trisna, and Nenden Najiatul Huda. "The Effect of School Principles Motivation in Efforts to Improve Teacher Performance at Integrated Islamic Elementary School." *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (January 26, 2022): 27–40. <https://doi.org/10.33650/al-tanzim.v6i1.3221>.
- Fr, Ashdaq Fillah, Erny Roesminingsih, and Meini Sondang Sumbawati. "The Leadership of School Principal in The Education Era 4.0." *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (July 22, 2021): 244–50. <https://doi.org/10.31538/ndh.v6i2.1413>.
- Hanafi, Yusuf, Ahmad Taufiq, Muhammad Saefi, M. Alifudin Ikhsan, Tsania Nur Diyana, Titis Thoriquattyas, and Faris Khoirul Anam. "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19." *Heliyon* 7, no. 3 (March 1, 2021): e06549. <https://doi.org/10.1016/j.heliyon.2021.e06549>.
- Hasanah, Mizanul, and Muhammad Anas Maarif. "Solusi Pendidikan Agama Islam Mengatasi Kenakalan Remaja Pada Keluarga Broken Home." *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 23, 2021): 39–49. <https://doi.org/10.54069/attadrib.v4i1.130>.
- Horswill, Mark S., Andrew Hill, Nicole Bemis-Morrison, and Marcus O. Watson. "Learner Drivers (and Their Parent-Supervisors) Benefit from an Online Hazard Perception Course Incorporating Evidence-Based Training Strategies and Extensive Crash Footage." *Accident Analysis & Prevention* 161 (October 1, 2021): 106340. <https://doi.org/10.1016/j.aap.2021.106340>.
- Huda, Ali Muhdlorul, and Mauhibur Rokhman. "The Strategy of the Principal in Improving the Quality of Institutional Education." *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (November 5, 2021): 72–80. <https://doi.org/10.54069/attadrib.v4i2.142>.

- Javed, Sarfaraz, Azam Malik, and Mutaz Minwer Hala Alharbi. "The Relevance of Leadership Styles and Islamic Work Ethics in Managerial Effectiveness." *PSU Research Review* 4, no. 3 (January 1, 2020): 189–207. <https://doi.org/10.1108/PRR-03-2019-0007>.
- Kutsyuruba, Benjamin, Sabre Cherkowski, and Keith D. Walker. *Leadership for Flourishing in Educational Contexts*. Canadian Scholars' Press, 2021.
- Ma'arif, Muhammad Anas, Muhammad Mujtaba Mitra Zuana, and Akhmad Sirojuddin. "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)." In *Supporting Modern Teaching in Islamic Schools*. Routledge, 2022.
- Malik, Jamaluddin, Sutaryat Trisnamansyah, and Agus Mulyanto. "Pengaruh Kompetensi, Motivasi, Sarana Prasarana, Dan Iklim Sekolah Terhadap Kepemimpinan Kepala Sekolah Di Sekolah Dasar Negeri." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 22, 2021): 81–94. <https://doi.org/10.31538/munaddhomah.v2i2.48>.
- Moleong, Lexy J. *Metodologi penelitian kualitatif*. Remadja Karya, 1989.
- Mulyasa, Enco. *Menjadi kepala sekolah profesional: dalam konteks menyukkseskan MBS dan KBK*. Remaja Rosdakarya, 2003.
- Mulyasa, H. E. *Menjadi Guru Penggerak Merdeka Belajar*. Bumi Aksara, 2021.
- Nasution, M. Rafiquddin, Mesiono Mesiono, and Yusuf Hadijaya. "Management of The Academic Potential of Students During The Covid-19 Pandemic." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (September 14, 2021): 470–82. <https://doi.org/10.31538/ndh.v6i2.1658>.
- Nurulloh, Ahmat, Andika Aprilianto, Akhmad Sirojuddin, and Muhammad Anas Maarif. "The Role of the Head of Madrasah's Policy in Improving Teacher Professionalism." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (November 28, 2020): 334–46. <https://doi.org/10.31538/ndh.v5i3.963>.
- Ringgawati, Vera Mei. "Strategi kepala sekolah dalam meningkatkan mutu lulusan: Studi multisitus di SMAN 1 Blitar dan SMAN 1 Sutojayan." Masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2016. <http://etheses.uin-malang.ac.id/6047/>.
- Rivai, Veithzal. *Kepemimpinan / Veithzal Rivai*. Jakarta: Raja Garafindo Persada, 2010.
- Sagala, Syaiful. *Manajemen Strategik Dalam Peningkatan Mutu Pendidikan: Pembuka Kreativitas, Inovasi Dan Pemberdayaan Potensi Sekolah Dalam Sistem Otonomi Sekolah/ Sagala*. Bandung: Alfabeta, 2007.
- Salis, M. Rizkoni. "Kyai Leadership Style in Developing the Majelis Taklim in Islamic Boarding School." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (December 6, 2020): 392–410. <https://doi.org/10.31538/ndh.v5i3.842>.
- Sartika, Ria, Yusuf Hadijaya, and Nurika Khalila Daulay. "Teacher's Leadership in Implementing Learning to Increase Students Learning Effectiveness During Covid-19 Pandemic." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (August 16, 2021): 413–25. <https://doi.org/10.31538/ndh.v6i2.1595>.
- Sirojuddin, Akhmad. "BUDAYA SUPERVISI KEPALA SEKOLAH DENGAN PROFESIONALISME GURU DI SDN TARIK 1 SIDOARJO." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (April 8, 2020): 119–41. <https://doi.org/10.31538/ndh.v5i1.589>.

- Subaidi, Subaidi, Sudarmaji Sudarmaji, Moh Nasuka, and Munasir Munasir. "The Implementation of Human Resource Management in Improving the Quality of Teacher's Learning." *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (November 26, 2021): 579–86. <https://doi.org/10.31538/ndh.v6i3.1554>.
- Sugiyono. *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta, 2008.
- Tajudin, Ahmad, and Andika Aprilianto. "Strategi Kepala Madrasah..Dalam Membangun Budaya Religius Peserta Didik." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (September 25, 2020): 101–10. <https://doi.org/10.31538/munaddhomah.v1i2.34>.
- Terry, George Robert. *Principles of Management*. R. D. Irwin, 1977.
- WAHJOSUMIDJO. *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik Dan Permasalahannya*. Jakarta: Rajawali Pers, 2010.