



LEADERSHIP OF THE HEAD OF STATE ALIYAH MADRASAH IN DEVELOPING TEACHER QUALITY IN JAMBI PROVINCE

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Article history:	Abstract:
<p>Received: 6th September 2022 Accepted: 6th October 2022 Published: 11th November 2022</p>	<p>This study aims to analyze and describe the Leadership of the Head of Madrasah Aliyah Negeri in Developing Teacher Quality in Jambi Province. The research approach uses descriptive qualitative analysis. Data was collected by observation, interviews and documentation. The research subjects used snowball sampling technique. Data analysis using John's model. W. Creswell, Miles and Huberman namely data reduction, data presentation, data verification and conclusion drawing. Trustworthiness by means of extension of participation, thoroughness of observations, triangulation of data and consultation with promoters. The results showed that; First; The quality of teachers at MAN 2 Tebo Regency, MAN 2 Batang Hari Regency and MAN 2 Jambi City has met the minimum quality standard when referring to the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers. If further elaborated from the minimum standard, then the development of the quality of the 3rd MAN teacher is not optimal. Second; The leadership of the 3rd head of MAN in developing the quality of teachers in Jambi Province is still not optimal. This is influenced by the internal and external conditions of the madrasa head and teacher council. Third; The efforts made by the heads of the 3 MANs are still not optimal. There have been efforts in the form of planning, but still not maximal in action.</p>

Keywords: Leadership, Quality

INTRODUCTION

Madrasas as Islamic educational institutions in Indonesia are relatively younger than pesantren, madrasas were born in the 20th century marked by the presence of Madrasah Mambaul Ulum Surakarta in 1905 and the Adabiyah School of West Sumatra in 1909. As a modern phenomenon at that time, madrasas were a stage of renewal and development of educational institutions. tradition of teaching Islamic Sciences (Kanwil Kemenag: 2016). As a newcomer, Madrasas need to be developed by referring to their predecessors, of course in order to facilitate the field of religious scholarship combined with general knowledge to provide equitable educational services for the community. Madrasas are also a manifestation of the reality of people who want a model of reforming the existing education system. The reform includes 3 things, namely: (1) improving the salafi pesantren system to non-formal education types, (2) actualizing science and technology in the field of science and technology through a formal learning system, (3) collaborating with the traditional pesantren education system and the modern education system (Regional Office of the Ministry of Religion: 2016).

As an institution under the auspices of the ministry of religion, madrasas are faced with two positions, physically madrasa institutions are part of the meaning of education, whose authority is in the local government, while on the content of religious scholarship, madrasah authority lies with the central government (Abdul Rachman Shaleh: 2004). This can be used as both an opportunity and a challenge for Madrasahs. When viewed from the content of religious scholarship which is handled directly by the center, it can be ascertained that every madrasa has the same scientific content, especially in terms of religion, so that the output produced obtains religious insight with the same concept. However, the management of Madrasahs in local governments is a challenge for each region to develop them based on the peculiarities of their respective regions.

The impact of the regional autonomy law has already begun to be felt in educational institutions, each of which displays its advantages both in terms of educational input, process and educational output. Madrasas must also be quick to respond to this movement so that the existing madrasas are not abandoned by people who want better educational

services. Because in principle, even though madrasas have scientific content mostly by the central ministry of religion, in their management they are still given full authority to the madrasa managers. There are at least 4 positive impacts of the decentralization policy of education, namely: 1) quality improvement, 2) financial efficiency, 3) administrative efficiency, 4) expansion and equity of education (Umi Kultsum: 2017).

Thus, to be able to feel the four positive impacts of the decentralization policy, at least madrasa administrators at the education unit level need to fully understand madrasa governance and a capable madrasa development strategy, so that the madrasas that are managed have advantages that can compete with other madrasas and with general education institutions. As state institutions that provide education services, the ministry of cultural education and the ministry of religion have different packages for the education programs they offer, the ministry of education and culture offers basic and secondary education levels with general lesson content plus religious education with a smaller portion. Meanwhile, the Ministry of Religion offers basic and secondary education levels with a larger portion of the content of religious subjects accompanied by the content of general lessons with almost the same portion as educational institutions under the auspices of the Ministry of Education and Culture.

Quality education is very much needed as an effort to develop quality and competitive human resources (HR), in the sense of mastering knowledge, qualified skills in hard and soft skills, and technology. In this era of very rapid technological development, quality human resources are needed to be able to compete with other human resources from various nations in the competition for labor needs, of course educational institutions become a forum that will prepare quality human resources (Popi Sopiati : 2010). Education has a significant role in developing individual students, influencing individual change (students) and the development of their potential in order to develop optimally. It is clear, that education is an effort to develop human potential (students) towards a better, superior, quality and competitor who is able to answer various challenges and demands of the world of work (Kunandar: 2009).

Therefore, the implementation of learning is the first step in education to produce graduates who are highly expected by all groups as consumers of education, especially students as subjects of education. The achievement of good and quality learning outcomes is an expectation of every student, parents and society as a whole. Improving the quality of education and learning is an obligation to implement and organize good education. To realize this quality education process requires management skills and completeness of all educational institution facilities in all its aspects, both aspects of human resources, funds, and infrastructure. Effective and efficient management of institutions can be achieved if the managers or leaders are effective, namely being open and adaptive to any changes and challenges in the world of education. These two characteristics will greatly determine leaders in educational institutions to realize quality and quality education in accordance with the vision and mission of educational planning (Syafaruddin: 2002).

The madrasa head plays an important role as the highest leader in the madrasa, which is responsible to all subordinates, staff, employees in influencing, inviting, organizing and coordinating their subordinates towards the implementation and improvement of the quality of the education and teaching process, so that they can carry out the leadership function as expected (Syafaruddin : 2005). Madrasa leadership is the ability to direct, influence and control the entire potential of the madrasa in a systematic and programmed manner in order to achieve the initial goal of the madrasa (Syafaruddin: 2002).

The role of the head of the madrasa to the progress of a madrasa will be seen from the management in the madrasa itself, starting from the recruitment of teachers, education staff, students, processes, outputs to outcomes that must be carried out properly. This is as stated by Mulyasa, that the head of the madrasa can be able to carry out his work as managers, administrators, and supervisors in educational institutions. To adapt the development of education to the needs of society and the times, the head of the madrasa must also be able to act as a leader, innovator, motivator, and entrepreneur in his madrasa (Mulyasa,: 2006). So important is the leadership of the madrasah head in order to be able to move the wheels of the madrasa organizational organ. Teacher competence and improving the quality of learning processes and products. This is where the vital role of a madrasa principal is responsible for whether teachers and staff can work optimally. The madrasa culture and learning culture are also built by the leadership style of the madrasa principal in interacting with the community within the educational institution (Sudarwan Danim: 2005).

The head of the madrasa as the person responsible for the implementation of education and learning in the madrasa should be able to carry out his duties as the head of the madrasa well and according to the wishes of the community (parents of students) as consumers of education, including planning, organizing, evaluating and implementing curriculum in order to create good madrasa outcomes. prospects. In planning the achievement of quality education, it is necessary to have seriousness from the leaders of educational institutions so that the managed education is able to develop and produce competitive madrasa graduates mastering life skills, namely personal skills (personal skills), social skills (social skills) and specific skills (specific skills). life skills) so that they are able to meet the demands of the times.

One form of a quality educational process can be realized in education, namely learning that can stimulate students to develop their potential. The learning process carried out by the teacher is getting more qualified and in accordance with the expectations of consumers' ideals of education. The quality of learning as an interrelated relationship between leaders, educators, students and all learning resources that support the implementation of education in producing optimal learning processes and outcomes in accordance with the demands of a relevant and flexible educational curriculum (Paul Suparno: 2004).

The results of the author's Grandtour at MAN 2 Tebo Regency, MAN 2 Batanghari Regency and MAN 2 Jambi City (MAN Model) are: 1) The MAN is engaged in general and religious education. 2) The MAN in general has made

achievements in the community. So that its existence is no doubt by carrying the concept of general learning and religion. 3) The MAN has contributed to the community in academic activities, both curricular and extra-curricular. This is inseparable from the leadership of the madrasah principal in leading and managing the resources in the MAN. The number of teachers at MAN 2 Tebo is 33 people. Of this number, only 9 nine people have master's education. This means that half of the teachers at MAN 2 Tebo have master's education. At Madrasah Aliyah Negeri (MAN) 2 Batang Hari, there are 17 teachers. Of the 17 people who have master's education, there are 3 people, meaning that it hasn't reached half of the existing teachers who have master's education. At Madrasah Aliyah Negeri (MAN) 2 Jambi City the number of teachers is 99 people. Of the 99 people, 22 people have received a master's degree, while the rest have not received a master's degree. There is still a lack of teacher interest in the three MANs to write articles published in national and international journals. This can be seen from the articles contained in the madrasa library. This shows that there is still a lack of teacher quality development in the MAN. The lack of interest of madrasa teachers in participating in Work Shop activities, seminars and others that support the madrasa teacher's professionalism. This is known from the results of interviews with the author in the field.

From the results of the grand tour presented above, it can be seen that the development of the quality of teachers in the three madrasas has not run optimally. The head of MAN should be able to improve the quality of the teacher by encouraging, fostering, directing others in accordance with the results of the grantour that the author put forward above. If the quality of teachers increases, it will ultimately affect student achievement. This shows that the leadership of the 3 heads of MAN has not been optimal in improving the quality of teachers. Thus, the head of the State Aliyah Madrasah in Jambi Province has not optimally carried out his leadership. Indicators of good madrasa principal leadership are 1) motivator, 2) mentor, 3) creating a conducive school climate, 4) providing advice to school residents, 5) providing encouragement to all education staff.

If the leadership principles of the madrasah principals are implemented above, it will have an impact on increasing the quality of teachers in the 3 MANs. The indicators are that teachers can: 1) plan learning, 2) carry out the learning process, 3) assess learning outcomes, 4) provide guidance and training to students, 5) conduct research and community service. 6) many have master's degree education. 7) diligently write in journals and attend seminars, work shops and others. Based on the above background, the researcher is interested in conducting research into a dissertation on the Leadership of the Head of the Madrasah Aliyah Negeri in Developing Quality in Jambi Province.

RESEARCH METHODOLOGY

In this study the approach that the author uses is a qualitative approach. A qualitative approach is an approach that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically, and by means of descriptions in the form of words and language, in a special context that is natural and natural. by utilizing various natural methods (Lexy J. Moleong: 2010). Research approaches are structured, planned and procedural ways to conduct scientific research by combining all the potential and resources that have been prepared (Mukhtar,: 2013). With this qualitative approach, the author wants to describe the leadership of Madrasah Heads in Developing Teacher Quality in Jambi Province.

The social situations in this study are: Leadership of Madrasah Heads in Developing the Quality of MAN Teachers in Jambi Province. The events that occurred in the social situation of MAN in Jambi Province became the object and study of the author's research. The subjects of this study were the Head of Madrasah, Deputy Head of Madrasah, structural staff, teaching staff (teachers) and students. The subject of this research is taken by using Purposive Sampling. The key informants in this study are the heads of MAN or people who are chosen so that the accuracy of the information can be obtained by the authors properly.

The primary data in this study is the data on the leadership of the head of MAN in developing the quality of teachers in Jambi Province. Secondary data as complementary data after researchers get primary data because of this secondary data will be compared with the results of primary data after which researchers can draw a conclusion. The secondary data that the writer means in this research is that it comes from the second, third and so on through one or more parties who are not the subject of the researcher. The secondary data that the researcher intends in this study are data obtained through written documents and Madrasah archives, in the form of; Historical and geographical, Organizational structure, State of facilities and infrastructure, State of structural, functional and student personnel, Vision, mission, goals and suggestions; and work programs and programs to improve the quality of madrasa graduates.

The sources of data in this study include: Sources of data in the form of people, namely people who are in the environment of MAN 2 Tebo Regency, MAN 2 Batanghari Regency and MAN 2 Jambi City. The data sources are; 1) Head of Madrasah 1 person, 2) Deputy head of 3 people, 3) Council of teachers 6 people, and 5 students. The total number of data sources is 15 people. Sources of data in the form of documents consisting of archives, official documentation, manuals, organizational structures and other sources of documentation at MAN 2 Tebo Regency, MAN 2 Batanghari Regency and MAN 2 Jambi City. The source of the event data is an event that is directly related to the leadership of the Madrasah head in improving the quality of teachers in Jambi Province.

Data collection techniques that researchers do by means of observation, interviews and documentation. While the data analysis technique, the researcher uses the method of interaction analysis or interactive analysis models with the steps taken, namely Data Collection, Data Reduction, Data Display, Conclusion Drawing or Verification. Meanwhile, for the Data Trustworthiness Test (Trustworthines), the researchers carried out the steps, namely Technique Triangulation, Source Triangulation, and Method Triangulation.

RESEARCH RESULT

1. Quality of State Madrasah Aliyah Teachers in Jambi Province

According to Arcaro, quality is a structured process to improve the resulting output (Jerome S, Arcaro: 2007). Thus quality is largely determined by services, humans, the environment, and quality is an ever-changing condition so that the assessment of a quality is highly dependent on conditions. Today it can be said of quality and may also be of less quality in the future.

based on Law no. 14 of 2005 that the quality of teachers in Indonesia is measured by academic qualifications, competence, educator certificates, physically and mentally healthy, and having the ability to realize national education goals (Law of the Republic of Indonesia No. 14 of 2005.) Policy of Law No. . 14 of 2005 which is a priority is to increase qualifications, increase competence, teacher certification, career development, rewards and protection, planning for teacher needs, teacher allowances (Wayan L: 2011).

Based on PP No. 19 concerning National Education Standards as amended by PP No. 32 of 2013 No.19 concerning National Education Standards, it is stipulated that Quality Standards are a structured process to improve the output produced. In terms of this quality standard has been set by the government for each series of work in the whole process. If the work reaches the respective quality standards, it means that the work/product has quality (Saliis, Edward: 1993).

Thus, the teachers of MAN 2 Tebo Regency have met the academic qualifications. All 23 teachers of MAN 2 Muara Tebo have S1 education. There are 9 teachers with S2 education and none with S3 education. This shows that the quality of teachers has met the requirements of the law. From the data that the authors collect, it is known that the total number of teachers at MAN 2 Tebo Regency is 32 people. From the academic qualification data, all of them have met the quality qualification standards set by the government, namely the minimum education of a teacher with a bachelor's degree (S1). There are 14 teachers who have the status of Abdi Setia Negara (ASN). There are 18 teachers with honorary status. Meanwhile, there are 16 certified teachers. Meanwhile, there are 14 teachers who have not been certified. Judging from the competence (pedagogic) that the teachers of MAN 2 Tebo Regency have been able to manage learning well. It can be seen that the teacher has planned the lesson. Planning includes setting goals and competencies, and estimating how to achieve them. The planning that the author sees has been oriented towards the future.

From the other side, the teachers of MAN 2 Tebo Regency have been able to understand the level of intelligence, creativity, physical disability, and cognitive development of students. The teacher has provided learning quickly and easily, has shown curiosity, and has the ability to be logical, make generalizations, and see relationships. There may also be an IT development factor in this Smartfone, that every child already has this and is holding tightly to this gadget, more or less it will affect the intelligence of students in learning (Wayan L: 2012).

The personality of the MAN 2 Kabupaten teachers are all good. Personal teachers have a very big contribution to the success of education, especially in learning activities. The teacher's personality also plays a very important role in shaping students. Students are creatures who like to imitate, including imitating the teacher's personality in shaping his personality. The professional teacher of MAN 2 Tebo Regency has been fulfilled. the indicator is being able to understand and be able to apply educational foundations both philosophical, psychological, and sociological. MAN 2 teachers have also been able to apply learning theory according to the level of development of students, are able to handle and develop the field of study that they are responsible for, understand how to apply various learning methods, are able to develop and use various tools, media and relevant learning resources, and able to organize and implement learning programs. This is in accordance with what is meant by the law above.

The social competence of teachers as part of the community to communicate and socialize effectively with students, fellow educators, education staff, parents/guardians, students and the surrounding community. Teachers are social beings who in their lives cannot be separated from the social life of the community and their environment. Therefore, teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning in schools but also education that occurs and takes place in the community (Wayan L: 2011).

It can be seen that of the 32 teachers of MAN 2 Tebo Regency, 16 teachers have been certified as professional teachers. While the remaining 16 people have not been certified professional teachers. Referring to the law, the number of teachers who already have an educator certificate is half of the number of existing teachers. The other half do not yet have a certificate and have not been declared a professional teacher according to the Law of the Republic of Indonesia no. 14 of 2005.

The teacher of MAN 2 Tebo Regency is in a physically and spiritually healthy condition. Of the 32 teachers, all of them are in good health. This is fulfilled what is required in Law no. 14 of 2005. The teacher of MAN 2 Tebo Regency is in good health and there are no things that interfere with the teaching and learning process that come from physical or non-physical disorders. Everything is running in good condition.

Teachers of MAN 2 Tebo Regency have the ability to realize national education goals. This can be seen in the implementation of his duties as a teacher well. The indicator is to have good learning tools such as lesson plans. RPP is one of the measuring instruments that the teacher is ready with his duties as a teacher at the Madrasah MAN 2 Tebo Regency. Another indicator is that all teachers have a bachelor's degree education. There are even already educated S2. active in participating in curriculum development training held by the Ministry of Religion and the Ministry of Education and Culture in the context of strengthening and developing curriculum which also aims to realize national education.

Teachers of MAN 2 Batang Hari Regency have met the academic qualifications set by the government. All 17 teachers of MAN 2 Batang Hari have S1 education. There are 3 teachers with S2 education and none with S3 education. This shows that the quality of teachers has met the requirements of the law.

From the data that the authors collect, it is known that the total number of teachers at MAN 2 Batang Hari is 17 people. From the academic qualification data, all of them have met the quality qualification standards set by the government, namely the minimum education of a teacher with a bachelor's degree (S1). There are 8 teachers who have the status of Abdi Setia Negara (ASN). There are 9 teachers who have honorary status. While the teachers who have been certified amounted to 8 people. Meanwhile, there are 8 teachers who have not been certified. Judging from the competence (pedagogic) that the teacher of MAN 2 Batang Hari has been able to manage learning well. It can be seen that the teacher has planned the lesson. Planning includes setting goals and competencies, and estimating how to achieve them. The planning that the author sees has been oriented towards the future.

On the other hand, teachers of MAN 2 Batang Hari have been able to understand the level of intelligence, creativity, physical disability, and cognitive development of students. The teacher has provided learning quickly and easily, has shown curiosity, and has the ability to be logical, make generalizations, and see relationships. This may also be a factor in the development of IT in this case the Smartfone, that every child already has this and is holding tightly to this gadget, more or less it will affect the intelligence of students in learning.

The personality of the teacher at MAN 2 Batang Hari Regency is entirely good. Personal teachers have a very big contribution to the success of education, especially in learning activities. The teacher's personality also plays a very important role in shaping students. Students are creatures who like to imitate, including imitating the teacher's personality in shaping his personality. The professional teacher of MAN 2 Batang Hari Regency has been fulfilled. The indicator is being able to understand and be able to apply educational foundations both philosophical, psychological, and sociological. Teachers of MAN 2 Batang Hari have also been able to apply learning theory according to the level of development of students, able to handle and develop the field of study that is their responsibility, understand how to apply various learning methods, able to develop and use various tools, media and relevant learning resources, and able to organize and implement learning programs. This is in accordance with what is meant by the law above.

The social competence of teachers as part of the community to communicate and socialize effectively with students, fellow educators, education staff, parents/guardians, students and the surrounding community. Teachers are social beings who in their lives cannot be separated from the social life of the community and their environment. Therefore, teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning in schools but also education that occurs and takes place in the community.

It can be seen that of the 32 teachers of MAN 2 Batang Hari Regency, out of the 32 teachers in MAN 2 Batang Hari Regency, all teachers have been certified as professional teachers. While the remaining 16 people have not been certified professional teachers. Referring to the law, the number of teachers who already have an educator certificate is half of the number of existing teachers. The other half do not yet have a certificate and have not been declared a professional teacher according to the Law of the Republic of Indonesia no. 14 of 2005.

The teacher of MAN 2 Batang Hari Regency is in a physically and spiritually healthy condition. Of the 32 teachers, all of them are in good health. This is fulfilled what is required in Law no. 14 of 2005. The teacher of MAN 2 Batang Hari Regency is in good health and there are no things that interfere with the teaching and learning process that come from physical or non-physical disorders. Everything is running in good condition.

Teachers of MAN 2 Batang Hari Regency have the ability to realize national education goals. This can be seen in the implementation of his duties as a teacher well. The indicator is to have good learning tools such as lesson plans. RPP is one of the measuring instruments that the teacher is ready with his duties as a teacher at the Madrasah MAN 2 Batang Hari Regency. Another indicator is that all teachers have a bachelor's degree education. There are even already educated S2. active in participating in curriculum development training held by the Ministry of Religion and the Ministry of Education and Culture in the context of strengthening and developing curriculum which also aims to realize national education.

Teachers of MAN 2 Jambi City have met the academic qualifications set by the government. All the teachers of MAN 2 Jambi City have S1 education, totaling 90 people. There are 16 teachers with S2 education and 1 doctoral education. This shows that the quality of teachers has met the requirements of the law.

From the data that the authors collect, it is known that the total number of teachers in MAN 2 Jambi City is 90 people. From the academic qualification data, all of them have met the quality qualification standards set by the government, namely the minimum education of a teacher with a bachelor's degree (S1). There are 65 teachers who have the status of Abdi Setia Negara (ASN). There are 25 teachers with honorary status. Meanwhile, 49 teachers have been certified. Meanwhile, 41 teachers have not been certified. Judging from the competence (pedagogical) that the teachers of MAN 2 Jambi City have been able to manage learning well. It can be seen that the teacher has planned the lesson. Planning includes setting goals and competencies, and estimating how to achieve them. The planning that the author sees has been oriented towards the future.

From the other side, the teachers of MAN 2 Jambi City have been able to understand the level of intelligence, creativity, physical disability, and cognitive development of students. The teacher has provided learning quickly and easily, has shown curiosity, and has the ability to be logical, make generalizations, and see relationships. This may also be a factor in the development of IT in this case the Smartfone, that every child already has this and is holding tightly to this gadget, more or less it will affect the intelligence of students in learning.

The personality of the MAN 2 Jambi City teacher is entirely good. Personal teachers have a very big contribution to the success of education, especially in learning activities. The teacher's personality also plays a very important role in shaping students. Students are creatures who like to imitate, including imitating the teacher's personality in shaping his personality. The professional teacher of MAN 2 Jambi City has been fulfilled. the indicator is being able to understand and be able to apply educational foundations both philosophical, psychological, and sociological. Teachers of MAN 2 Jambi City have also been able to apply learning theory according to the level of development of students, are able to handle and develop the field of study that is their responsibility, understand how to apply various learning methods, are able to develop and use various tools, media and relevant learning resources , and able to organize and implement learning programs. This is in accordance with what is meant by the law above.

The social competence of teachers as part of the community to communicate and socialize effectively with students, fellow educators, education staff, parents/guardians, students and the surrounding community. Teachers are social beings who in their lives cannot be separated from the social life of the community and their environment. Therefore, teachers are required to have adequate social competence, especially in relation to education, which is not limited to learning in schools but also education that occurs and takes place in the community (Wayan L: 2011).

It can be seen that of the 32 teachers of MAN 2 Jambi City, it can be seen that of the 32 teachers of MAN 2 Jambi City, the teachers have been certified as professional teachers. While the remaining 16 people have not been certified professional teachers. Referring to the law, the number of teachers who already have an educator certificate is half of the number of existing teachers. The other half do not yet have a certificate and have not been declared a professional teacher according to the Law of the Republic of Indonesia no. 14 of 2005.

The teacher of MAN 2 Jambi City is in a State of Physical and Spiritual Health. Of the 90 teachers, all of them are in good health. This is fulfilled what is required in Law no. 14 of 2005. The teacher of MAN 2 Jambi City is in good health and there are no things that interfere with the teaching and learning process that come from physical or non-physical disorders. Everything is running in good condition.

Teachers of MAN 2 Jambi City already have the ability to realize national education goals. This can be seen in the implementation of his duties as a teacher well. The indicator is to have good learning tools such as lesson plans. RPP is one of the measuring instruments that the teacher is ready with his duties as a teacher at the Madrasah MAN 2 Jambi City. Another indicator is that all teachers have a bachelor's degree education. There are even already educated S2. active in participating in curriculum development trainings held by the Ministry of Religion and the Ministry of Education and Culture in the context of strengthening and developing curriculum which also aims to realize national education.

2. Leadership of the Head of State Aliyah Madrasah in Developing Teacher Quality in Jambi Province

The leadership of MAN 2 Tebo Regency has met the criteria as stated by the experts, namely that it has the qualities that a leader must possess. It aims so that the head can make the organization or madrasah effective such as being able to speak, solve problems, have insight, flexibility, intelligence, be responsible, and be aware of oneself and the environment.

The head of MAN 2 Tebo Regency also has good qualities and can be a role model for his subordinates. These traits include having sufficient knowledge to lead a madrasa, a sense of punctuality (inquisitive), and the ability to grow and develop in order to be able to distinguish between urgent and important, being able to educate and communicate smoothly with teacher councils and the community.

The head of MAN 2 Kabupaten also has collaborative leadership traits, where the head is participative which can satisfy the teachers because decisions are based on a common voice. Informational leadership style, where the head takes an interpersonal approach in giving freedom to choose and then brings up limited alternatives. Directive Control where the head gives freedom to the teacher's choices for his actions and then he helps support and is responsible for the consequences.

In addition to the above, the head of MAN 2 Tebo Regency is also a person who likes to learn; Oriented to one's service; Brings positive energy; and Delegating work (Stephen Roney: 2014). The head of MAN 2 Tebo Regency has also given his role as head of providing examples in carrying out various tasks or programs that have been planned and agreed upon together; make plans; Representation of madrasah and subordinates; control and supervise all activities of subordinates; Mediator who provides opportunities for his subordinates to make various improvements; become the root that strengthens the existence of the madrasa and its subordinates; A symbol that develops the madrasa that Ian leads; protector; be a role model; make decisions and solve various problems encountered; a place to complain about the community or all of its subordinates; Organizers or Pekasana, Madrasahs; Responsible for the progress and decline of madrasahs; madrasa administrators; give rewards and rewards; Forming cooperation; become a stabilizer, motivator, dynamist, and contributor to the solution of problems (Hasan Basri: 2014).

The head of MAN 2 Tebo Regency has met the requirements set by Permendiknas No. 13 of 2007 concerning the standards of madrasah heads, namely; Have an undergraduate academic qualification (S1); maximum age of 56 years; Have experience of at least 5 years according to the respective madrasah level; Have a rank as low as III-c.

The head of MAN 2 Tebo Regency has also met the qualifications that a madrasa head must have as mandated in. Ministry of National Education No.13 of 2007 concerning the standards of Madrasah Heads, namely having personal competence, managerial competence, and social competence.

The head of MAN 2 Batang Hari Regency has fulfilled the criteria as stated by the experts, namely that he has the qualities that a leader must possess. It aims so that the head can make the organization or madrasah effective such as being able to speak, solve problems, have insight, flexibility, intelligence, be responsible, and be aware of oneself and the environment (A Dale Timpe: 1993). The head of MAN 2 Batang Hari Regency also has good qualities and can be a role model for his subordinates. These traits include having sufficient knowledge to lead a madrasa, a sense of punctuality (inquisitive), and the ability to grow and develop in order to be able to differentiate between the urgent and the important, being able to educate and communicate smoothly with teacher councils and the community (Eng Muslihah: 2014). . The head of MAN 2 Batang Hari Regency also has a collaborative leadership trait, where the head is participative who can satisfy the teachers because decisions are based on a common voice.

Informational leadership style, where the head takes an interpersonal approach in giving freedom to choose and then brings up limited alternatives. Directive Control where the head gives freedom to the teacher's choices for his actions and then he helps support and is responsible for the consequences (Carl D. Glickman: 2002). In addition to the above, the head of MAN 2 Batang Hari Regency is also a person who likes to learn; Oriented to one's service; Brings positive energy; and Delegating work (Stephen R. Coney: 2012). The head of MAN 2 Batang Hari Regency has also given his role as head of providing examples in carrying out various tasks or programs that have been planned and agreed upon together; make plans; Representation of madrasah and subordinates; control and supervise all activities of subordinates; Mediator who provides opportunities for his subordinates to make various improvements; become the root that strengthens the existence of the madrasa and its subordinates;

Besides that, the head of MAN 2 Batang Hari Regency is also a symbol of developing the madrasa that Ian leads; protector; be a role model; make decisions and solve various problems encountered; a place to complain about the community or all of its subordinates; Organizers or Pemasana, madrasahs; Responsible for the progress and decline of the madrasa; madrasah administrators; give rewards and rewards; Forming cooperation; become a stabilizer, motivator, dynamist, and contributor to the solution of problems. The head of MAN 2 Batang Hari Regency has met the requirements set by the Minister of National Education Regulation No. 13 of 2007 concerning the standards for madrasah heads, namely; Have an undergraduate academic qualification (S1); maximum age of 56 years; Have experience of at least 5 years according to the respective madrasah level; Have a rank as low as III-c.

The head of MAN 2 Batang Hari Regency has also met the qualifications that must be possessed by a madrasah head as mandated in. Ministry of National Education No.13 of 2007 concerning the standards of Madrasah Heads, namely having personal competence, managerial competence, and social competence.

The leadership of MAN 2 Jambi City has fulfilled the criteria as stated by the experts, namely that it has the qualities that a leader must possess. It aims so that the head can make the organization or madrasah effective such as being able to speak, solve problems, have insight, flexibility, intelligence, be responsible, and be aware of oneself and the environment.

The head of MAN 2 Jambi City also has good qualities and can be a role model for his subordinates. These traits include having sufficient knowledge to lead a madrasa, a sense of punctuality (inquisitive), and the ability to grow and develop in order to be able to differentiate between the urgent and the important, being able to educate and communicate smoothly with teacher councils and the community.

The head of MAN 2 Jambi City also has a collaborative leadership trait, where the head is participative who can satisfy the teachers because decisions are based on a common voice. Informational leadership style, where the head takes an interpersonal approach in giving freedom to choose and then brings up limited alternatives. Directive Control where the head gives freedom to the teacher's choices for his actions and then he helps support and is responsible for the consequences. In addition to the above, the head of MAN 2 Jambi City is also a person who likes to learn; Oriented to one's service; Brings positive energy; and Delegating work.

The head of MAN 2 Jambi City has also given his role as head of providing examples in carrying out various tasks or programs that have been planned and agreed upon together; make plans; Representation of madrasah and subordinates; control and supervise all activities of subordinates; Mediator who provides opportunities for his subordinates to make various improvements; become the root that strengthens the existence of the madrasa and its subordinates; A symbol that develops the madrasa that Ian leads; protector; be a role model; make decisions and solve various problems encountered; a place to complain about the community or all of its subordinates; Organizers or Pemasana, Madrasahs; Responsible for the progress and decline of madrasahs; madrasah administrators; give rewards and rewards; Forming cooperation; become a stabilizer, motivator, dynamist, and contributor to the solution of problems.

The head of MAN 2 Jambi City has met the requirements set by Permendiknas No. 13 of 2007 concerning the standards of madrasah heads, namely; Have an undergraduate academic qualification (S1); maximum age of 56 years; Have experience of at least 5 years according to the respective madrasah level; Have a rank as low as III-c. The head of MAN 2 Jambi City has also met the qualifications that must be possessed by a madrasah head as mandated in the National Education Minister No. 13 of 2007 concerning the standards of Madrasah Heads, namely having personal competence, managerial competence, and social competence.

3. The Efforts of the Head of the State Aliyah Madrasah in Developing the Quality of Teachers in Jambi Province

Efforts made by the head of MAN 2 Tebo Regency in developing teacher quality are by making plans. The plan is stated in the madrasah's vision and mission. What was done by the head of MAN is one example that what was done

was in accordance with the theory presented by the experts. That a leader must have a vision and mission contained in the work program. In addition to this, the head of MAN 2 Tebo Regency has made efforts to develop madrasas; Leading madrasas in the context of optimal utilization of madrasa resources; Managing change and development of schools/madrasahs towards effective learning organizations; Creating a conducive and innovative madrasa culture and climate for student learning; Managing teachers and staff in the context of optimal utilization of human resources; Manage facilities and infrastructure; Manage madrasah and community relations in order to seek support for ideas, learning resources, and madrasah financing; and Monitor, evaluate and report on the implementation of school/madrasah activity programs with appropriate procedures and plan for follow-up. What has been done by the head of MAN in an effort to develop the quality of teachers has been running.

What was done by the head of MAN 2 Tebo Regency in an effort to develop teacher quality, such as planning an academic supervision program in order to increase teacher professionalism; Carry out academic supervision of teachers with appropriate supervision techniques; Following up on the results of academic supervision of teachers in the context of increasing teacher professionalism is in accordance with what was said by the experts. What the head of MAN 2 Batang Hari Regency did in an effort to develop teacher quality was to make a plan. The plan is stated in the madrasa's vision and mission. What was done by the head of MAN is one example that what was done was in accordance with the theory conveyed by the experts. That a leader must have a vision and mission contained in the work program. The program head of MAN 2 Batang Hari Regency has made efforts to develop madrasas; lead madrasas in the context of optimally utilizing madrasah resources; managing change and development of schools/madrasahs towards effective learning organizations; Creating a conducive and innovative madrasa culture and climate for student learning; manage teachers and staff in the context of optimal utilization of human resources; managing facilities and infrastructure; manage madrasah and community relations in order to seek support for ideas, learning resources, and madrasah financing; and monitoring, evaluating and reporting the implementation of school/madrasah activity programs with proper procedures and planning for follow-up. What has been done by the head of MAN in an effort to develop the quality of teachers has been running.

What was done by the head of MAN 2 Batang Hari Regency in an effort to develop teacher quality, such as planning an academic supervision program in order to increase teacher professionalism; Carry out academic supervision of teachers with appropriate supervision techniques; Following up on the results of academic supervision of teachers in the context of increasing teacher professionalism is in accordance with what was said by the experts.

The head of MAN 2 Jambi City in developing the quality of teachers is to make a plan. The plan is stated in the madrasa's vision and mission. What was done by the head of this MAN is one example that what was done was in accordance with the theory conveyed by the experts. That a leader must have a vision and mission contained in the work program. In addition to the above, the head of MAN 2 Jambi City has tried to develop madrasas; lead madrasas in the context of optimally utilizing madrasah resources; managing change and development of schools/madrasahs towards effective learning organizations; create a conducive and innovative madrasa culture and climate for student learning; manage teachers and staff in the context of optimal utilization of human resources; managing facilities and infrastructure; manage madrasah and community relations in order to seek support for ideas, learning resources, and madrasah financing; and monitoring, evaluating and reporting the implementation of school/madrasah activity programs with proper procedures and planning for follow-up. What has been done by the head of MAN in an effort to develop the quality of teachers has been running.

Head of MAN 2 Jambi City in efforts to develop teacher quality such as planning academic supervision programs in order to increase teacher professionalism; Carry out academic supervision of teachers with appropriate supervision techniques; Following up on the results of academic supervision of teachers in the context of increasing teacher professionalism is in accordance with what was said by the experts.

CONCLUSION

The conclusion of this study is that the leadership of the head of Madrasah Aliyah Negeri in Jambi Province in developing teacher quality has not been optimal. Referring to the formulation of the problem in this study, namely: First; The quality of teachers in Jambi Province has met the minimum standard of teacher quality mandated in the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers. The minimum standards are academic qualifications, pedagogics, personality, professional, social, physical and spiritual health educator certificates. When viewed from the development of teacher quality after meeting the minimum standards, the development of teacher quality is still not optimal. This is shown by indicators of teacher education, actively writing scientific papers in the form of Social journals, ICT/IT development, religion and tahfiz.

Second; The leadership of madrasa heads in developing teacher quality in Jambi province is still not optimal. There has been a plan but the implementation is still not optimal. This is influenced by various things, including the availability of funds, facilities, and the environment.

Third; the efforts made by the head of the madrasa in developing the quality of teachers are still not optimal. There have been efforts in the form of planning, but it is still not optimal in implementation. The efforts made are still dominated by verbal language and motivation, not yet leading to an attitude of action such as helping in terms of funding or the budget provided by Madrasahs.

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