

LEADERSHIP OF MADRASAH IN THE DEVELOPMENT OF TEACHERS AND EDUCATION PERSONNEL OF MADRASAH ALIYAH AT PAREPARE CITY (Case Studies at MAN 2 and MA DDI Lilbanat Parepare)

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Abstract

The study aims to examine the strategies used by madrasah principals in the City of Parepare and the effectiveness of the leadership of the madrasah principals in order to develop and improve the professionalism of teachers and education personnel, especially in MAN 2 Parepare and MA DDI Lil Banat Parepare.

The study uses a descriptive qualitative research design, which describes the phenomena that exist in the research location. Data obtained through observation, interviews and documentation. The collected data is analyzed and studied using data displays, reduction techniques, and a conclusion.

The results showed that the strategy of the head of madrasah at MAN 2 and MA DDI Lil Banat Parepare City in order to improve the professionalism of teachers and education personnel to motivate teachers to equip themselves according to the demands of the times, training and debriefing through MGMP, seminars (National or Regional), workshops, training, ICT, and Arabic-English. Encourage every teacher and education staff to strengthen their cooperation in empowering information technology (IT), have the courage to innovate, leadership and progress. Teachers and education personnel attended seminars and trainings, bring tutors to madrasahs, provide opportunities for teachers and education personnel to continue their education, place teachers and education personnel in proportions according to their fields, and hold teacher and education staff meetings every semester to evaluate the performance of the teachers as well as provide briefings on the targets that have not been achieved. The effectiveness of the leadership of the head of madrasah in both MAN 2 and MA DDI Lil Banat Parepare City in increasing the productivity of teachers and education personnel. The competence of the head of the madrasah can be fulfilled in their leadership. Teacher productivity as an indicator of the effectiveness of the headmaster's leadership. Teachers and education personnel understand their rights and responsibilities in madrasahs. Furthermore, teachers and education personnel are more creative and innovative in carrying out their duties and functions as professional educators.

Keywords: Leadership of the head of the madrasah and the effectiveness of the leadership of the head of the madrasah

Background of the problem

Nowadays, various types of organizations including educational institutions will face changes with variations, intensities and coverage that have never been experienced before. Thus, the organization will only develop and progress if it is responsive to the changes that will inevitably occur. Present and future leaders are required to not only be flexible and adapt to a very dynamic moving environment, but also be able to anticipate various forms of change and proactively arrange various change programs that are needed. As the times progress, scientific leadership begins to develop simultaneously with growth in scientific management which is better known as the science of leadership. This can be seen from the large amount of literature that examines leadership with various points

of view or perspective. Leadership in education has a very important role considering that the function of the leader determines the achievement of educational goals.

The quality of education is largely determined by the success of the learning process in educational institutions. Madrasahs as educational institutions need madrasah principals who are able to lead and manage madrasahs in a professional manner. Wiyono (2017: 27) states that the leadership of the head of madrasah is one of the aspects that determines the success of education in madrasahs. This is because the head of madrasah has an important role in improving and developing madrasah in a sustainable manner. Head of madrasah requires adequate competence. This is so

that every problem and development of madrasahs can be carried out by the head of the madrasah. The competencies needed by the head of madrasah according to Wiyono (2017: 31) are (1) personal competence, (2) managerial, (3) supervision, (4) entrepreneurship, and (5) social.

Improving the quality and professionalism of teachers is the responsibility of the madrasah principal as a madrasah leader. Therefore, there are many things that must be done by the head of madrasah in improving teacher professionalism, including the head of madrasah should provide motivation and give advice to teachers so that teacher professionalism is achieved as expected. In this case, the efforts of the head of the madrasah are very important because the head of the madrasah is someone who is given the responsibility to lead the madrasah. However, in reality, there is a fundamental problem, namely that there are still many madrasah principals in Parepare City who do not know how to use their authority to manage the madrasah that is led. for fear of making changes. This shows that the ability of madrasah principals in Kota Parepare is still weak in managing madrasahs. In fact, according to Abdul Fatah Syukur NC., (2011) that a leader must be willing to listen to and absorb the aspirations of those they lead. A good leader will accommodate the aspirations that develop among his subordinates. And to absorb the aspirations that develop at the lower levels, then occasionally he must be a good follower.

Leaders as one of the interested parties are at the forefront of realizing change because they are demanded and given responsibility by various other interested parties to be able to run the wheels of the organization in such a way. The success of leaders in responding to the changes that occur requires a leadership style that is in accordance with the demands of these changes. In this case, the organizational culture factor becomes important for a leader. Organizational culture is one of the important factors that determine the success or failure of the organization. For this reason, the role of the leader is important in the process of empowering subordinates. Following the empowerment concept put forward by Pranarka and Moelijarto, a leader is required to be prepared and willing to give or transfer some power, strength or ability to subordinates so that they can develop more. This situation is largely determined by the organizational culture that is in the organization (2000: 56–57).

Leaders play an important role in making policy decisions, especially policies that are strategic in nature. Therefore leaders are required to have conceptual abilities in seeing existing opportunities, overcoming problems and obstacles and being able to formulate appropriate plans to take actions in an effort to achieve organizational goals. This is where the important role of a leader lies, he does not only act as a Managers alone, in the perspective of Peter Drucker (2005) argues that managers are "doing things right" doing things right, and leaders (leader) means "doing the right things" doing something right. Therefore, a leader must have certain characteristics that can direct and motivate the people he leads. Drucker's thinking about the leader (leader) is not far from goal-based management. Decentralization and delegation. Manage knowledge work. Use customer focus. Do time management. Developing a power of innovation. "Ultimately, it is vision and moral responsibility that defines a manager," says Peter Drucker (2005). Unfortunately, in reality in many establishments and business entities, the trick of individuality often gets into and festering, because personal ambition has stirred itself in business interests.

The achievement of madrasah development as it is today, especially in Madrasah Aliyah in Parepare City, is often faced with various problems that are not light. It is known that as a system, Islamic education contains various components which are interrelated with one another. The education component includes the vision, mission, foundation, goals, curriculum, teacher competence and professionalism, student teacher relationship patterns, learning methodologies, infrastructure, management (management), evaluation, financing, and so on. The various components in education often run as they are, naturally, traditionally, and are carried out without careful planning and concepts. As a result of this situation, the quality of Madrasah Aliyah in the City of Parepare often shows an unsatisfactory condition.

The problems mentioned above are exacerbated by the unavailability of professional Islamic educators, namely teachers who in addition to mastering the science material that they teach properly and correctly, must also be able to teach it efficiently and effectively to students, and must also have idealism and noble character. . In general, existing teachers cannot be said to be professional. This is due to the existence of teacher resources that are on average below the category of superior seeds, and are based more on diversity motivation, and not

professional competence. In addition, the foundations and basics of Islamic education, namely al-Qur'an and as-Sunnah, have not been used properly. This is a result of the absence of teachers who specifically deepen the understanding of al-Qur'an and as-Sunnah in the perspective of Islamic education. Teachers do not know much about the contents of the Qur'an and Sunnah which relate to good education. As a result, the implementation of Islamic education has not run on the foundation and basis of Islamic teachings. As a result of the shortcomings mentioned above, the vision, mission and objectives of Islamic education have not been well formulated. The vision of education is aimed at creating pious human beings in the sense that they are obedient to worship and who love to do good deeds for the afterlife. The goal of Islamic education is often directed to produce human beings who only master Islamic knowledge. As a result of this situation, Madrasah Aliyah graduates only have limited opportunities and opportunities, namely only as guardians of the nation's morals. They are less able to compete and seize the opportunities and opportunities available at the favorite universities either through the invitation or through the open or public admission selection. This situation is a big problem that needs to be resolved immediately, especially if it is related to the increasingly competitive competition in the era of globalization.

An overview of the current condition of madrasah can be seen from the aspects of content, process, competence of graduates, teachers and education personnel, facilities and infrastructure, management, financing, and education assessment. At this point in time, all of these standards are not yet able to meet them. In other words, that currently not all madrasah can meet the standardization, the scope of material and the level of competence that should be included in the graduation criteria. This is evident from the fact that there are still many madrasahs that graduated in the range of 70 to 80 percent on the 2005 national exams. In addition, currently not all madrasahs carry out the learning process in accordance with national education standards in achieving graduate competency standards. The learning process is less interactive, less inspirational, boring, less challenging, does not motivate students to participate actively, is less able to foster initiative, creativity, independence, according to the talents, interests and development of students, and does not provide exemplary. According to Abuddin Nata, the learning process is less interactive, planning, implementing, and supervising

learning is also less effective and efficient. As a teacher who is less clear in determining learning tasks. Teaching materials, teaching methods, learning resources, and assessment of learning outcomes (2013: 331) In addition, most madrasahs and other Islamic education institutions have not been able to meet the competency standards of graduates which include attitudes, knowledge and skills, nor have they been able to meet the the qualifications of teachers and education personnel, both and conformity to the minimum level of education, as well as the suitability of the field of work with their educational background, and not meeting the criteria for pre-service education, and physical and mental eligibility, as well as education in an occupation.

Madrasah Aliyah Negeri 2 Kota Parepare is in the middle of a religious community. MAN 2 Kota and MA DDI Lil Banat Kota Parepare as educational institutions that are characterized by Islam are highly expected by all levels of society to be able to contribute in creating quality people. This role will be able to be realized when this madrasah is able to produce quality students, they are able to take part in building a religious community, especially in the City of Parepare. In the field of management, madrasahs and other Islamic educational institutions are still experiencing shortages. Most of the madrasah management is not in accordance with national education standards relating to planning, implementation and supervision of educational activities at the madrasah, district / city, provincial, or national levels in order to achieve efficient and effective education delivery. In the meantime, there are also many madrasahs and other Islamic education that have not met the standard of financing in accordance with national education standards, especially private madrasahs in regulating the components and the amount of madrasah operating costs that are valid for one year. In addition, most madrasah and Islamic education institutions many others are not in accordance with national education standards related to mechanisms, procedures, instruments for assessing student learning outcomes. This resulted in when these madrasahs were assessed by outsiders, many of them received low scores, both in the performance of madrasah and the quality of their graduates.

Based on the description above, it is clear that most of the real conditions of madrasah that exist today still do not meet the national education standards set by the government. This national education standard is associated with the challenge of the need to

improve the quality of education associated with the challenges of the current era of globalization, which requires education that is superior, quality, empowering, professionally managed, democratic, transparent, efficient and effective, so that its graduates can be recognized by the community and capable. seize the various opportunities that exist in this competitive era. Assuming the problems faced by these madrasahs, one of the hopes that can be relied on in advancing madrasahs, especially Madrasah Aliyah is the leadership role of the head of the madrasah. For this reason, Chester I. Bernard (in Bedjo Siswanto) states that leadership has two aspects. The first is the individual strengths of the leadership technique. A person who has high skills, masters technology, has the right perception, has extensive knowledge, has a good memory and a convincing imagination will be able to develop teachers and educational staff. Second, is personal excellence in terms of assertiveness, tenacity, awareness, and success (2019: 177).

The discussion of leadership based on the above characteristics shows clearly that these characteristics as a whole are ideal. This means that in reality there is no leader who automatically possesses all these characteristics, no matter how much talent he has to become a leader. Having it is a process that takes place as long as someone occupies a managerial position. This means that a person who wants to increase his managerial effectiveness must constantly strive to make it increasingly possible that in his career, the leader concerned still does not have all of these characteristics. Leadership, especially the leadership of the Madrasah Principal, is an integral part of development or empowerment in developing the professionalism of teachers and education personnel at Madrasah Aliyah in Parepare City. In practice, the problems arising in the leadership of the Head of Madrasah Aliyah Kota Parepare are very diverse. Therefore, it is important to evaluate especially with regard to the leadership implementation of the Heads of Madrasah Aliyah in the City of Parepare.

In the first observations made at Madrasah Aliyah Parepare, the researcher found indications of madrasah principals who have not been able to use their authority to manage the madrasah they lead because they are afraid to innovate (make changes). This indicates that the ability of the madrasah principal in Kota Parepare is still weak in managing the madrasah he leads. In addition, there are also indications of the inability of the madrasah principal to

create an effective madrasah in the City of Parepare with the following symptoms.

First, the head of the madrasah is still not capable of maintaining madrasah facilities. The facilities are not well managed so that the learning environment in the madrasah is not very effective. For example, you can see the damaged condition of the madrasa chairs, tables and cabinets. This condition makes students uncomfortable to learn. Second, the principal is unable to create a conducive madrasa culture and atmosphere. Relationships among teachers and other education staff are often not good. As a result, the work environment in madrasah is not good because there are some teachers who have interpersonal conflicts with other teachers or educational staff. Third, madrasah principals are also less able to involve madrasah personnel to be active in various activities in madrasah. The weak ability of madrasah principals to involve madrasah personnel, both teachers and education personnel, is a fundamental problem in madrasahs. This means that neither teachers nor education personnel can maximize their contribution in realizing madrasah development because the head of madrasah is not competent to empower the human resources in madrasah. Fourth, the head of madrasah is also unable to direct the teachers to compile and develop syllabus and lesson plans (lesson plans). The tendency of teachers is to use lesson plans from other madrasah or only use lesson plans from internet sites. In this case in fact, the role of the head of the madrasah as a teaching leader has failed. Fifth, madrasah principals tend not to involve teachers in madrasah committees for decision making. The headmaster always dominates in every decision making. The social and cooperative ability of the madrasah principal is the main cause.

These assumptions make a significant contribution both theoretically and practically. Theoretically, adding new findings about goals and objectives, policy basis, as well as needs, strategies and methods, plans, programs, development structures, financing and funding sources, facilities and infrastructure, as well as recruitment, procedures, activity implementation, and supporting factors and leadership obstacles, and the leadership success of Madrasah Aliyah Principals in the development of teachers and education personnel, as well as their impact in improving the quality of outputs at Madrasah Aliyah in Parepare City. Practically, it provides new understanding to madrasah principals and stakeholders in managing madrasah educational institutions so that

it is hoped that an effective Madrasah Aliyah will be realized in the City of Parepare.

Leadership

A leader is essentially someone who has the ability to influence the behavior of others in his work by using power. Wirjana and Supardo (2006) define leadership as a complex process where a person influences others to achieve a mission, task or goal and directs the organization in a way that makes it more cohesive and makes more sense. Kartono (2005) argues that leadership is the power of a leader to invite, influence and move others to carry out something for the achievement of one particular goal. Educational leadership has always been an interesting thing to discuss, the definition of leadership can also be easily found and obtained because of the many books. -books that discuss or study leadership. The head of the madrasah is one of the coveted figures of many people who are involved in the world of education, this is because the head of the madrasah is a leader who is the highest position in the madrasa organization who becomes a role model for its members and is a determining factor for the pace of movement of an educational institution.

Leadership is one that is very vital for the implementation of management functions. The general definition of leadership means the ability and readiness that a person has to be able to influence, encourage, invite, guide, mobilize, direct and if necessary force people or groups to accept this influence and then do something that can help achieve certain predetermined goals. . According to Dadang (2011: 125) that leadership is "the process of influencing group activities organized towards the determination and achievement of goals". Leadership is the ability to mobilize all existing resources in the organization, so that they can be maximally utilized in order to achieve predetermined goals. Even though there are differences in the concept of leadership, leadership theory still makes an important contribution in various fields, including education. Leadership in education is very important because the headmaster's leadership has a significant influence on the quality of education. Several recent studies have shown that there is a significant relationship between the leadership abilities of madrasah principals and madrasah effectiveness.

Based on some of the definitions put forward by these leadership experts, it can be underlined that leadership is basically a process of mobilizing, influencing and guiding others in order to achieve

organizational goals. There are four elements contained in the notion of leadership, namely elements of people who move known as leaders, elements of people who are moved called groups or members, elements of situations in which mobilization activities take place known as organizations, and elements of target activities carried out. Leadership includes distribution unequal power between leaders and members. Leaders have the authority to direct members and can also exert influence, in other words, leaders can not only instruct subordinates what to do, but can also influence how subordinates carry out their orders. So that there is a social relationship that interacts with each other between the leader and his subordinates, which ultimately results in a reciprocal relationship. Therefore, leaders are expected to have the ability to carry out their leadership, because if they do not have the ability to lead, the goals to be achieved will not be maximally achieved.

Leadership in education is very important because the headmaster's leadership has a significant influence on the quality of education. Several recent studies have shown that there is a significant relationship between the leadership abilities of madrasah principals and madrasah effectiveness. In fact, with adequate abilities and appropriate leadership styles, madrasah principals are sure to be able to create effective madrasahs. However, due to constraints in understanding and implementing educational leadership styles in madrasahs, madrasahs are not very successful as educational platforms.

The concept, which offers close collaboration between madrasahs, the community and the government with their respective responsibilities, develops based on a desire to provide independence to madrasahs to be actively and dynamically involved in the process of improving the quality of education through the management of existing madrasah resources. Madrasahs must be able to translate and capture the essence of macro education policies and understand their environmental conditions (strengths and weaknesses). Then, through the planning process, madrasahs must formulate them into micro policies in the form of priority programs that must be implemented and evaluated by the madrasah concerned in accordance with the vision. and their respective missions. Madrasahs must determine quality targets for the following year.

Given that madrasahs are the leading formal education implementing units with a wide variety of potentials for students who require various educational

services, environmental conditions are different from one another, madrasas must be dynamic and creative in carrying out their roles to seek to improve the quality or quality of education. This will be carried out if madrasas with their various diversity are given the confidence to organize and take care of themselves according to environmental conditions and the needs of their students. However, in order for quality to be maintained and for the quality improvement process to be controlled, there must be standards that are regulated and agreed upon nationally to be used as indicators for evaluating the success of the quality improvement. Leadership is something that is indispensable to trigger and spur change, considering that transformational change requires, arouses a sense of intelligence at the triggering stage of change and requires enormous energy from all organizational personnel in the stages of the subsequent change process (Jeff Madura, 2001: 763).

The need for leadership is seen at all levels of an organization, from supervisor to leadership level. Meanwhile, Hari suminto defines leadership as the process of moving a group or several groups in a direction without coercion (Suminto, 2010: 60). Effective leadership generates movement in long-term interest. Stogdill Ralph has an inventory of no less than 73 experts, each providing a different definition of leadership. However, Stogdill Ralph (2000: 716) classifies the definition into 10 groups, namely:

1. Leadership as the focal point of the process that occurs in the group. This definition, leadership is associated with the position of the leader as the center of change, activities and processes that occur in the group.
2. Leadership as a personality and its consequences. In that definition, leadership is equated with a prominent personality.
3. Leadership as an art to form obedience. According to this definition, leadership means a direct or face-to-face relationship between leaders and subordinates. As far as possible conflict. It is better if efforts are made to create cooperation in order to achieve the desired goals.
4. Leadership as the use of influence. This definition explains that leadership is interconnected between humans, which occurs in situations and is directed through certain communication processes in order to achieve expected goals. In the process of human relations, the leader's ability to influence and differentiate between himself and his subordinates.

5. Leadership as an act or behavior. According to this definition, leadership is an act or behavior of a person. Leadership is different from other behaviors, because it is done by someone who is in charge of leading and coordinating group activities.
6. Leadership as a form of invite. That is, should distinguish leadership from coercion. Leadership is the art of directing subordinates to specific goals.
7. Leadership as a power relationship. This definition states that leadership is a relationship between individuals, each of whom has a different level of power within a group, which is the result of the maximum use of power that another person has.
8. Leadership as a tool to achieve goals. That is, achievement has embraced itself in the sense of leadership, whereas according to the definition of leadership, it has instrumental value, namely as a tool to achieve group goals.
9. Leadership as an effect of mutual relationship. Leadership is a social process, and a process of mutual encouragement between group members with different roles. The success of the interconnection between group members controls the available power towards a common goal.
10. Leadership as a process of differences in roles. This definition stems from the findings of modern sociology about role theory. Everyone both in society and in various institutions or organizations occupies a certain position. Based on their position, they play roles that are different from one another.

The quote above illustrates that leadership is the first mover in managing work relationships. In each group, members have their respective roles, therefore there is reciprocity between the different roles. The role is organized in a work relationship arrangement which contains provisions on what each member must do to achieve common goals. Thus, leadership is the focal point of the process that occurs in a group, a prominent personality, the art of forming obedience, the use of leadership influence, actions or behavior, a form of invitation and power relations between leaders and subordinates, as a medium to achieve predetermined goals. , a process of differences in the roles of leaders and subordinates, as well as the initial driving force for work relations.

Gunawan Hataur (2005: 29) also states that leadership is part of management. Management is like a coin which has two inseparable sides. Smith (2003: 35) argues that management is a science, because it contains objectivity or general truths that are free from individual prejudice. In Islam, leadership is

synonymous with the title khalifah which means representative or substitute. This term was used after the death of the Prophet Muhammad, as stated in the QS. al-Baqarah (2): 30 Remember when your Lord said to the angels: "Verily, I will make a caliph on earth". They said: "Why do you want to make (caliph) on earth a person who will cause damage to him and shed blood, even though we always praise you and purify you?" God says: "Verily I know what you do not know".

The word caliph in the verse is not only shown to the caliphs after the prophet, but also to all human beings on earth who are tasked with prospering this earth. Another word that is used is "Ulil Amri" which is the same root as the word Amri as mentioned above. The word "Ulil Amri" means the highest leader in Islamic society. As Allah says, in Surah al-Nisa '(4): 59: O you who believe, obey Allah and obey Rasul (Him), and ulil amri among you. Then if you have different opinions about something, then return it to Allah (Al Quran) and Rasul (Sunnah), if you really believe in Allah and the day after. That is more important (for you) and better as a result. In addition to the words "khalifah", "ulul amri", the term "region" is also mentioned in the Koran which can also mean to rule, control, love and help. The word "region" is found in QS. al-Maidah (5): 55: Surely your helper is only Allah, His Messenger, and those who believe, who establish prayers and pay zakat, while they submit (to Allah).

J. Suyuti Pulungan said that the word "imamah" means to be a leader, to be a role model or example to follow or to lead (2007: 48-49), and Amir has the meaning of leader (Qaid Zaim) and in the English dictionary is translated with ruling people, commanders, heads and kings. Meanwhile, according to Al-Taftazani which has been quoted by Dhiauddin Rais (2018: 59), in his book entitled "Islamic Political Theory", priesthood is defined as general leadership in world affairs and religion. As the caliph or representative of the Prophet saw, the definition and definition is not much different from the definition given by Al-Mawardi (2008: 62), which brings together religious and worldly matters in the word leadership can only be understood what is not understood from the word priesthood which has a simple meaning that does not show other than the task of giving guidance and guidance. then Sulthan which is rooted in the letters "sin lam" and "than" means strength and coercion with respect to military power.

Thus, leadership is the ability of a leader to influence and motivate others to work together to achieve a group goal. And the influence given is of course based on high responsibility. This is in accordance with one of the words of the Prophet saw .. about the duties and responsibilities of a leader narrated by Imam Bukhari from Anas ra, as stated in the book "Shahih Bukhari" (2009: 254) that the Prophet said: Each of you is a leader, and each leader will be held accountable for his or her leadership. A man is responsible for his family's life and will be held accountable for it. And a wife is responsible for her husband's property and children and will be held accountable for it.

The above hadith emphasizes on the implementation of a fair and honest trust in a leader because he will later be held accountable for his answer to what was entrusted to him as a leader. In relation to the implementation of the leadership of a head of madrasah, it is certainly the basis for a head of madrasah to carry out his leadership based on rules, order, discipline, honest and fair so that it can influence others (subordinates) to improve his performance in order to achieve and improve the quality of education. madrasah he led. The leadership of the head of the madrasah is the ability to influence members of the madrasah organization (Education HR) to perform activities in achieving the goals of madrasah education. The head of the madrasah is the leader who plays his role in leading the madrasah as an educational institution, in this case the head of the madrasah acts as the leader of education. In general, educational leadership can be defined as defined leadership in the field of education. Therefore, educational leadership in the order of madrasah organization will be related to the leadership of the head of the madrasah (scholl leader / principal), this is because the head of the madrasah is a person who formally has the authority to manage the madrasah to achieve the goals that have been determined (Suharsaputra, 2016: 140).

New Patterns of Madrasah Head Leadership

Before describing the new pattern of leadership for madrasah principals, the term "leadership of madrasah principals" was first introduced. The leadership of the head of the madrasah consists of two parts of the word, namely "leadership" and "head of the madrasah". Leadership has universal characteristics that exist in all aspects of life, so before discussing the leadership of a madrasa principal, it is

first necessary to understand the meaning of leadership in general. Not a few of the educational experts provide an explanation of the notion of leadership. The understanding expressed by several experts. According to Hendyat Soetopo and Wasty Soemanto (2004: 1), in their book that leadership is an activity in guiding a group in such a way as to achieve the group's goals, namely a common goal. According to Marno (2007: 66) in his writing that leadership is understood as all common resources and efforts to mobilize all available resources and tools in an organization. Menurut Soepardi in E. Mulyasa (2006: 107) says that leadership is defined as the ability to mobilize, influence, motivate, invite, direct, advise, guide, instruct, command, prohibit, even punish (if necessary), and develop with the intention of so that humans as management media want to work in order to achieve administrative goals effectively and efficiently.

Based on these three definitions, leadership can be defined as the ability to move others by generating reactions in the form of a willingness to try and strive to achieve group goals by utilizing all available resources and tools. Meanwhile, the understanding of the head of the madrasah, by Muhammad Saroni (2001: 38), is that the head of the madrasah is a figure who is given the trust and authority of many people (subordinates) to bring the madrasah towards the goals it wants to achieve. Wahjosumudjo (2002: 83) states that the head of a madrasah is a functional teacher who is given the task of leading a madrasah where a teaching and learning process is held or a place where interactions occur between teachers who give lessons and students who receive lessons. Based on these two definitions, it can be understood that the head of a madrasah is someone who is given the authority and trust to lead a madrasah in order to achieve predetermined goals. So the leadership of the head of the madrasa is an inseparable unit. A madrasah principal is in charge of leading his subordinates and utilizing all the resources owned by the madrasah to achieve learning objectives. Therefore, Mulyasa said that the head of madrasah is the driving force, determining the direction of madrasah policy, which will determine how the goals of madrasas and education in general are realized (2006: 126).

This then shows that the leadership of a madrasah principal is the ability of a madrasah principal in directing, guiding, and mobilizing all components of education to achieve educational goals.

Without the existence of a madrasah principal who is responsible but does not carry out his duties properly, the goal of the madrasah as an educational institution will not be achieved. Therefore, the leadership related to the problem of the head of the madrasah in increasing the opportunity to hold meetings effectively with teachers in a conducive situation. The behavior of the madrasah principal must be able to encourage the performance of teachers by showing a sense of friendship, closeness, and full consideration of the teachers, both as individuals and as a group. Instrumental behavior is task-oriented and directly clarified in the roles and duties of teachers, as individuals and as groups.

A potential leader makes an impact because of his innate qualities and abilities. There are several general characteristics of leaders, namely: (1) intelligence leaders tend to have higher intelligence than their members, (2) social maturity leaders tend to have very broad emotional maturity and interests, (3) have motivation and achievement orientation of leaders trying to achieve something, if they achieve one goal will achieve another and (4) have self-confidence and communication skills the leader recognizes the need to work with others and respect for the individual (M. Sulthon, 2004: 32). As for what has become a new pattern of leadership for a madrasah head based on empirical data, as support for the importance of formulating a new leadership pattern. Empirical evidence of the weakness of the old pattern of national education management and the introduction of regional autonomy has led to an adjustment from the old pattern of education management to a new pattern of future education management that is more autonomous and more democratic.

In the old pattern, the duties and functions of the madrasah were more about implementing the program than taking the initiative to formulate and implement quality improvement programs that were made by the madrasah themselves. While in the new pattern, madrasas have greater authority in managing their institutions, decision-making is carried out in a participatory manner and community participation is greater, madrasas are more flexible in managing their institutions, professionalism approaches are preferred over bureaucratic approaches, madrasah management is more decentralized, madrasah changes are driven by Madrasah self-motivation rather than being regulated from outside the madrasah, education regulation is simpler, the role of the center shifts from controlling to influencing and from directing to facilitating, from

avoiding risk to managing risk, using money more efficiently because the rest of this year's budget can be used for next year's budget (efficiency-based budgeting), prioritizes teamwork, information is shared among all madrasa citizens, prioritizes empowerment, and the organizational structure is flatter so that it is more efficient.

A management model that provides greater flexibility or flexibility to madrasahs to manage madrasah resources, and encourages madrasah to increase the participation of madrasah citizens and the community to meet the quality needs of madrasah or to achieve madrasah quality objectives within the framework of national education.

Educators and Education Personnel Development

The development of educational personnel in an organization is absolutely carried out by the leadership of that institution. The definition of educational personnel includes all existing personnel in an educational organization, especially teachers and employees. For the sake of realizing the achievement of educational goals, teachers must become human resources (HR) who are the most important development priorities. Today's increasingly fierce competition requires tenacity, patience, ability to anticipate, speed and accuracy of thinking and acting in order to continue to play an active role in the educational process itself. In managing the development of educational personnel, a leader or head of madrasah cannot be separated from management principles.

According to Soebagio Admodiwirio (2000: 5), management is "a process of planning, organizing, leadership and controlling all organizational resources to achieve the stated goals". Meanwhile, the management of education personnel (teachers and personnel) includes employee planning, employee procurement, employee coaching and development, promotion and transfer, employee dismissal, compensation and employee appraisals. All of that needs to be done properly and correctly so that what is expected can be achieved, namely the availability of educational staff who are expected with the qualifications and abilities to carry out the job properly and with quality (Mulyasa, 2002: 42). The development of education personnel is not an easy task, because it is not only related to technical problems, but also covers a variety of very complex and complex issues, both with regard to planning, funding and the efficiency and effectiveness of

education delivery. The development of educational personnel also requires quality management so that it can become one of the factors forming quality education. Made Pidarta (1988: 4) defines management as the activity of combining educational resources so that they are centered in an effort to achieve predetermined educational goals. According to Alan Harris and Martin Law (2005: 152), a madrasah principal should demonstrate free organizational leadership by ensuring that the aims and objectives are known and accepted by all personnel. The main task performed by the head of madrasah together with the teachers in his organization is to prepare a series of development guidelines and criteria.

Prasetya Irawan, et al (2009: 91) argues that the development of education personnel or employees has a wide range of meanings. In general, employee development can be defined as a process of manipulating employee behavior in such a way that employees can show optimal performance in their work. This definition explains that power development is manipulating behavior so that it can be understood that actual behavior can be changed and improved from one state to another which is better. The implementation is through a systematic planning, implementation and evaluation process.

Educational personnel are employees, namely those who meet the requirements stipulated in the applicable laws and regulations, are appointed by an authorized official and are assigned other state duties which are determined based on the applicable laws and regulations (Subagio Admowirio, 2019: 207). The development of educational personnel can be carried out through the training or non-education and training channels. Training channels such as continuing education, upgrading, seminars, workshops, etc., non-education and training channels, for example, can take the form of promotion, giving bonuses and incentives, warning and punishment. In addition, the development of education personnel or employees can produce something tangible in a fast time. For example, an employee before being trained often makes mistakes at work, but after being trained the error rate is reduced.

Development can help education personnel to be able to carry out their responsibilities in the future. Development has a broader scope, it can be in the form of efforts to increase knowledge that may be used immediately or with interest in the future. The development of the teaching force is an investment that will pay off sooner or later. According to Prasetya Irawan, et al (2009: 97) that the objectives of

developing effective education personnel in general are to: a) increase knowledge; b) add skills; and c) change attitudes. Meanwhile, according to scholars such as Dale Yoder in Sondang P. Siagian (2002: 186) that the goal of educational staff development is a) so that education staff can do a better job; b) so that there is less supervision of subordinates; c) so that subordinates develop more quickly; and d) stabilize the teaching force. Prasetya Irawan, et al, (2009) more specifically, the goals of career development for education personnel are: a) to implement a modern education system; b) increasing the quality / weight of the teaching staff's career; c) carry out their duties effectively and efficiently; and d) stabilize / standardize the teaching workforce.

Educational personnel development is an important aspect in achieving educational goals. Therefore, leaders in an institution should be able to become motivators, facilitators, and directors for the implementation of educational personnel development programs. Given the developments in various aspects of life that continue to occur dynamically, every educational staff must carry out continuous self-development. The development of the educational staff is carried out in several stages, including: determination of needs, determining targets, determining program content, principles of learning, implementing programs, and evaluating program implementation. By implementing the development program properly and appropriately through these stages, it is hoped that the specific objectives of these activities can be carried out well, among others, in order to achieve a modern education system, improve the quality or career quality of educational personnel, education personnel can carry out their duties effectively. and efficient, and stabilize / standardize the teaching workforce.

Strategy and Leadership of Madrasah Principals

Identifying a strategy that exists in a marketing orientation is very important for madrasah. The main role of madrasah principals and the senior management team is to provide role models of leadership in strategic management. The National Standard for Headteachers (1998: 9) identifies the 'strategic direction and development of madrasahs' as the key and main direction of department heads. Strategy definition is a way to achieve long-term goals. Glueck and Jauch (2019) definition of strategy is a unified, broad and integrated plan that links the strategic advantage of a company with environmental

challenges, which is designed to ensure that the main goals of the company can be achieved through proper implementation by the organization. Glueck and Jauch (2019: 9) suggest the following general and specific definitions of strategy:

1) General understanding

Strategy is the process of determining the top leaders' plans that focus on the long-term goals of the organization, along with the preparation of ways or efforts to achieve these goals.

2) Special meaning

Strategy is an action that is incremental (always increasing) and continuous, and is carried out from the point of view of what customers expect in the future. Thus, strategy almost always starts with what can happen and not what happens. The occurrence of new market innovation speeds and changing consumer patterns requires core competencies. In (<http://leadershipstrategy.com/concept-strategy-definition-formulation.html>) it is found an Arabic language as follows; Strategy is a plan or method that is carried out to achieve certain objectives in the long term using tactics and steps. Strategy (strategic) generalship: the science or art of combining and employing the means of war in planning and directing large military movements and operations. (Strategy is the science or art of arranging tools in a planning and direction in a military). Leadership is the process of directing, guiding, influencing, or supervising the thoughts, feelings or actions and behavior of others. According to Nawawi (2007) leadership is an action or action between an individual and a group that causes both people and groups to move towards certain goals.

According to Tony Bush and Marianne Coleman (2008), strategic leadership is a requirement for leaders to be flexible in overcoming unexpected things, and a demand for them to have a "helicopter vision", which is the ability to have far-sightedness. Strategic leadership, on the other hand, is an art and a science that focuses its attention on policies and goals with long-term plans. The deduction that can be drawn from the above explanation is that the leadership strategy is the plan or method that the leader takes to achieve a certain goal. The goal in relation to the leadership strategy of the head of the madrasah, then the goal to be achieved is for the advancement of an educational institution.

As for the form of strategy taken by the head of madrasah in developing teaching and educational staff, the head of the madrasah forms the MGMP. The formation of the MGMP is used as a teacher's self-

development to improve teacher abilities, in addition to helping teachers in the learning process and can improve the quality of education. From the headmaster's explanation, the MGMP was formed as a vehicle for teacher self-development to increase the capacity and ability of teachers. In addition, it is also to increase knowledge and skills in the field being taught. Then the principal always cross-checks and controls in the classroom. To observe the teacher in the learning process. Another thing is always checking for teachers who do not enter teaching whether there is information or not. Madrasahs always hold a change strategy meeting at the beginning of the year there is a change in learning. Based on the strategy that has been implemented by the head of the madrasah, it is hoped that it can generate and strengthen new and old interests for teachers, and instill awareness of the problems faced by teachers.

Mukhtar, (2015) with the title, "Strategy of Madrasah Principals in Improving Teacher Performance at Public Junior High Schools in Masjid Raya Subdistrict, Aceh Besar District" that: 1) The strategy of the head of madrasah in increasing the ability of teachers through the development of teacher skills in the learning process, 2) Strategy madrasah in improving teacher discipline, namely: a) Enforcing teacher discipline, b) Improving teacher behavior standards, c) Implementing all regulations, 3) The strategy of the principal in increasing teacher motivation, namely creating a harmonious situation, fulfilling all the necessary equipment and providing rewards and punishment, 4) The strategy of the principal in increasing teacher commitment is: holding training, bringing tutors to the madrasah and providing opportunities to continue education, placing teachers in accordance with their fields, and holding meetings at the beginning of each semester. 5) The obstacles faced by the head of madrasah in improving teacher performance are: a) less assertive in implementing policies b) teachers lack motivation and teacher domicile is far away. c) insufficient madrasah facilities, d) low participation of members of the madrasah environment.

Research Methods

Observation is the observation and recording of an object with the systematic phenomenon under investigation (Sukandarrumidi, 2002: 69). However, people often interpret observation as a narrow asset, namely paying attention to something with the eye. In a psychological sense, observation is called

observation, which includes the activities of paying attention to an object by using all the sense organs. So observing can be done through sight, smell, hearing, touch, and taste. (Suharsimi Arikunto, 2006: 156-157). The observation method is also often referred to as preliminary research, which is to examine carefully and analytically the leadership of madrasah principals in developing the professionalism of teachers and education personnel at Madrasah Aliyah Negeri 2 and Madrasah Aliyah DDI Lil Banat in Parepare City.

The types of observation techniques carried out by researchers are:

- a) Participant observation. In this case the observer is directly involved and participates in activities carried out by the observed subject.
- b) Observation of non-participants. In this case the researcher is outside the subject being observed and does not participate in the activities they carry out.

The observation method in this research is used as a supporting or complementary method targeting the principal of madrasah, teachers and education personnel at Madrasah Aliyah Negeri 2 Kota Parepare and Madrasah Aliyah DDI Lil Banat Kota Parepare, namely the application of demonstration and question and answer methods in teacher and personnel development activities. education at Madrasah Aliyah, Parepare City.

One method of collecting data in a study is by way of interviews or interviews, which is to get information by asking respondents directly. This method is also done by researchers. The interview is one of the most important parts of any survey, without interview, the researcher will lose information that can only be obtained by asking the respondent directly. Such data form the backbone of any survey research. Interviews or interviews are conversations with a specific purpose carried out by the interviewer who asked the question and the interviewee who gave the answer to the question (James A. Black, et al, 1992). According to Nazir (1988), interviewing is the process of obtaining information for research purposes by means of face-to-face question and answer between the questioner or interviewer and the respondent or respondent using a tool called an interview guide. The interview method which is also often referred to as the interview method is an activity carried out to obtain information directly by revealing a list of questions to respondents orally. Researchers in the activity of interviewing informants, intended to obtain data related to the steps of the head of MAN 2 and MA DDI Lil Banat, Parepare City in developing the

professionalism of teachers and education personnel so that the goals of madrasah education were achieved. In this interview activity, the researcher conducted interviews with the two madrasas, namely the head of MAN 2 and MA DDI Lil Banat, Parepare City as a purposive sampling. In the implementation of this interview, the researcher carried out three stages, namely: the first stage, the researcher determined the personnel being interviewed as key informants. These informants are the head of madrasah, teachers, head of administration, dormitory supervisors, head of libraries, laboratory managers, and so on.

The second stage, the researcher prepares for the interview, which is a list of interviews and tools related to the interview such as a tape recorder and writing instruments. The third stage, at this stage the researcher asked various questions focused on a list of questions that had been prepared previously. However, in its development, when there were things that needed to be explored, at that time the researcher asked a question that was not on the list and tended to explore the results of the interview submitted by the informant.

After the three stages are complete, the next step is to interview the assigned personnel, then the results of the interview are presented in the results of the study and then analyzed the results of the interview to be explained or described and adjusted to the facts found by the researcher at the research location.

This documentation method is carried out through a study and review of documents including laws, government regulations, written information (manuals), and other relevant documents to be used in answering research questions. The presence of researchers in the field in qualitative research according to Miles and Huberman (1992) is an absolute must, because researchers act as research instruments as well as data collectors. The advantage that comes from the presence of the researcher as an instrument is that the subject is more responsive to the presence of the researcher, the researcher can adjust to the research setting, decisions related to research can be taken in a fast and directed way. Likewise, information can be obtained through the attitudes and ways of informants in providing information.

Fieldwork is the central activity of most qualitative research. Visiting the field means developing direct personal relationships with the people studied. Qualitative research does emphasize the importance of being close to people and research situations, so that researchers gain a clear understanding of the realities and real conditions of

everyday life (Poerwandari, 2005: 40). The presence of researchers is limited to as an instrument and data collectors conducted by interview with the intention of obtaining knowledge of the subjective meaning that is understood by individuals regarding the topic under study. And to obtain richer data on the topic under study, researchers also act as full observers when the interview process takes place. With this observation, it is hoped that certain information may not be revealed during the interview process.

The data analysis technique in question is to organize data. The data obtained and collected are organized in a pattern, categories and a basic description related to the problem being studied. The data analysis process in this study was also carried out in three stages, namely: Reducing data is the researcher summarizes, chooses main things, focuses on important things, looks for themes and patterns and removes unnecessary ones (Sugiono, 2011: 338). So data reduction is a process of selecting, focusing attention to simplifying the rough data obtained in the field or the object of research. Sugiono (2011) argues that the presentation of the data in question is that data that has been reduced will be presented with narrative text and then recapitulated, so that it is easy to understand the events that occur and then plan for further work. Drawing conclusions, namely formulating conclusions after performing the stages of reduction and inductive data presentation to answer the formulation of the problems that have been formulated. So drawing conclusions is done by inductive analysis, namely discussion of specific matters and then concluded through general matters.

Data Validity Testing

Determining the validity of data (data trustworthiness) requires an inspection technique based on a number of certain criteria. According to Moleong (1999: 174), there are four criteria for inspection techniques, namely 1) degree of trust (credibility), 2) transferability, 3) dependability, and 4) confirmability. The four tests, most importantly the data credibility test, are by extending observations, increasing persistence, triangulation, peer discussion, member checks, and negative case analysis. Testing the credibility of the data uses triangulation techniques. According to Sugiyono (2011: 330) the triangulation technique means that researchers use different data collection techniques to get data from the same source, namely participatory observation techniques, in-depth interviews, and documentary studies for the same data

source simultaneously. Triangulation can also be interpreted as a data collection technique that combines various data collection techniques from existing data sources.

Testing the validity of the data in this study was carried out by:

- a. Triangulation of data collection is done by comparing data collected through interviews with data obtained through observation or information obtained through documentation studies.
- b. Triangulation of data sources is done by asking the truth of a data or information obtained from an informant to another informant.
- c. Member checking is carried out by showing data or information, including the researchers' interpretation, which has been compiled in a field note format. The field notes were confirmed directly with the informants to get comments and complete other information deemed necessary. Comments and additional information were made on informants who were estimated by the researcher.

Leadership Effectiveness of the Head of MAN 2 Parepare in Developing Teachers and Education Personnel

In the world of education, there is an institution which is a means to assist the implementation of education itself, namely madrasahs. Madrasah as an institution or organization, which is a place for teaching and learning as well as a place for receiving and giving lessons. There is a person or group of people who have a cooperative relationship, namely the head of the madrasah, a group of teachers and other functional personnel. In a madrasah educational institution, the head of the madrasah is the head of the madrasah, as a leader he has an active role and always intervenes in all matters relating to the needs of teachers, staff and students in madrasah. In managing madrasahs, the head of madrasah has a very big role. The head of madrasah is the driving force, determining the direction of policy towards madrasah and education at large. As the manager of educational unit institutions, the principal is required to always improve the effectiveness of their performance. To achieve an effective quality madrasah, the head of madrasah and all stakeholders must work together with full solidarity in all matters.

Effective Madrasah principals are madrasah principals who in their performance always open themselves to the influence of teachers and education

personnel in various important issues. Hj. Hj. Martina in her statement to researchers that "an effective leader is one who can adapt to various situations that will determine the success of his leadership. Personal satisfaction oriented leadership is often favored by subordinates", ("interview", August 22, 2020). The findings of this informant's data illustrate that the principal capital of madrasahs is to have leadership knowledge, especially with regard to planning, organizing, implementing, and monitoring. In addition, the principal must also have a caring attitude or attitude, enthusiasm for work, high discipline, exemplary and human relationships in the context of creating a cool and conducive work climate. The results of the study also found that the principal at MAN 2 Parepare who also acted as the top manager in order to improve the learning process always checked and rechecked the programs run by the teachers. Therefore, according to the deputy head of the madrasah for student affairs, when confirmed, he confirmed that "it is true that the head of the madrasah conducts classroom supervision, fosters and gives positive suggestions to teachers and education staff", (H. Abd. Salam Mahmud, "interview", 22 August 2020).

From the informant's data above, it can be said that in order to broaden the view, there is nothing wrong with the head of the madrasah in exchanging ideas, brainstorming and comparative studies between madrasahs to absorb better management of other madrasah leadership. The madrasah principal must carefully study both government policies and the priorities of the madrasah itself. In order to avoid overlapping in work, the principal should have the ability to collaborate with teachers and the community around the madrasah, have a broad understanding and insight into education and learning theory, have the ability and skills to analyze the present situation and be able to predict the future, have the ability to identify problems and integrity related to the effectiveness of education in madrasah, as well as to be able to take advantage of various opportunities, create challenges and conceptualize new directions for change. Effective leadership of madrasah principals can be seen based on criteria, able to empower teachers to carry out the learning process well, smoothly and productively. The head of the madrasah can explain his duties and work in accordance with the set time, able to build a harmonious relationship with teachers, education staff and the surrounding community in order to realize the goals of the madrasah. In this case the head of

madrasah should never apply the concept of conflict management, so that all components can coexist and work together. The principle of togetherness, working with a team as far as possible remains functional and motivated for the advancement of the madrasah. With such behavior, it is highly believed that the principal will succeed in realizing the goals of the madrasa productively in accordance with the predetermined provisions.

The head of MAN 2 Parepare explained that there are several main roles of madrasah principals in developing a quality culture of managing educational institutions effectively, including:

- a) Have a clear vision of integrated quality for the organization, have a clear commitment to quality improvement; communicating messages of quality;
- b) Ensure that the material needs of the customer become the center of the organization's policies and work;
- c) Leading developing staff; be careful not to turn someone else in when problems arise without looking at the evidence because many problems arise from agency policies and not from staff mistakes;
- d) Directing innovation in the organization;
- e) Ensure that the clarity of the organizational structure, the responsibility to explain and provide appropriate and maximum delegations;
- f) Having a determined attitude to remove deviations from the organizational culture;
- g) Build an active working group
- h) Establish appropriate mechanisms to monitor or evaluate success (Hj. Martina, "interview", 22 August 2020).

To become an effective madrasa principal requires a number of prerequisites. Apart from being knowledgeable, able to provide exemplary and high work ethic, the principal of the madrasah as a manager in the education unit should not be forgotten so that madrasahs must be able to build cohesiveness internally and also be able to synergize with related parties outside the madrasah. Through a harmonious work approach by being open and responsive to change is the main asset in realizing an effective, better forward-looking madrasa. In order for the work climate to be conducive and to create work harmonization in a madrasa, it is very necessary to build openness, objectivity in evaluation, and of course efforts to realize the welfare of members need to be on a schedule. Give the right reward for the teacher, employees who they really deserve to receive the prize

and vice versa punish (punish) that is balanced and according to the degree of error with the educational approach. With a humane, nurturing and nurturing approach is strongly believed by leadership the head of the madrasah or education unit will be effective and this will greatly support the achievement of the madrasah goals that have been outlined. The paradigm that the principal of the madrasah is "the little king" who can act at will towards madrasah management, teachers and employees must begin to be eroded. It is time for the head of the madrasah to position himself as a wise and wise parent in responding to the various dynamics that occur in the madrasah environment.

The madrasa principal as a policy maker at the madrasah he leads is certainly trying to advance his madrasah. Therefore, for the effective leadership of a madrasah head must start from an awareness of the leadership dimensions, as stated by the head of the madrasah in MAN 2 Parepare, namely:

9) Carry out leadership by aligning internal abilities in responding to various pressing needs from the environment, becoming an educational leader that produces the output needed by society. Formulating educational programs that are measurable, their attention is focused on changing people in the desired direction, organizing madrasahs into places where humans grow and transform into whole persons, value authenticity, creativity, innovation and change, and implement effective leadership for change, (Hj. Martina, "interview", dated August 22, 2020).

The results of the observations above illustrate that the leader or head of MAN 2 Parepare is able to manage various series of activities directed at the goals to be achieved. The head of MAN 2 Parepare as the actor who runs the madrasah in order to run smoothly and effectively, is required to have the ability with certain fields of work. The existence of a madrasa principal is very urgent in the madrasah environment. Usually, leaders are used as role models by teachers and work education personnel, as a place for consultation to solve other problems experienced by subordinates or employees in the organization as well as problems that occur in the community. Leadership is a phenomenon that exists in every community, because where humans interact, there arises the phenomenon of leadership, starting from interactions in the most primitive groups to the most advanced, starting from the smallest group to the largest organizations. The leadership factor in a madrasah becomes very important when individuals or madrasah

citizens have high dynamics in their activities besides continuous changes driven by technological advances.

The strategy with a focus on this madrasah or better known as “Madrasah Based Management” abbreviated as MBM, is the use of resources based on the madrasah itself in the teaching or learning process, so that with MBM it is hoped that it can give birth to a learning community. Because with this strategy, all levels of education managers and implementers are required to learn.

The accountability of madrasahs in providing education to the community is still low. The too strong dominance of the central government and the micro management of education in madrasahs has systematically extinguished the accountability of madrasahs to the surrounding community. The position of society and parents of students as consumers of education with all its interests has long been neglected. This situation by the head of madrasah, including in MAN 2 Parepare, must be changed immediately. Madrasahs, teachers and education personnel have won the trust of the community and parents of students to educate their children, so madrasahs, teachers and education staff should show their accountability to them. With autonomy, these obstacles are tried to be removed. In this discourse, madrasahs become the focus of education management. As a consequence, the principal of madrasah has a huge responsibility in increasing the success of the institution he leads. The head of Madrasah Aliyah Negeri 2 Parepare, as the head of the madrasah, has a huge responsibility to fulfill the expectations of the various parties involved. By carrying out the main task of achieving the main objectives of national education which have been outlined in the National Education Law, the head of Madrasah Aliyah Negeri 2 Parepare is required to be able to direct, regulate, set an example for his subordinates to achieve the common goals that have been set.

The success and failure of madrasahs in achieving their goals is determined by the success or failure of the madrasah principal in managing or managing the madrasah or all of the madrasah's potential to function optimally in supporting the achievement of madrasah goals. In line with that, the head of MAN 2 Parepare argued that “the effectiveness of the madrasah will lie in how the headmaster's leadership is in designing madrasah organizations”, (“interview”, August 22, 2020). The results of the conversation with Mrs. Hj. Martina as the head of MAN 2 Parepare above, it can be assumed that in

managing MAN 2 Parepare, a detailed program or plan is needed, so that there is no overlapping implementation, no lack of coordination, less interactive communication, lack of motivation, lack of transparency, lack of thorough, and poorly understood based on the duties and functions of the organization, due to the lack of programmatic madrasah planning, the work performance achieved by the madrasah is not optimal or the leadership of the headmaster is less effective. Therefore, leadership influences the behavior of others towards certain goals as an indicator the success of a leader. The application of leadership is largely determined by the work situation or the circumstances of the members or subordinates and the organizational support resources. Leadership in the field of education is more directed at empowering the entire potential of the organization and placing teachers and education personnel as determinants of organizational achievement, so the touch on factors that can lead to work morale and enthusiasm for achievement is the main concern. Feelings of respect, being involved in decision-making related to their field of work and the leadership's attention to complaints, needs, suggestions and opinions of teachers and education personnel are prerequisites for creating a conducive work climate.

Effectiveness is a condition that shows the success (failure) of management activities in achieving predetermined goals. The effectiveness of a manager's job is the extent to which the head of the madrasah can achieve the goals set from his duties as a leader, as an educator, as a motivator and as a supervisor.

In this research activity, primary data was found as expressed by the deputy principal of student affairs in MAN 2 Parepare Muhammad Ridwan AR, when it was confirmed that “the leadership effectiveness of a madrasah head including in MAN 2 Parepare is measured by his dexterity, proficiency and ability to make decisions rational, logical, based on creative and innovative thinking, combined with an intuitive and innovative approach, an intuitive approach by utilizing various lessons learned from experience”, (“interview”, August 22, 2020).

The assumption that can be drawn from the results of the conversation with the deputy student in the madrasah field above is that the effectiveness of the leadership of the head of the madrasah, especially in MAN 2 Parepare, has been proven by the ability of the principal to empower teachers, create good cooperation and smooth communication with teachers and education personnel. Therefore, madrasah

principals must be able to become efficient managers as well as effective leaders "an effective principal leadership is a leadership that is able to empower the entire potential at school with optimal, so teachers, staff, and other employees feel established by the school. . Good leadership certainly very impacts on whether the objectives of the organization are achieved because the leader has an impact on his performance "(leadership of the principal (madrasah) is leadership that is able to optimally empower all the potential that exists in the madrasah, so that the teacher, staff, and other employees feel that they were founded by madrasah. Good leadership certainly greatly impacts whether these goals are good or not. The organization is achieved because leaders have an impact on their performance). The leadership of the head of madrasah relates to the ability and competence of madrasah principals, both hard skills and soft skills to influence all madrasah resources to be able to achieve the goals and objectives set by the madrasah. Effective leadership of the head of madrasah is leadership that is able to optimally empower all the potential that exists in the madrasah. Effective leadership of madrasah principals is leadership that is able to provide good aspirations and role models for teachers, staff or education personnel and other employees.

According to KTU MAN 2 Kota Parepare, that "the key to the success of a madrasah lies in the efficiency and effectiveness of a madrasah principal. The principal of madrasah is fully responsible for the achievement of educational goals through efforts to move subordinates towards the achievement of the educational goals that have been set ", (Hj. Martina," interview ", August 22, 2020). In the "interview" with the principal of the madrasah it can be understood that the head of the madrasah is responsible for carrying out the leadership function assisted by the deputy head of the madrasah, both functions related to achieving goals and creating a madrasah climate that is conducive to the implementation of the teaching and learning process effectively. and efficient. This responsibility is not necessarily the responsibility of the head of the madrasah, but it is also the responsibility of all stakeholders as education users, either directly or indirectly. A madrasa principal can be said to be implementing effective leadership if he is able to convert the energies of all available resources to achieve the goals of the madrasah.

The principal of the madrasah whose leadership is effective is the head of the madrasah who is able to instill the values, culture and vision and

mission of the madrasah in his subordinates and the head of the madrasah who has an obligation to ensure that the learning process runs effectively and that each madrasah community can get satisfaction from each of these activities. According to the Physics Teacher, when it was confirmed that "the effectiveness of the leadership of the madrasa principal is the spotlight in the world of education when he is unable to carry out his duties and functions as a manager. As proof that every madrasah there are still madrasah principals who are ineffective in carrying out their duties ", (Sitti Hamidah," interview ", August 22, 2020). The results of this "interview" show that the principal must act as an effective manager and leader. As a manager, he must be able to manage all potential madrasahs to function optimally. To realize the effectiveness of the leadership of the head of the madrasah, the head of the madrasah must be able to carry out his duties and functions as a managerial, as stated by the wakamad of the curriculum that: The head of the madrasah if in carrying out his duties as a manager is able to carry out 5 (five) kinds of main activities of a manager, namely planning (planning), organizing (organizing), implementing (actuating), budgeting (budgeting), controlling (controlling), as well as the head of the madrasah must be able to perform management functions properly which include planning, organizing, directing, monitoring. the management of madrasahs properly by the head of madrasah is a separate requirement in realizing the vision, mission and goals of madrasahs through superior programs, (Muhammad Ridwan AR., "interview", August 22, 2020).

The description that can be drawn from the results of the "interview" above regarding the effectiveness of leadership in relation to the development of teachers and education personnel as subordinates is a leader who is able to convince them that the personal interests of teachers and education personnel are part of the leader's vision, and also able to convince them that they have a share in implementing it together. Basically, motivating actions can be done by convincing subordinates that the organization's vision is important and achievable, challenging subordinates with various goals, projected tasks and responsibilities, rewarding rewards, money and promotions to subordinates who perform well. . That way leadership is the behavior of the leader in influencing members, subordinates or personnel to want to work towards the vision of the organization and the leader's personality.

Starting from the explanation above, it can be concluded that the head of the madrasah in MAN 2 Parepare until the time of this research was classified as an effective madrasah principal because his leadership was able to optimally empower all the potential of the madrasah, which was able to provide aspirations and good role models for teachers, staff or education personnel and other employees, so that they are able to realize an effective and efficient learning process.

The Effectiveness of the Leadership of Madrasah Aliyah DDI Lil Banat Parepare in Developing Teachers and Education Personnel

Each institution or organization certainly has a leader who is able to drive and regulate the running of an institution or organization, including the Madrasah Aliyah education institution DDI Lil Banat, Parepare City, which is led by a madrasa principal. In simple terms, the principal of a madrasah can be defined as a functional teacher who is given an additional task to lead a madrasah where the learning process is held or a place where there is interaction between the teacher who provides learning and the students as people who receive lessons. Thus it can be said that the success and progress of a madrasah is inseparable from the form of efforts and skills of the madrasah principal in managing, managing, mobilizing and utilizing the potential that is owned in order to achieve the goals achieved by the madrasah. A madrasa principal is a teaching leader. Its job is to carry out and supervise madrasah activities by setting goals, maintaining discipline and monitoring the learning outcomes achieved. That way, the head of the madrasah can play himself as a facilitator which facilitates the development of cooperation between all personnel and madrasah and helps students to easily follow learning at madrasah. Apart from being the head of the madrasah, the head of the madrasah is also a teacher who gets additional functional so that according to Herfina the principal of Madrasah Aliyah DDI Lil Banat Kota Parepare "the head of the madrasah is also in charge of guiding teachers, students, developing educational personnel (staff), following developments in science and technology and becoming an example. in the learning process", ("interview", September 7, 2020).

The results of the "interview" above illustrate that the problem of leadership is a problem that is always discussed, almost any organization or institution needs a leader, especially if an organization

or institution wants to run effectively, the presence of a leader is very important because the leader is a central figure for an organization or institution that led, the organization or institution will run smoothly according to the procedure or not depending on the leader. The head of the madrasah is an influential person and has the authority or policies of the madrasah and is the person who will take the madrasah where it will be directed. Thus, the head of madrasah is one of the components of education that plays a role in improving the quality of education. Educational leadership needed in the present era is an educational leader who is able to bring educational institutions to become institutions that are able to compete or be equal to educational institutions that are called quality educational institutions. Thus, a professional madrasa principal is needed. To become a professional madrasa principal, you must have several requirements, including having broad insight, experience, responsibility, commitment, being able to work with anyone, smart, and thorough.

The findings of the researchers when conducting observations at the research location on September 12, 2020, found that one evidence of the effectiveness of the leadership of Madrasah Aliyah DDI Lil Banat Kota Parepare was "the increasing interest of the community from year to year to register their children at Madrasah Aliyah DDI Lil Banat Parepare. this", (A. Ira Magfirah, "interview", dated 12 August 2020). The results of this interview show that although this madrasah is a pilot madrasah that is still limited in terms of infrastructure when compared to state madrasahs, it does not dampen the enthusiasm for teachers and education personnel to achieve the goals of madrasah. In addition, madrasahs get used before learning activities begin to read Asmaul Husna and Dhuha prayers also target that students who attend Madrasah DDI Lil Banat from class X to class XII khatam al-Qur'an (especially those who enter tahfidz at the DDI Islamic Boarding School, namely Ma'had 'Aliy).

Based on the results of these observations, the researcher felt that the effectiveness of the leadership of the madrasah principal at Madrasah Aliyah DDI Lil Banat, Parepare City was classified as loyal leadership by maintaining good communication with teachers, assigning tasks or jobs in accordance with their abilities in order to empower and increase professionalism. This is done by the head of madrasah to achieve the goals of the madrasah, this is evidenced by the various achievements that have been achieved.

This is inseparable from the collaboration between the head of the madrasah and teachers and education personnel at Madrasah Aliyah DDI Lil Banat, Parepare City, the increase in achievement from year to year both in the academic and non-academic fields is all seen from the cooperation and solidarity between the head of madrasahs and teachers. - teachers, guardians of students, students and the surrounding community. Analysis of the leadership effectiveness of the principal of Madrasah Aliyah DDI Lil Banat Kota Parepare indicates that there is a situation that shows success which is marked by management activities in achieving predetermined goals. Principal of Madrasah Aliyah DDI Lil Banat Kota Parepare stated that "the effectiveness of my duties as a madrasa principal as well as a manager is how far I as the head of the madrasah achieve the goals that have been set from being a leader, as an educator, as a motivator and as a supervisor", (Herfina , "Interview", September 7, 2020).

From the observation data, it is understood that an activity can be said to be effective if it achieves results in accordance with predetermined goals. The effectiveness referred to here is the success of a madrasa principal who, although female in leading educational institutions, is able to keep up with developments and advances in science and technology. Furthermore, Madrasah Aliyah deputy principal for student affairs, DDI Lil Banat Parepare, argued that "the effectiveness of a person's leadership is measured by his dexterity, proficiency, and ability to make rational, logical decisions based on creative and innovative thinking, combined with an intuitive approach by utilizing various lessons learned from experience ", (Nurlelah Halim," interview ", 10 September 2020).

The observational data that put forward the conclusion that can be drawn is that the government will improve the quality of national education through improving the quality of education in madrasah. The success of education in madrasah is determined in part by the leadership aspect of the head of the madrasah as the leader of the educational institution. If the head of the madrasah carries out his leadership function in the madrasah, it is expected that it will work effectively. Whether or not an educational program can be implemented and whether or not educational goals can be achieved, really depends on the skills and wisdom of the headmaster as an educational leader, which is indicated by his pattern of dexterity, proficiency, and ability to make rational, logical decisions based on

creative thinking and innovative. The effectiveness of the leadership of a madrasa principal is also seen in the implementation of his leadership function. The leadership function of the head of madrasah refers to the various activities or actions taken by the head of madrasah in an effort to mobilize teachers, education personnel, students, and community members to want to do something to make education programs successful in madrasahs.

The primary data found by researchers when conducting observations on 10 September 2020 at Madrasah Aliyah DDI Lil Banat, Parepare City were: The effectiveness of the leadership of the madrasah principal at Madrasah Aliyah DDI Lil Banat, Parepare City to decide policies and determine the direction to which the educational institution would be taken not only by The principal, however, is also held by people from inside and outside Madrasah Aliyah DDI Lil Banat, Parepare City who has the authority and is the policy maker in Madrasah Aliyah DDI Lil Banat, Parepare City. This makes the atmosphere of learning activities look conducive and the discipline of students, teachers and education staff (administrative staff) also looks orderly with existing regulations, (Herfina Kepala Madrasah, "interview", 7 September 2020). The results of these observations give an attention that the optimal running of the headmaster of Madrasah at Madrasah Aliyah DDI Lil Banat, Parepare City, illustrates that the head of the madrasah uses resources, facilities and infrastructure that have been consciously determined beforehand to produce a number of jobs on time. Even from the findings, it is known that a program is said to be effective if the program can increase knowledge, attitudes, and skills related to a competency, the program treatment can change the behavior of trainees in the post-program period towards improvement. Therefore, effectiveness is the success of the program objectives that have been planned so that they become effective and in accordance with the desired expectations.

The results of the performance appraisal conducted by the principal of Madrasah Aliyah DDI Lil Banat Kota Parepare to teachers and education personnel are expected to be useful in determining various policies related to increasing the competence and professionalism of teachers and education staff as the spearhead of the implementation of the educational process in creating intelligent, comprehensive, and highly competitive. The principal's assessment of teacher performance is a reference for madrasahs to determine teacher career development and promotion.

Teacher performance appraisal is a guideline for identifying the elements of performance being assessed and as a means of assessing individual strengths and weaknesses in order to improve the quality of performance. The leadership effectiveness of the madrasah principal in Parepare City is no exception. Madrasah Aliyah DDI Lil Banat has confirmed that the effectiveness of leadership is a measure of how far the targets (quantity, quality and time) have been achieved by the madrasah principal. Where the target has been determined in advance. Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater the percentage of targets achieved, the higher the effectiveness. According to the Wakamad in the field of curriculum: An effective leader is one who does not only work alone without involving anyone. But they are able to take advantage of their various potentials. Effective leadership is not just a center of position or strength but an active interaction between effective components. Whether or not the use of a leadership style is appropriate or not will be adjusted to the situation and conditions of the organization being run (Nahriah, "interview", 10 September 2020).

The results of these interviews indicate that leaders must be able to create a healthy working atmosphere, such as maintaining cooperation, warmth, and respect for their efforts. In carrying out his duties, the principal of the madrasah is expected to have characteristics and characteristics that include; personality, basic skills, experience and professional knowledge, education and training and professional skills, administrative knowledge and competency supervision of the principal of the madrasah. The leadership of Madrasah Aliyah DDI Lil Banat Kota Parepare occupies a major position in the educational organization environment, which has a huge influence on its progress and development as a unit. Because the leader is the foundation of hope for the people being led, in improving their performance. In the next analysis, based on the results of the interview with the deputy head of Madrasah Aliyah DDI Lil Banat, Parepare City, it can be argued that the leadership effectiveness practice of the head of Madrasah Aliyah DDI Lil Banat Soreang, Ujung Lare District, Parepare City, among others (1) the head of madrasah builds a common vision, mission and sets values - value people focus on their contribution and make them their best, (2) establish communication that encourages feedback and is accurate, honest, and open, (3) builds trust,

respect and norm-based behavior, and (4) is inclusive and show concern for others.

From several informants who have been interviewed regarding the effectiveness of leadership in Madrasah Aliyah DDI Lil Banat, Parepare City, it seems that the dimensions of teacher development and educational personnel (non-teachers) are the dimensions that are the highest perceived by the interviewees in this study.

The leadership effectiveness of the madrasah principal occurs when the madrasah community (including teachers, KTU and others) responds to want to do their job and find compensation, but from personal authorities, then the madrasah community respects, obeys and obeys the head of the madrasa and is happy to cooperate with him. As in the research "leadership effectiveness: a supervisor's approach to manage return to work" (leadership effectiveness: a supervisor's approach to managing back to work, getting the effectiveness of supervisor leadership can reduce employee absenteeism and result in increased employee performance. In this study researchers found the context of the task. The head of madrasah has a positive and significant effect on the effectiveness of the leadership of the head of the madrasah. A madrasah principal is required to have an instructional leadership style, but in practice it is found that the principal tends to apply an administrative leadership style, where the focus of the madrasah principal tends to complete administrative tasks, emphasize procedures and rules and accountability.

In carrying out his leadership duties, a leader must be able to become a model for all his subordinates, supporting partners who are part of his organization. He must be able to become the foundation of organizational elements in which character and competence are reflected in an integrated manner. Character is related to who he is as a person, while competence is related to what he can do as a leader. Effective leadership in Madrasah Aliyah education institution DDI Lil Banat Kota Parepare, the performance of Madrasah principals must be manifested in performance arrangements in the fields of curriculum management, teaching and learning activities, financing management, facilities and infrastructure as well as other educational communications. Thus, it can be said that effective leadership is closely related to the character of the leader, institutional arrangement, social relations and work achievement.

The leadership of an effective Madrasah principal in Madrasah Aliyah DDI Lil Banat, Parepare City is one who can carry out his duties, functions according to the competence he has. Where, the whole process is oriented towards the achievement of academic and non-academic achievements. So that effective leadership is leadership that focuses on the development of interactive, organizational, staff, student services and communication to the community. According to KTU Madrasah Aliyah DDI Lil Banat Kota Parepare that the leadership of an effective madrasah head must have five standard capabilities, namely:

- a) Educational capabilities: This ability is the main requirement for the head of the Madrasah to maintain the focus of attention on the teaching and learning process.
- b) Personal Capabilities (personal abilities): The ability to make himself a model, which becomes a reference for the actions of all elements of the Madrasah.
- c) Relational capabilities (relational capabilities): The abilities that underlie the pattern of relationships between the head of Madrasah and all stakeholders in Madrasah.
- d) Intellectual capabilities: This ability underlies the views of the head of Madrasah on the policies and organizational activities to be achieved.
- e) Organizational capabilities (organizational capabilities): The ability to control managerial aspects with consideration of effectiveness, efficiency and productivity, (Wakamad Madrasah Aliyah DDI Lil Banat, (A. Ira Magfirah, "interview", 12 September 2020)

The primary data above illustrates that the principal of Madrasah Aliyah DDI Lil Banat Kota Parepare can effectively balance the two qualities between Madrasah Aliyah Negeri 2 Parepare and Madrasah Aliyah DDI Lil Banat Kota Parepare which is based on aspects of education as a basis for thinking and a foundation for behavioral maturity and decisions. according to the conditions at hand. The achievement of leadership practice cannot be seen from one aspect of leadership, but must be seen from a complete unity. The aspects of learning, managerial, leadership are the leadership dimensions of the principal of Madrasah Aliyah DDI Lil Banat, Parepare City whose achievements must be seen. The following are indicators put forward by the head of Madrasah Aliyah DDI Lil Banat about the effective leadership of

the Madrasah head and can be used as a measure of achievement, including:

- a. Adhere to and make the vision, mission of the madrasah as guidelines and references for leadership practice.
- b. Having a high commitment to aspects of teaching and learning activities and the development of educational personnel.
- c. Diligently observes the teaching and learning activities carried out by teachers in Madrasahs and provides constructive support.
- d. Encourage the use of time efficiently and productively.
- e. Able to make creative use of resources.
- f. Monitoring student achievement individually and in groups for instructional planning purposes, (Herfina, "interview", September 7, 2020).

Starting from this indicator, the researcher analyzed that the principal's duties were not only as a manager but also as a supervisor related to teaching and learning activities. But on the other hand, there are also several leadership indicators related to managerial aspects, including (a) the objectives of the madrasah are clearly and specifically stated, (b) the implementation of strong leadership by the head of the madrasah, (c) there is a partnership between the head of Madrasah and the parents and society, (d) the existence of a positive and conducive climate for students to learn, (e) monitoring student prospects, and (f) emphasizing the success of students in leadership.

The head of madrasah is one of the determinants of the success of an educational institution in achieving national education goals. However, not a few educational institutions still experience various problems in achieving national education goals due to the ineffective leadership of their madrasah principals. The head of the madrasah as a leader has the responsibility to increase the productivity of teachers and education personnel in meeting educational goals. Productivity in education is related to the whole process of structuring and using resources to achieve educational goals effectively and efficiently. Indicators of educational effectiveness can be seen from the quality of the program, the accuracy of preparation, satisfaction, adaptability, morale, motivation, goal achievement, and the appropriateness of the use of facilities and infrastructure as well as learning resources in improving the quality of education in madrasah. As for education, it is related to optimizing the utilization of limited educational resources to achieve optimal results.

The leadership effectiveness of the headmaster of the madrasa is in the spotlight in the world of education when he is unable to carry out his duties and functions as a manager. As evidence that every madrasah there are still unproductive teachers. The indicator is that there are still many teachers and education personnel who do not use learning administration in teaching, there are still teachers and education personnel who do not care about their duties and responsibilities, and most importantly there are still many teachers who are less innovative in teaching because their teaching is still monotonous without any innovation that makes learners become bored learning. In connection with this problem, efforts are needed that can boost teacher work productivity, among others, with the guidance of the head of the madrasah who acts as a leader for teachers in madrasah. It is hoped that the head of madrasah can encourage motivation and a conducive working climate so that teachers and education personnel are able to show a high increase in productivity. In addition, through his role as supervisor, the head of madrasah is expected to strive to improve the ability and competence of teachers and education personnel in carrying out their duties as educators and administrators.

Based on this description, the productivity of teachers and education personnel is greatly influenced by the effectiveness of the leadership of the madrasah principal. The leadership effectiveness of the madrasah principal, although not the main cause that makes teachers and education personnel less productive, there are individual factors from teachers and education personnel. However, as a leader can reduce the individual factors of teachers and education staff to remain productive. The productivity of teachers and education personnel in madrasah can be influenced by many factors. Understanding and improving these factors can be used as a basis for increasing the productivity of teachers and education personnel. On that basis, it is necessary to study the factors that affect teacher productivity. In the next stage, it is hoped that efforts to increase the productivity of teachers and education personnel can be developed to improve the quality of education in the madrasah environment. In order to carry out his role and function as head of a madrasah, he must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, provide an example to all madrasah members, and develop innovative learning models. The principal of the madrasah as an innovator must be able to find, find,

and implement various reforms in the madrasah. This was also emphasized by the head of Madrasah ALiyah DDI Lil Banat Kota Parepare who revealed that a leader must have the ability to convince and motivate others to cooperate under his leadership as a team to achieve a certain goal ", (Herfina," interview " , September 7, 2020).

The classification of the headmaster's leadership at Madrasah Aliyah DDI Lil Banat Parepare considers that the conditions that determine leadership effectiveness vary with the situation, the tasks performed, the skills and expectations of subordinates, the organizational environment, and so on. Although this assumption can lead to contingency in leadership, it is intended to determine the situational factors that determine how effective the leadership style situation of the madrasah principal is. The leadership effectiveness of the madrasah principal will have a positive impact on the productivity of teachers and education personnel. According to the Head of Administration (KTU) Madrasah Aliyah DDI Lil Banat Kota Parepare, when interviewed stated that "an effective leader must pay attention to both people and production", (A. Ira Magfirah, "interview", 12 September 2020). The results of this interview illustrate that the principal of madrasah must create a climate so that people can work together to get quality results so that it will lead to satisfaction at work. The head of the Madrasah must act as an effective manager and leader. As a manager of a madrasah principal, he must be able to manage all potential madrasah to function optimally.

Proper management of madrasahs by the head of madrasah is a special requirement in realizing the vision, mission and goals of madrasahs through superior programs. According to Nurlelah Halim as the Student Head of Student Affairs when confirmed (10 September 2020) revealed that "one of the human resources that is an important component in determining the quality of education is the principal of the madrasa". The leadership effectiveness of the madrasah principal is critical to the success of empowering all components within the madrasah scope. An effective madrasah principal is a madrasah principal who is able to instill the values, culture and vision and mission of the madrasah in his subordinates and the madrasah principal has an obligation to ensure the learning process runs effectively, and every member of the madrasah community can get satisfaction from each of these activities. According to the wakamad of Madrasah Aliyah Curriculum DDI Lil

Banat Kota Parepare that "an effective madrasah principal is able to take an active and personal role in raising awareness of the need for madrasah improvement and higher performance expectations and gaining a consensus for change", (Nahriah, "interview", September 10, 2020). From the results of this interview, it can be understood that the madrasah principal is active in creating his own improvements. Can create a reward system for students and teachers that supports academic orientation and stimulates excellence in the performance of students, teachers and education staff, monitors the progress of students, especially as reflected in the test scores for each class and each student. Be able to obtain the material and personnel resources necessary for effective instruction and use them creatively. In accordance with academic priorities, responsible for creating a safe and orderly madrasa environment.

The effectiveness of the leadership of the head of madrasah can be seen from the productivity of the work of teachers and education personnel in terms of the duties of teachers and education personnel as stated in the main duties and functions of teachers. The results of research on the effectiveness of madrasah principal leadership by researchers at Madrasah Aliyah Negeri 2 Parepare and Madrasah Aliyah DDI Lil Banat Parepare illustrate that the effectiveness of madrasah principals, both MAN 2 Parepare and Madrasah Aliyah DDI Lil Banat Parepare, ensures that the idea of academic success supports the learning improvement agenda of all madrasahs. which focuses on the goals for the advancement of students and teachers as well as education personnel in madrasah that illustrates what adopting a vision means for it. According to the head of Madrasah Aliyah Negeri 2 Parepare that "my expectations have increased every year, he told the researchers", (Herfina, "interview", 7 September 2020). According to Madrasah Aliyah principal DDI Lil Banat that "the initial form of effective madrasah principal leadership focuses on the madrasah principal's ability to manage madrasah processes and procedures related to instruction and supervision", (Herfina, "interview", 7 September 2020). However, when researchers pay attention to new movements in education and changes in society it is understood why the principal of the madrasah in Kota Parepare acquired new knowledge and skills. To build a madrasah community, the head of madrasah must take steps to make leadership effective in various ways, namely (1) empowering teachers, (2) optimizing active learning, (3) optimizing extracurricular

activities, (4) creating conducive facilities and environments, and (5) library functionalization, (Herfina, "interview", September 7, 2020). The results of the interview indicated that the effectiveness of the leadership of the madrasah principal in the City of Parepare would increase the productivity of teachers and education personnel in carrying out their duties and responsibilities in madrasah. Implementing and applying the five competencies is very possible to get a better education policy.

Starting from several descriptions in the dataset, it can be concluded that the effectiveness of the headmaster's leadership will be seen in increasing the productivity of teachers and education personnel, if the competence of the head of the madrasah can be met in his leadership. Teacher productivity will be an indicator of the effectiveness of the headmaster's leadership. Teachers and education personnel understand their rights and responsibilities in madrasahs. Teachers and education personnel will be more creative and innovative in carrying out their duties and functions as professional educators. A madrasah culture will be created and will make a superior madrasa institution. The excellence of the program and alumni reflects the effectiveness of a headmaster's leadership.

Conclusion

1. The strategy of the head of madrasah at MAN 2 Parepare in order to increase the professionalism of teachers and education personnel is to motivate teachers to equip themselves according to the demands of the times, training and debriefing through MGMP, seminars (National or Regional), workshops, CAR training, ICT, and language Arabic-English. Conducting training by bringing tutors to madrasahs and providing opportunities to continue their education to a higher level, placing teachers according to their fields, and holding meetings at the beginning of each semester. Encourage every teacher and education staff to strengthen their cooperation in empowering technology (IT), have the courage to innovate, have leadership and progress.
2. The strategy of the head of madrasah at Madrasah Aliyah DDI Lil Banat, Soreang Village, Ujung Lare District, Parepare City in order to improve the professionalism of teachers and education personnel is to send teachers and education personnel to attend seminars and trainings, bring tutors to madrasah, provide opportunities for

- teachers and education personnel to continue their education, place teachers and education staff in proportions in accordance with their fields, and hold teacher and education staff meetings every semester to evaluate teacher performance as well as provide directions to targets that have not been achieved.
3. The principal of Madrasah Aliyah Negeri 2 Parepare until the time of this study was classified as an effective madrasah principal because his leadership was able to optimally empower all the potential of the madrasah, who was able to provide aspirations and good role models for teachers, staff or education personnel and other employees, so that they are able to realize an effective and efficient learning process.
 4. The leadership effectiveness of the head of madrasah will be seen in increasing the productivity of teachers and education personnel, if the competence of the principal can be fulfilled in his leadership. Teacher productivity will be an indicator of the effectiveness of the headmaster's leadership. Teachers and education personnel understand their rights and responsibilities in madrasahs. Teachers and education personnel will be more creative and innovative in carrying out their duties and functions as professional educators. A madrasah culture will be created and will make a superior madrasah institution. The excellence of the program and alumni reflects the effectiveness of a headmaster's leadership.
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