The Role of Madrasah Principal in Developing the Innovation of The Tahfidzul Qur'an Juz 30 Program

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Abstrak

Kepala Sekolah sebagai pemimpin memiliki tugas untuk mewujudkan visi dan juga mengembangkan inovasi dalam proses implementasinya. Lembaga pendidikan yang berkualitas dapat terwujud jika didukung oleh pemimpin yang memahami kepemimpinan dan manajemen mutu. Tahfidzul Qur'an Jus 30 merupakan komponen yang sangat penting dalam menentukan kompetensi lulusan. Penelitian ini bertujuan untuk menganalisis inovasi kepemimpinan kepala sekolah dalam mengembangkan program tahfidzul Qur'an Jus 30 dan faktor-faktor yang mendukung dan menghambatnya. Penelitian ini menggunakan pendekatan kualitatif. Metode pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Sedangkan teknik keabsahan data menggunakan triangulasi dan metode sumber. Teknik analisis data menggunakan model interaktif terdiri dari pengumpulan data, reduksi data, penyajian data, dan leveraging. Hasil penelitian ini menunjukkan bahwa kepala sekolah bekerja sebagai inovator dan juga supervisor yang sangat baik. Hal ini terlihat dari bagaimana kepala sekolah dalam melakukan inovasi dan pembinaan tim tahfidzul Qur'an dalam kegiatan pembelajaran tahfidzul Qur'an Jus 30, alhasil siswa dan siswi berhasil mencapai kompetensi yang telah ditentukan dan bahkan melampauinya.

Kata kunci: Kepemimpinan, Kepala Sekolah, Inovasi, Tahfidzul Qur'an

Abstract

Schools principals as leaders have the task of realizing the vision and also developing innovation in the implementation process. Quality educational institutions can be realized if they are supported by leaders who understand leadership and quality management. Tahfidzul Qur'an Jus 30 is a very important component in determining the competence of graduates. This study aims to analysis the principal's leadership innovation in developing the tahfidzul Qur'an Jus 30 program and the factors that support and hinder it. This study uses a qualitative approach. Methods of data collection is done through observation, interviews, and documentation. While the data validity technique uses triangulation and source methods. Data analysis techniques using interactive models consist of data collection, data reduction, data presentation, and leveraging. The results of this study indicate that the principal works as an innovator and also a very good supervisor. This can be seen from how the principal in making innovations and supervising the tahfidzul Qur'an team in the tahfidzul Qur'an Jus 30 learning activities, as a result, students and students managed to achieve the competencies that had been determined and even surpassed it.

Keywords: Leadership, Principal, Innovation, Tahfidzul Qur'an

1. INTRODUCTION

Awareness of the importance education that can provide better hopes and possibilities in the future, has encouraged various efforts and attention of all layers of society against every movement steps and development of the world education (Almonacid-Fierro et al., 2021; Simanjuntak, 2021). Education as one efforts to improve quality human life, at its core aims to humanize humans mature, and change behavior, and improve the quality to be more good (Heriyanto et al., 2019; Suhirman et al., 2021; Trisiana, 2021). In fact the education of the Qur'an is a major strength in a school. Therefore, in the field researchers found education that emphasized the noble Qur'an (Ngatiman & Ibrahim, 2018; Supendi et al., 2020). Various theories in one's research in the realm of organizations or institutions can explain in detail the importance of progressing Human Resources, especially the factors of

individuals and institutions that affect the organization, including: innovation, leadership and programs in education (Briggs & Ammigan, 2017; Steers, 1977). Innovation is the development of new ideas, methods, methods and techniques that aim to advance and solve problems that occur (Kivunja, 2014; Tejedor et al., 2019; Xu et al., 2018). Nowadays, an innovation is very expensive if it is indeed an innovation that is presented as a solution or development in a better direction. In the world of education, innovation is always associated with inventions that can be utilized in an education used as a solution to various problems to be more effective and efficient in achieving existing educational goals (Astuti et al., 2019; Darmayasa, 2018; Kivunja, 2014). This is usually done by leaders even though the principal must have innovation so that the school he leads has attractiveness and has graduates as desired.

A leader in an organization is said to be a leader when he has influence and can direct his members to the expected goals. When a leader can manage an organization, the organization will achieve the desired goals (Schrum & Levin, 2013; Suntani et al., 2021; Thao & Kang, 2018). The role of a leader in a madrasa has a very large influence because successful leadership has the ability to manage the institution he leads, is able to anticipate change, is able to correct deficiencies and weaknesses and is able to bring the institution to the goals that have been set. In this regard, leadership is the key to success for the organizationLeadership is the artistic ability to influence human behavior and the ability to guide several people to coordinate and direct with certain goals and objectives (Aditya & Ardana, 2016; De Jong & Den Hartog, 2010; Nurdin et al., 2020). To be able to move several implementers, a leader must have advantages over the people he leads. In order to be able to use these advantages, a leader of an organization is facilitated with what is called the task and authority (Lie et al., 2019; Schrum & Levin, 2013; Suntani et al., 2021). Madrasah principals who are simply waiting in style and stick to bureaucratic rules and think structurally and do not dare to innovate to improve the quality of their educators and adapt to the demands of their society, will be abandoned by their devotees. In a society that is growing so fast and in which there is open competition, there is always a demand for service quality that is different from the previous community (Dekawati, 2020; Thannimalai & Raman, 2018; Zeinabadi & Salehi, 2011).

Competition between schools is real so that various innovations are given as an example, the program at MIM Gandatapa is a private school. MIM Gandatapa is an Islamic-based private school with B accreditation in 2017. Various achievements were achieved in academic and non-academic fields, especially in the Tilawatil Qur'an program. Jus 30 which is the flagship program in madrasas. This flagship program is an effort to develop the ability of students to read and memorize the Qur'an Jus 30 and is expected to be able to advance the school, supported by the brilliance of the head of the madrasa in formulating innovations in developing this tahfidz program, so that the head of the madrasa is expected to be able to bring progress to the program. this. Effectiveness in learning the Qur'an is very necessary, if you want to be good at memorizing it (Cahyani et al., 2020; Supendi et al., 2020). A forum for developing a program must have factors that support a person's success in reading and memorizing al-Qur'an Jus 30.

There are some relevant research related to principal's leadership one of them is research aimed to determine the existing leadership behavior in the school as an effort to improve the quality of education by implementing programs, communication, and motivation (Zaini & Syafaruddin, 2020). The results showed that the implementation of activity programs such as training can improve the quality and professionalism of teachers. The form of motivation towards madrasah citizens was exemplified by performance, professional, procedural and agents of change. It is in line with previous study that explores the leadership styles of principals of State Islamic Senior High Schools (MAN), specifically how well the

principals motivate, mobilize, direct, and evaluate teachers' performance to achieve students' academic attainment (Shulhan, 2018). This study revealed that MAN principals are the central figures in the Islamic schools. In particular, implementation of leadership styles is specified as: motivating: intensive communications, incentives, and transparent administrative management, etc. Effective leadership styles evidently increase students' academic attainments. Innovation in the development of the Qur'an tahfidz program makes it different from other schools and can be a hallmark of a school under the auspices of religion. This study concern with how and what kind of innovations are presented by the head of the madrasa so that he is able to provide and present the superior Tahfidzul Qur'an Jus 30 program. This study aims to analysis the principal's leadership innovation in developing the tahfidzul Qur'an Jus 30 program and the factors that support and hinder it.

2. METHOD

This research uses field researchwhich is descriptive qualitative. Descriptive research is research that is used to describe and answer the problems of existing phenomena. Descriptive research tries to describe an event or events that are the center of attention without giving special treatment to the event (Almeida, 2020; Nassaji, 2015). The subjects in this study were the head of MIM Gandatapa, MIM Gandatapa students, Tahfidz MIM Gandatapa teachers. The object of the research is the innovations of the head of madrasah and the development of memorization of MIM Gandatapa students. The research location is MIM Gandatapa. Data collection uses interview, observation, and documentation approaches. Data analysis technique is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important and that will be studied, and make conclusions so that they are easily understood by themselves or others. The analysis technique uses data collection, data reduction, data presentation, and drawing conclusions (Miles, M. B., Huberman, A. M., & Saldaña, 2018; Sugiyono, 2017).

3. RESULT AND DISCUSSION

Result

In the new paradigm of educational management, principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators. The principal is an ordinary teacher who is given the task of leading a school, the task of leading as a responsibility that is not light, but very noble. In addition, the principal must comply with existing rules, understand management and also the goals of an education. In achieving educational goals in madrasas and increasing teacher competence, school principals should be able to create renewal of comparative advantage, as well as take advantage of various opportunities. The head of the Madrasah MIM Gandatapa creates reforms in improving the tahfidzul qur'an jus 30 program. With the renewal, the head of the madrasa can increase motivation both for teachers, ustadz, ustadzah in teaching and educating as well as for students so that they can carry out the learning process properly. Learners as individuals have a lot of potential to be developed. There are many potentials of students, the most important of which include the potential for religion, intellect, social, economics, art, progress, justice, potential for independence, equality of curiosity, self-esteem, sexuality, politics, unity, morality, purity, morality, truth, and so on. One of the activities that can increase the potential in the field of religion is the tahfidzul qur'an program. MIM Gandatapa has developed the tahfidzul qur'an jus 30 program. In order to achieve the

tahfidzul qur'an jus 30 program, the head of the madrasa has the latest innovations in developing the program. The program is defined as an activity carried out by individuals or by institutions that have certain goals, while Tahfidz Al-Qur'an Jus 30 is an act that begins because people who memorize the Qur'an are lovers of Allah on earth. One of the innovations made by the head of the MIM Gandatapa madrasa is by looking at the abilities and interests of each student. The talents and interests of students affect the success and achievements of students both in the academic and extracurricular fields. In one class, the talents and interests of students differ from one another.

MIM Gandatapa is a formal school which is at the elementary level under the auspices of the Indonesian Ministry of Religion and is led by the head of the madrasa/school. Furthermore, it is explained again that MIM Gandatapa is an Islamic-based school that implements the Tahfidzul Qur'an Jus 30 program. The location of MIM Gandatapa is donated. The development of the Gandatapa MIM is inseparable from the desire to grow rapidly and supported by the innovation of the Madrasah Principal's leadership. Leadership Innovation of the Head of Madrasah in developing the Tahfidzul Qur'an Jus 30 program at MIM Gandatapa, in this study based on the data obtained, the head of the madrasa sparked an innovation that aims to increase the success of reading and memorizing the Qur'an. Before implementing the Innovation, the Head of Madrasah divided it into three initial stages. The first stage is the preparation of program innovations. The second is the implementation of program implementation. The third is program evaluation. First, namely making an Innovation Step for Methods in Increasing the Success of the Tahfiẓul Qur'an Jus Program for 30 MIM Gandatapa Students. Researchers found several stages when making steps to prepare program innovations, these stages include, the process behind the implementation of the program, formulation of program objectives, details of the person in charge of program implementation, as well as the schedule for program implementation allocations as well as the preparation of a learning implementation plan for the implementation of the method used, namely Tartili. Second, the implementation of the method used is Tartili. The implementation of learning activities is an effort made by educators to realize the designs that have been prepared both in the syllabus and lesson plans. Therefore, the implementation of learning activities shows the application of methods and strategies for teaching and learning activities.

Third, Evaluation of the Tahfiẓul Qur'an Jus 30 Program. In relation to the evaluation of the Tahfiz Al-Qur`an program, the Head of Madrasah revealed that; "Every program requires an evaluation to find out, assess, and measure the success achieved in the implementation of learning, including in the tahfiẓul Qur'an program, so an evaluation is needed. It was further explained, namely that the evaluation was carried out by evaluating the results, namely by repeating daily deposits, semesters, also by memorizing the final graduation according to the target at each level, the implementation time was in accordance with the educational calendar. The results of this evaluation are submitted to the head of the madrasa and the coordinator of the tahfiz program to evaluate the success of the management of the tahfiz program. Based on the results of the study, the following are the Leadership Innovations of the Head of Madrasah in developing the Tahfidzul Qur'an program at MIM Gandatapa.

(1) Applying the Tartili Method, tartili method is a method of reading, writing, and also memorizing the Qur'an which is arranged according to the level of the Qur'anic learning plan and knowing the hijaiyyah letters, after that writing the hijaiyyah letters and in the end knowing clearly the knowledge of the law of reading in the Al - qur'an. (2) Implementing Weekly Memorization Exams, with this exam, it is hoped that it will not be a burden but can be a motivation for students to get good grades. Because in this test, it is not only tested by rote, but also mentally trained on the character of students so that later they can make madrasas proud. (3) Carrying out Per-Letter Examination Activities, the implementation of

the test per letter is carried out by a tahfidz teacher, the exam is routinely carried out every two months at the end of the month. Here it is used as a benchmark for the success of a learning carried out. (4) Giving Rewards / Prizes to the Best Students in Memorizing Per-Letter, giving rewards or prizes is a motivation for children so that children are more enthusiastic and compete in memorizing the Qur'an. (5) Giving Rewards / Prizes to the Best Students with Morals, the existence of innovation regarding the provision of rewards is expected in addition to being smart in memorizing, it is also expected to have good morals.

Discussion

The principal consists of the words principal and school. The head has the purpose of being the leader of an institution, while the school in question is a place to gain knowledge and knowledge that is shaded by a formal institution (Leniwati & Arafat, 2017; Lochmiller, 2013; Meidiana et al., 2020). The principal is the manager who manages all the resources in the school with the principles of team work, togetherness, empathy, assist, maturity, willingness, organization, respect, kindness (Fitriyani, 2019; Khaleel et al., 2021; Thannimalai & Raman, 2018). The head of the madrasa has a role in making new innovations that can increase the potential of the madrasa and also so that the goals of education in the madrasa can be achieved. The Head of Madrasah at MIM Gandatapa made a new innovation in developing the tahfidzul qur'an program (Alfath, 2020; Santosa, 2018). The purpose of the tahfidzul qur'an Jus 30 program at MIM Gandatapa is to educate students' ability to read and memorize Al-Qur'an Jus 30 with good and correct makhraj from an early age. With the tahfidzul qur'an Jus 30 program, the quality of education at MI is getting better and of course it is hoped that students will become pious, active, creative, independent and skilled human beings.

Based on the result of memorizing the Qur'an is a good and commendable act. So the memorizers of the Qur'an must be able to be a good example for others in addition to having character and acting in accordance with the teachings of the Qur'an. Therefore, a person who learns and memorizes the Qur'an is expected not only to read and memorize it but also to understand its meaning and practice it in daily life (Afroni & Triana, 2018; Alfath, 2020; Supendi et al., 2020). The innovations made by the head of MIM Gandatapa regarding the Tahfidz Al-Qur'an Jus 30 program by giving rewards to students who have the best morals are also welcomed positively and show good progress, which is proven by students having good character and personality when meeting with teachers, friends and other people old.

It is in line with previous research aims to answer important questions on the new phenomenon of memorizing the Qur'an practiced by Indonesian Muslim millennial who make use of android based application as tools to preserve the Qur'an (Sobirin, 2020). The result show the correction service shows that although the way of memorizing the Qur'an seems new and innovative, it still holds the basic principle of the tradition of memorizing the Qur'an. The direct correction addressed by the experts of the Qur'an to users who perform the Qur'an memorizing. This study aims to analyze and describe how management of Qur'an-based curriculum consisting of planning, organizing, implementing and evaluating at SD Qur'an Hanifah Semarang (Rahmawati et al., 2021). The results of this study indicate that SD Qur'an Hanifah has implemented a Qur'an-based curriculum management process through four stages, namely planning, organizing, implementing and evaluating. The implication of madrasa leaders in managing the Tahfidzul Qur'an Jus 30 program has a great influence so that in management it can be said to be successful, it can be seen from the smoothness of the program implemented in the madrasa. This study also has many limitations, one of which involves only a few subjects and does not consider other factors that may have an effect. So it is hoped that future research can deepen research and involve more supporting factors related to developing the innovation of the Qur'an program.

4. CONCLUSION

The innovation of the madrasa principal's leadership is one of the references for success and even success in achieving the expected goals. Innovation in the development of the tahfidzul Qur'an Jus 30 program makes it different from other schools. The implementation of the madrasa principal's innovations include: Applying the Tartili Method, Carrying out Weekly Memorization Exams, Carrying out Per-Letter Exam Activities, Giving Rewards / Prizes to the Best Students in Memorizing Per Letter, Giving Rewards / Prizes to Best Student Morals. Judging from the memorization achievement data and class assessment by applying the innovations initiated by the head of the madrasa, it appears that more than half the total number of students are able to read and memorize the Qur'an in accordance with the target material that has been set. Thus, the innovation of the madrasa principal in developing the program can be said to be successful in the tahfiẓul Qur'an Jus 30 program at MIM Gandatapa.

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