The Principal's Effective Leadership in Elementary Education
(A Study at Madrasah Ibtidaiyah in Metro City)

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Abstract

The importance of effective management in educational organizations is getting more and more attention from various parties. The purpose of this study was to find out whether the heads of Madrasah Ibtidai>yah in Metro City had implemented effective leadership patterns in leadership management in madrasah. The results of this study indicate that the heads of Islamic elementary schools in Metro City are actually principals who present themselves as effective leaders and understand well how to become professional leaders. The professional meaning here is that the head of the madrasah has shown itself to be an education leader and always maintains quality at all times. In certain circumstances the head of the madrasah has even included the category of master school leaders who are able to show quality where other parties can place the principal as an expert in leading the school. The principal not only looks good, but also is able to show understanding of the meaning of quality. However, there has not been seen any influence between the headmaster>s leadership and the level of achievement achieved by students. This means that principals actually include educational leaders with the title of professionals or even masters, but there is no significant influence between the level of leadership and student achievement.

Keywords: Leadership, Principal, Madrasah Ibtidaiyah, Elementary Education

Abstrak

Pentingnya manajemen yang efektif dalam organisasi pendidikan semakin banyak mendapatkan perhatian dari berbagai pihak. Tujuan penelitian ini adalah untuk mengetahui apakah para kepala Madrasah Ibtidai'yah di Kota Metro telah melaksanakan pola kepemimpinan efektif dalam manajemen kepemimpinan di madrasah. Hasil penelitian ini menunjukkan bahwa kepala Madrasah Ibtidaiyah di Kota Metro sesungguhnya merupakan kepala sekolah yang menampilkan diri sebagai pemimpin yang efektif dan memahami dengan baik bagaimana menjadi pemimpin yang professional. Makna professional disini adalah kepala madrasah telah menunjukkan diri sebagai pemimpin pendidikan dan senantiasa menjaga kualitas sepanjang waktu. Dalam keadaan tertentu kepala madrasah bahkan sudah termasuk katagori pemimpin sekolah yang master yaitu mampu menunjukkan kualitas dimana pihak-pihak lain dapat menempatkan kepala sekolah sebagai sosok yang ahli dalam memimpin sekolah. Kepala sekolah tidak hanya terlihat berkualitas,

namun juga mampu menunjukkan pemahaman terhadap makna kualitas.Namun demikian, belum terlihat adanya pengaruh antara kepemimpinan kepala madrasah dengan tingkat prestasi yang dicapai oleh siswa. Artinya kepala madrasah sebenarnya termasuk pemimpin pendidikan dengan predikat professional atau bahkan master namun belum ada pengaruh yang signifikan antara level kepemimpinannya dengan prestasi yang dicapai siswa.

Kata Kunci: *Kepemimpinan, Kepala Madrasah, Mutu Madrasah.*

Introduction

Leadership is the one of factors that has an important role in organization, the bad and good of organization mostly depends on the leader's factor. Some researches also have proven that the leader's factor holds an important role in the organization development. That leader's important factor is the character of the leader itself, as Covey stated that 90 percent of leader's failures are the failures on the character itself.[1]

The management in general and education management in specific, the case of leadershhip is directly related to the management of human resource and mutual management. In the relation with human resource's management, the leader or manager is the one of inseparable components along with the entrepreneur[2] and employee[3]. The component of human resource's management as Malayu S.P. Hasibuan states that the components of human resource's management consists of entrepreneur, employee, leader and manager. Meanwhile, in the context of mutual education's management, leadership is the one of the eight-important factors for the practicians of mutual management. Deden Makbuloh as he citated in Saraph, et al., expressed the eight-important factors for the particians of mutual managements are: *1) role of management leadership and quality policy ; 2) role of the quality department ; 3) training ; 4) product/service design ; 5) supplier quality management ; 6) process management ; 7) quality data and reporting, and so 8) employee relations.[4]* Therefore, the role of leadership's management and the quality of policy making, is an inseparable part in mutual management.

The efforts in raising education's quality can be taken by applying *Total Quality Management (TQM).* In education, TQM is the philosophy of repairing constantly, which the institution of education provides a set of means or tools in order to fulfil, even to pass the requirements, desires, and hopes of the customer todays or in the future. TQM is an approach in doing effort which attempt to maximize the competition in organization through repairing constantly towards service, human, process, and environment. In the other hand, increasing mutual education can be also strength by School Based Management (SBM). Mutual School Based Management is an approach in education management which more focuses on the autonomy and creativity of the school.

The effective implementation of School-Based Management specifically identifies several specific benefits: (a) enables competent people in the school

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[1] Stephen R. dan Covey, *The 8th Habbit, Melampaui Efektivitas Menggapai Keagungan* (Jakarta: Gramedia, 2005).

[2] Entrepreneur is every person who invests his capital to earn income. In the context of education, education investors are government or state or private who invest their capital in the procurement of human resources. In small education, education investors are parents who send educational institutions so that children have certain academic abilities, attitudes and skills.

[3] In the context of educational institutions, which include employees are educators (teachers), education staff (administrative or administrative staff, and all people who work in schools such as cleaning staff, gardeners, security, and so on.

[4] Deden Makbuloh, *Manajemen Mutu Pendidikan Islam* (Jakarta: Rajagrafindo Perkasa, 2011), pg. 45.

to make decisions that will improve the quality of learning, (b) provide opportunities for all school members to be involved in making important decisions, (c) encourage the emergence of creativity in designing learning programs, (d) redirect the available resources to support the goals developed in each school, (e) produce a more realistic budget plan when parents and teachers become more aware of the school>s financial situation, limits expenses, and costs of school programs, (f) increase motivation and develop new leadership at all levels.[5]

However, both Total Quality Management (TQM) and School-Based Management (SBM) will be highly dependent on the leadership of the school principal. The principal task of the principal in carrying out his leadership, includes three dimensions, namely leading a group of people, mobilizing material resources, and carrying out work with others. The provision of abilities, expertise, and skills is a necessity that must be owned by the principal in order to be able to run the wheels of the institution. Soekarto Indrafachrudi stated that a leader of an educational institution must have at least five skills, namely 1) leadership skills; 2) skills in working relationships with fellow human beings; 3) group mastering skills; 4) skills in managing personnel administration; and 5) judging skills.[6]

In order to meet the demands relating to these expectations, the principals today are much should focus more on teaching and prose s student learning, especially in measuring and determining student progress, compared with previous periods. Consequently, the current headmaster should concentrate on building the school>s vision, shared leadership with other teachers, and encourage schools to operate as a community of learners (learning communities). Efforts to achieve improvements as expected require data collection, processing and assessment to identify what is needed, as well as monitoring teaching and curriculum to determine whether these needs have been managed properly.

Many schools face the problem of being unable to improve the quality of schools due to the absence of influential leaders in the school. James H. Stronge stated that effective leaders set direction and influence members of the organization to work together in achieving organizational goals.[7] The headmaster can meet this responsibility by providing individual support and give responsibility to the teachers in order to review the practices of teaching, and taking and utilize the best-practice model.

The results of the study showed that one supporting factors and key to success for the school/madrasah achievement is fa c tors leadership or management principals/madrasah.[8] As the research conducted by Edmonds which examines schools that always improve work performance is led by good principals.[9] Tobroni's (2005) research results show that there is a significant relationship between effective institutions and effective leadership. Edmonds also suggested that dynamic organizations are always led by good leaders, namely leaders who always strive to improve their achievements. Rutherford's research (1974) states that effective school principals have a

[5] Veithzal Rivai dan Sylviana Murni, *Education Management – Analisis Teori dan Praktik* (Jakarta: Rajawali Pers, 2010), pg. 141.

[6] Soekarto Indrafachrudi, *Mengantar Bagaimana Memimpin Sekolah Yang Baik* (Jakarta: Ghalia Indonesia, 1994), pg. 34.

[7] James H. Stronge dan et al., *Kualitas Kepala Sekolah Yang Efektif* (Jakarta: PT. Indeks, 2013), pg. 6.

[8] Muhaimin dan dkk., *Manajemen Pendidikan Aplikasinya Dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah* (Jakarta: Kencana Prenada Media Group, 2012), pg. 10.

[9] Edmonds, *Some School Work and More Can Social Policy* (New York: Cassel, 1979).

clear vision, and are able to translate them into school goals that develop into great hopes in the future that are understood, lived and realized by all school members.

Awareness of the need to raise the quality of madrasa education is also based on the fact that the development of science and technology and culture today is more dominated and still in the hands of scientists, technologists and cultural figures from western countries that are humanist - anthropocentric, and less concerned, commitment and appreciation for the teachings and fundamental values of religion that is Hanif and more humane. While the Islamic education system is more in the marginal position, peripheral, and even as mere consumers.[10]

The research is focused on efforts to understand and know how to indicators of effective leadership was owned by the headmaster Elementary in Metro City. The main problems in this research are: Have the Madrasah Ibtidai>yah Heads in Metro City displayed effective leadership in carrying out their leadership tasks? ; What is the level or level of effective leadership achieved by the Head of Madrasah Ibtidai>yah in Metro City?; How does the effect of the effective leadership level affect the quality of output or madrasah graduates?

Method

This research is a qualitative study because leadership problems are dynamic, complex and meaningful issues so it needs to be approached in natural or natural social situations. The issue of leadership is dynamic because the style and type of leadership continue to develop by following the demands of the needs of society and

organizations. Leadership is also complex because it does not only involve the individual character or character of a leader, but is also influenced by situations and conditions such as in what environment a person is leading, the character being led, and the demands of social and cultural life that are constantly evolving and changing.

The study was conducted in six Madrasah Ibtida'iyah (MI) in Metro City consisting of 3 Madrasah Ibtida'iyah Negeri and 3 Private Madrasah Ibtida'iyah, As befits qualitative research, then the main instrument in this study is the researcher himself. explore and explore the data needed, then this study sets several people as sources of data or in qualitative research designated as informants. In qualitative research, the sample data source is chosen purposively and is snowball sampling.[11] The informants needed in the study are all school principals, teachers selected with certain considerations, students who are also selected with certain considerations in the madrasah Ibtida>iyah which are the place of research. The informants can develop according to information and developments on the field (snowball nature).

In this study data collection was carried out in a natural setting. Therefore, data collection techniques are mostly done by observation and interview techniques. Observations are conducted in a non-participatory manner which means the researcher will not be directly involved in the activity under study. However, the interview will be conducted in-depth or what is called an in-depth interview.

With consideration to strengthen the data obtained through observation and interviews, this study also uses a questionnaire to determine the perception of

[10] Muhaimin dan dkk., *Manajemen Pendidikan Aplikasinya Dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah*, pg. 20.

[11] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2012), pg. 400.

the principal of his leadership. So that in terms of data collection techniques this study was designed with a combined approach (mix methodology), which is a merger between qualitative and quantitative techniques. This merger is only at the level of data collection methods, not at the paradigm level. Emzir stated that this combined approach in research can be done by associating field methods such as observation and interviews (qualitative data) combined with traditional surveys (quantitative data).[12]

With the perspective as stated by Emzir as he mentioned above, then in this study, the data about the effective leadership of the madrasa head will also be explored with a questionnaire called the Self-Openness Scale which is compiled based on the indicators as listed in the literature base.

The scale of self-disclosure is also intended as an effort to check the validity of the data. This is checking the validity of the data through the triangulation of techniques that combine the various data collection techniques needed. The way to obtain data validity by strengthening data collection techniques as above according to Sugiyono can be done as well as triangulation in qualitative research.[13]

Data Analysis refers to the opinion of Miles and Huberman, that data analysis in qualitative research can be done at the time of data collection and after data collection in a certain period. The steps in data analysis are carried out in stages: 1) Data collection (data collection), 2) data reduction, 3) presentation of data (data display), and 4) drawing conclusions (Conclusion drawing).[14]

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[12] Emzir, *Metodologi Penelitian Pendidikan* (Jakarta: Rajawali Pers, 2008), pg. 24.

[13] Sugiyono, *Metode Penelitian Pendidikan*, pg. 39.

[14] Miles Matthew B. dan Huberman A. Michael, *Analisis Data Kualitatif* (Jakarta: UI-Press, 1992).

Results and Discussions

1. Effectiveness of Madrasah Head Leadership

As has been explained that there are eight parameters to find out whether the Madrasah Ibtidaiyah principals have displayed effective leadership patterns in carrying out their duties. The eight parameters are: the principal has a role in teaching leadership; creating school's season; administering human resources; evaluating teachers; carry out organizational management; communicating and community relations; acting professionalism; and play a role in student achievement. With these eight parameters, the data from the questionnaire results are sorted and categorized and the results tabulated.

Furthermore, to determine whether each of the eight parameters that have been carried out by the headmaster then each parameter is given level or nomenclature level to determine which position headmaster has been acting and doing patterns effective leadership in the management of the madrasas. Based on the self-disclosure scale questionnaire that has been given where each item statement is given four choices namely Very Often / Very Agree, Frequently / Agree, Quite Often / Agree Disagree and Never / Disagree.

From the results of respondents based on the four options, then subsequently converted to a four-level whereby if the answer score The choice is very often it is in the **Level Master**, namely: the principal shows the quality in which other parties can put the principal as a highly-skilled in leading the school. The madrasah head not only looks qualified but is also able to show an understanding of the meaning of quality. If the respondent>s answer score is more in Frequent / Agree, then it is converted to **Professional Level**, ie the madrasa head

shows high quality all the time. If the respondent>s answer score is greater in the category of Quite / Less Agree then it is converted to **Beginner Level**, which is the madrasa head shows the quality at the level of being able to do the things needed to keep the school running. The head of the madrasa may be less flexible, but the work can still be categorized effectively. Then if the respondent>s score is greater in the category of Never / Disagree, then it is later converted to an **Ineffective Level**, ie the performance of the madrasah head is unacceptable and the madrasa head must focus on efforts to improve his performance.

In the first parameter about the leadership of the madrasah headmaster in managing teaching, the questionnaire score calculation has been done while also being strengthened with observational and documentation data then tabulated, in general, it can be said that the performance of the madrasah head has shown effective leadership. Overview of the performance as described in the following table is :

Table 1
Leadership in Teaching

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	0	24	52	
2	Kamad. II	0	2	45	24	
3	Kamad. III	1	0	21	56	
4	Kamad. IV	0	4	54	8	
5	Kamad. V	0	2	24	52	
6	Kamad. VI	0	2	27	48	
	Summary	2	12	195	240	

Based on the data as shown in table 1 above, it can be seen that the heads of Ibtidaiyah madrassahs actually have shown good leadership in teaching even if converted to be at the master level, namely as an expert

figure in leading madrasa. As an expert figure in leading madrassas almost all madrasa leaders have developed a clear vision and mission for madrassas,[15] have confidence in the ability to achieve the vision and mission of madrassas, focus on improving the quality of madrasas and being able to communicate the most important mission of madrasas, namely learning. As a principal madrasah expert figure has also been able to share leadership that is able to work towards goals through individual efforts and joint efforts, utilizing the ability of teachers to lead in schools, able to create opportunities for cooperation among teachers, as well as distributing leadership roles and responsibilities especially to teachers.

The madrasa head is also able to build a learning community, which makes all learning activities as the center of all activities, facilitating the development of staff and teacher expertise to improve teaching and learning. The weakness at this point is the madrasa head cannot build a business for learning together with the school community or other madrasahs.

From some recognition, the headmaster assuring that it is doing the process of monitoring the implementation of curriculum and instruction, but in reality, it is very rare, especially once the rarity of continuous evaluation and scheduled together. There is still insufficient evaluation to ensure that curriculum standards have been taught by the teacher to students or have discussions in the implementation of teaching with each teacher. Madrasah principals also rarely make regular class visits to monitor the teaching and learning process in the classroom. This weakness results in not well monitored the achievement of the process

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[15] Zusniya Fatmawati, Ibrahim Bafadal, dan Ahmad Yusuf Sobri, "Komunikasi Kepala Sekolah dengan Warga Sekolah untuk Mewujudkan Visi dan Misi Sekolah," *JAMP: Jurnal Adminitrasi dan Manajemen Pendidikan* Vol 1, no. 2 (2008): pg. 198-205.

and student learning outcomes, so there is no synergy between the principal and the teacher to jointly resolve weaknesses in the implementation of curriculum and teaching. In fact, one of the roles of the principal is to monitor learning practices in schools.[16]

Furthermore, the headmaster's checklists associated with the skills to create a climate or school environment as illustrated in the following table:

Table 2
Leadership in School Climate Creation

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	0	18	48	
2	Kamad. II	0	0	39	20	
3	Kamad. III	1	0	18	49	
4	Kamad. IV	0	4	48	0	
5	Kamad. V	3	0	18	36	
6	Kamad.VI	0	2	30	28	
Summary		4	6	171	181	

Based on data on the ability of madrasah principals in creating a good climate or school environment as in tab e 2 above it is illustrated that half of the madrasah principals are in the professional category and the other half are in the master category. Madrasa principals with professional categories are those who have shown high quality all the time in creating and building a school climate, while the master categories are those who are categorized as experts and appear to be of quality and show understanding of the meaning of quality.

The indicator as the headmaster of professional madrasas and masters in creating a school climate is illustrated, for example, in the efforts of the headmaster to involve all

stakeholders in school activities, especially parents/guardians in the school committee organization. The madrasah headmaster also exemplified high expectations of all staff and students, maintained a respectful relationship with staff, students and parents of students, and appropriately handled various issues. Therefore it is important for the madrasa headmaster to motivate all parties in the school to spur a good school climate.[17]

Madrasah principals have also well followed internal and external dynamics, namely by building a climate of mutual trust in schools, showing honesty and credibility as well as monitoring internal and external factors that influence schools. The madrasa head also has high expectations and respect by showing concern, support and respect for students, giving direction to staff and students, influencing the decision making of other parties and showing concern for the needs of teachers and staff.

Regarding conflict and crisis, the madrasa head has set a crisis management plan proactively and always informs parents and the community how a problem in a school is handled and resolved. In order to build a conducive climate, the madrasa headmaster has distributed tasks to school staff, encouraged the division of leadership in schools, staffed staff (staff and teachers) to make joint decisions, and regularly reviewed school programs. This is by Murtedjo and Suharningsih who stated that the principal plays a role in optimizing the education climate in primary schools.[18]

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[16] Muhadzdzibah, Manap Somantri, dan Puspa Djuwita, "Peran Kepala Sekolah Dalam Implementasi Kurikulum 2013 di SMAN 2 Bengkulu Selatan," *Manajer Pendidikan* Vol 11, no. 5 (2017): pg. 426-432.

[17] Sara Sabir, "The Role of School Principal's Motivating Language in Promoting School Climate: A Comparative Study of Private and Public Schools," *International Journal of Education and Knowledge Management (IJEKM)* Vol 1, no. 3 (2018): 1–15.

[18] Murtedjo dan Suharningsih, "The role of principal in optimizing school climate in primary schools," *Journal of Physics Conference Series 953* Vol 1 (2018): pg. 1–7.

Leadership with the administration of human resources was found some facts as follows:

Table 3
Leadership in Human Resource Administration

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	4	27	52	
2	Kamad. II	0	4	51	20	
3	Kamad. III	0	0	15	68	
4	Kamad. IV	0	4	60	4	
5	Kamad. V	4	0	39	36	
6	Kamad.VI	0	0	54	20	
Summary		4	12	246	200	

In general, it can be stated that in terms of leadership in the administration of human resources the head of the madrasa is already at a professional level, which shows high quality all the time. However, it needs to be underlined, especially relating to the way the headmaster chooses high-ability people who are more ideal than the reality. This is due to the appointment of school personnel such as teachers and employees as a policy of the central ministry and not the authority of school principals, especially in public madrasas. While in private madrasas the appointment of teachers is the authority of the foundation or organization management rather than the absolute authority of the madrasah head. Autonomous about the proposal and selection of teachers and school administrators.

In the checklist of principals> skills with leadership in the field of human resource administration, the madrasah headmaster should be given autonomy to select highly skilled teachers, use interviewing practices in recruitment, select highly capable non-teaching staff and utilize the school system in the appointment process staff. However, in reality, this is not the authority of the madrasa head, but rather is a top-down central policy of whatever form must be accepted.

Thus the madrasa head leadership related to the administration of human resources especially the ability to select teachers cannot be evaluated.

However, the madrasa head's leadership in terms of teacher induction and teacher mentoring is reflected in the research data. The picture is seen in the ability of madrasah principals to identify the strengths and weaknesses of teachers, work with new teachers to improve their performance, create a culture that supports new teachers and implement formal and informal procedures to help new staff. In terms of mentoring the madrasah headteacher has also been able to develop support for mentoring programs, pair teachers with appropriate mentors, provide opportunities for new teachers to demonstrate their expertise in areas that are truly mastered and play a role in setting examples for new teachers or staff.

Likewise in the case of professional development, the madrasa head intensely supports ideas of professional development, gaining access to professional development resources, adjusting staffing needs to professional development opportunities, and soliciting input from teachers regarding the design and implementation of professional development. many aspects of professional development are often also constrained because of the unavailability of an adequate budget. The motivation of the madrasah head to teachers to develop their skills and profession is more appealing, the rest depends on each teacher to follow up. Further in terms of leadership in human resource administration, the madrasah head always encourages collaborative cooperative relations, encouraging working conditions positive, support innovation and the courage to take risks, and understand the importance of maintaining quality staff.

Table 4
Leadership in Teacher Evaluation

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Ma-ster	
1	Kamad. I	0	4	12	40	
2	Kamad. II	0	14	24	4	
3	Kamad. III	0	0	9	52	
4	Kamad. IV	0	0	42	8	
5	Kamad. V	3	0	12	36	
6	Kamad. VI	0	2	36	12	
Summary		3	20	135	152	

Based on table 4 above, it is illustrated that the madrasah head's leadership in terms of the ability to evaluate teachers, in general, is quite good at least seen in the checklist scores that are so high in the professional and master categories. Thus it can be said to be related to the ability to evaluate teachers the head of madrasas have tried to focus on improving and accountability in evaluating teachers. Similarly, the headmaster had been able to communicate to the teacher during the evaluation process takes place, inform the teacher of elements related to the evaluation process, and hold formal and informal meetings with teachers.

The ability of headmaster in documenting teacher performance can be seen in the ability of the headmaster to utilize various sources of data to evaluate teachers, formal and informal observation, consider the performance of students on evaluating teachers and provide feedback to teachers after observes. The head madrasah also maintains objectivity throughout the process, provides a clear description of the shortcomings of the teacher being observed, and provides clear corrective actions if there are deficiencies in the observed teacher.

Furthermore, effective leadership of headmaster in terms of the ability to perform management organization, the results menu n verifiers indicate based on the data that is headmaster has implemented organizational functions well and can be described as the following table.

Table 5
Leadership in Organizational Management

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	2	3	52	
2	Kamad. II	1	6	18	24	
3	Kamad. III	0	0	15	45	
4	Kamad. IV	0	4	42	0	
5	Kamad. V	1	0	30	20	
6	Kamad.VI	0	4	30	28	
Summary		2	16	138	169	

Leadership in organizational management includes three main qualities is the coordination of facilities and operations, physical resource allocation and the use of technology resources. Based on the three main qualities, the data obtained as listed in table 5 above. The highest score of madrasah principals in organizational management places them as leaders in the professional and master categories. The indicator is that these madrasa principals have procedures and rules for creating an orderly and orderly environment, providing clear rules and regulations for staff and students, as well as developing a master schedule containing local school regulations and national standards.

In the case of headmaster>s physical resource allocation did an observation of school budgets in previous years, develop a budget for each financial year, making planning and spending priorities, making procedures costs, as well as developing partnerships with the social organizations. Effectively, madrasa principals have also used technology especially computers to

do administrative tasks. In this context, the obstacle that arises is the limited budget available and provided by the government and foundations for private madrasas. These limitations make madrasas unable to freely plan programs to advance madrasas. This constraint impacts program planning more like a wish list so it is difficult to be directly realized because it is not supported by an adequate budget.

Table 6
Leadership in Communication and Community Relations

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	0	15	20	
2	Kamad. II	0	0	27	0	
3	Kamad. III	0	0	12	20	
4	Kamad. IV	0	2	24	0	
5	Kamad. V	0	0	27	0	
6	Kamad.VI	0	0	12	20	
	Summary	0	2	117	60	

Madrasa head skills in communication and community relations include several qualities, including the ability to communicate effectively, communication with parents/guardians and family of students, as well as the ability to communicate with the wider community. Based on table 6 above, the madrasa head has shown his performance as a leader in a professional educational institution. The conclusion is based on the fact that they have been able to communicate by listening to the suggestions of the stakeholders, applying the right suggestions according to the needs, and maintaining open communication with all stakeholders.[19]

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[19] Made Dwiana Mustawan, "Pengaruh Keterampilan Komunikasi Kepala Sekolah terhadap Kinerja Guru di Sekolah Dasar Negeri 110 Sawojajar 1 Kota Malang. Vidya Samhita," *Jurnal Penelitian Agama* Vol 3, no. 2 (2017): pg. 118–25.

Another fact is that the headmaster has also sought to gather input from parents of students and other community members in decision making. From the results, it has been improved by communication programs of parents who fo c us against the teaching of students and encourage the involvement of parents in school activities.

To build the image and trust of parents and the community towards madrasas, efforts have also been made to communicate the positive picture of the school and maintain cooperation and partnerships with organizations outside the school and develop positive relations with the mass media. In this regard, the existence of a school>s committee has a very important role in bridging the relationship of the school with parents or guardians and community above all build community involvement with programs madrasah.

Table 7
Leadership in The Professionalism of Madrasah Heads

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	0	6	36	
2	Kamad. II	1	6	21	1	
3	Kamad. III	0	0	12	28	
4	Kamad. IV	0	2	27	4	
5	Kamad. V	2	0	12	16	
6	Kamad. VI	0	2	18	16	
	Summary	3	10	96	101	

In educational leadership, the madrasa head is demanded to act professionally, dedicated and set an example to teachers, staff, students and the wider community. He must have high standards of competence in the field of education management in addition to having high ethical standards. If referring to the questionnaire scale self-disclosure as a tab e l 7 above, generally the

headmaster Elementary in Metro City has become the educational leader who always shows professional performance.

Indicators shown are the madrasah head who is able to communicate beliefs and values related to the school to all stakeholders. The principal has also balanced responsibility for students with the needs of teachers, maintains high ethical standards and performs tasks with competence and integrity. Professionally the madrasah head also shows examples of concern for students and exemplifies the characteristics expected for teachers.

The madrasa head also always increases his ability to be more competent by participating in various professional development meetings. Meet with other school principals to discuss challenges faced in madrasa management either through visits or in a formal meeting. Do not forget to also develop support networks and participate in activities to evaluate each other with other school principals.

Table 8
Leadership in Student Achievement

No	Madrasah Head-master	Score Based on Checklist				Infor-mati-on
		Inefec-tive	Beg-inner	Profe-ssional	Mas-ter	
1	Kamad. I	0	4	18	28	
2	Kamad. II	0	0	45	0	
3	Kamad. III	0	0	0	60	
4	Kamad. IV	0	0	39	8	
5	Kamad. V	0	0	21	32	
6	Kamad.VI	0	0	33	16	
Summary		0	4	156	144	

Along with the leadership skills of the madrasah head as outlined in tables 1 - 7, the final skill to measure the effective leadership of the 8th madrasa head is the skill in achieving student achievement including professional categories and even reaching the master category. This means

the madrasa head shows quality throughout time and be able to show an understanding of the meaning of quality.

The data as mentioned in table 8 shows that the headmaster of madrasas has carried out behaviors that have an indirect effect on student achievement as mentioned above. In addition, the madrasa head also focuses on student achievement goals and monitors school success based on students> ability to achieve academic goals. As a form of professional attitude the madrasa head also constantly uses data to make decisions relating to student achievement.

Understanding what has been described in the description above, especially as revealed by the data from tables 1 to table 8, it can be explained that almost the majority of madrasah principals understand well how to become effective educational leaders. They understand well what must be done by an educational leader, goals and targets to be achieved, but in reality, what is well understood is not yet done to the fullest. We may call it rich in theory but poor in implementation. Because leadership is a practical experience, then theory alone is not enough. It must be manifested in concrete actions, at the level of praxis. If not, then the headmaster does not impact any change to school. Instead, there are repetitive routines or output and results of student achievement are stagnant and not growing.

This is what happens in some madrasas Ibtidaiyah, where the madrasa head is actually a leader who understands how to be a good educational leader, but because there is no maximum implementation it does not affect student achievement. The data in the last few years shows that there is not a single madrasah Ibtidaiyah in Metro City that has achieved the achievement of the National Examination beyond many other elementary schools. Although on average

their achievements are still quite good, there are no madrasas that have achieved the highest national exam results at the elementary / madrasah level. This also has an impact on the level of community trust in madrasas. society to entrust their children through education.

The picture shows that at the madrasah level of madrasah there is no influence between the effective leadership of the madrasa head-on student achievement. Whereas student achievement is the peak and goal of leadership in education. This further assures us all that educational leadership is not enough just theory but requires practice at the same time to ensure the learning process runs optimally and student achievement is achieved to the maximum.

Conclusion

Based on the process of analysis and discussion of research data that has been collected, it can be concluded as follows:

a. Head Elementary School in Metro City has shown itself to be an effective school principal generally include the category headmaster h professional. The meaning of professional here is that the madrasa head has shown himself as an educational leader and always maintains quality at all times.

b. In certain circumstances, the madrasa head even includes the category of a master school leader who is able to show the quality where other parties can place the principal as an expert in leading the school. The principal not only looks qualified but is also able to show an understanding of the meaning of quality.

c. Not yet seen any influence between the leadership of the madrasa head with the level of achievement achieved by students. Although the

headmaster is an educational leader with a professional or even a master's title, there is no significant influence between the level of leadership and the achievements of students.

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