

TRANSFORMATION TOWARD THE PROFESSIONAL ISLAMIC SCHOOLING: THE MANAGERIAL DIMENSION OF THE HEADMASTER OF NU INSAN CENDEKIA ELEMENTARY SCHOOL KEDIRI EAST JAVA

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Abstrak:

Transformasi menuju lembaga pendidikan Islam yang profesional merupakan kunci untuk meraih predikat lembaga pendidikan yang unggul dan kompetitif. SD NU Insan Cendekia Kediri melalui pola manajerial kepala sekolahnya telah terbukti mampu mengembangkan lembaga yang profesional serta mampu menumbuhkan rasa public trust pada masyarakat sekitar sehingga nilai kontribusinya semakin dirasakan oleh masyarakat. Maka penelitian ini bertujuan untuk mengetahui: Usaha yang dilakukan Kepala SD NU dalam menerapkan manajemen mutu lembaga; Usaha yang dilakukan Kepala SD NU sebagai inovator di lembaga; serta Faktor yang menjadi pendukung dan penghambat. Penelitian ini menggunakan metode kualitatif-deskriptif dan pendekatan fenomenologis-naturalistik. Pengumpulan data dilakukan dengan metode wawancara, observasi, dan dokumentasi. Data dianalisis dengan cara mereduksi, display, mengambil kesimpulan dan verifikasi data. Hasil penelitian ini adalah kemampuan manajerial kepala sekolah dalam proses transformasi lembaga pendidikan Islam di bawah naungan NU ke arah pengembangan lembaga yang profesional mampu menumbuhkan rasa public trust pada masyarakat sekitar. Untuk mewujudkan lembaga pendidikan Islam profesional kepala sekolah menerapkan manajemen mutu dengan cara mengelola lembaga pendidikan secara transparans dan amanah, melakukan perencanaan, pelaksanaan, dan evaluasi pendidikan sesuai visi lembaga agar terwujud sekolah yang berkualitas unggul. Kepala sekolah melakukan inovasi dengan mengadakan program unggulan serta menerapkan kurikulum yang Islami agar dapat menjadi sekolah rujukan bagi sekolah lainnya serta melakukan kerjasama dengan berbagai pihak dan instansi-instansi lainnya guna mendukung inovasi yang dilakukan. Namun dalam mewujudkan lembaga pendidikan Islam profesional tidak bisa lepas dari adanya faktor pendukung dan penghambat, faktor pendukungnya adalah guru memiliki dedikasi yang tinggi; antara orang tua wali siswa, guru dan tenaga kependidikan memiliki semangat kebersamaan dan tanggung jawab yang sangat tinggi dalam meningkatkan mutu pendidikan. Sedangkan faktor penghambatnya adalah anggaran yang masih terbatas atau belum memadai untuk mewujudkan sarana dan prasarana yang representatif sebagai fasilitas kegiatan belajar mengajar.

Kata Kunci: Manajerial, Profesional, Pendidikan Islam

Abstract:

Transformation towards professional Islamic educational institutions is the key to achieving the predicate of an excellent and competitive educational institution. Through the principal's organizational pattern, NU Insan Cendekia Elementary School Kediri has been proven to develop professional institutions and grow a sense of public trust in the surrounding community. The community increasingly feels the value of their contributions. So, this study aims to find out: The efforts made by the Head of NU Insan Cendekia Elementary School in implementing institutional quality management and the Efforts made by the Head of NU Insan Cendekia Elementary School as an innovator in the institution, and the supporting and inhibiting factors. This research uses the qualitative descriptive method and phenomenological-naturalistic approach. Data collection was done by interview, observation, and documentation methods. Data were analyzed by reducing,



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displaying, drawing conclusions, and verifying data. The result of this study is the managerial ability of school principals in transforming Islamic educational institutions under the auspices of NU into the development of professional institutions capable of fostering a sense of public trust in the surrounding community. To realize a professional Islamic educational institution, principals implement quality management by managing institutions transparent and trustworthy, planning, implementing, and evaluating education according to the institution's vision to realize excellent quality schools. The principal innovates by holding special programs, implementing an Islamic curriculum to become a reference school for other schools, and collaborating with various parties and other agencies to support the innovations. However, in realizing a professional Islamic educational institution cannot be separated from the supporting and inhibiting factors, the supportive factors are teachers who have high dedication; between parents and guardians of students, teachers and education staff have a very high spirit of togetherness and responsibility in improving the quality of education. Meanwhile, the inhibiting factor is the budget that is still limited or not sufficient to realize representative facilities and infrastructure as facilities for teaching and learning activities.

Keywords: Manager, Professional, Islamic Schooling

Introduction

Improving the quality of national education is a standard duty and responsibility of the people of Indonesia.¹ The map of national educational institutions is dominated not only by public institutions but also by private institutions and institutions under the auspices of religious community organizations. *Nahdhatul Ulama (NU)* is one of the Islamic organizations in Indonesia which also houses educational institutions.

Concerning the development of Islamic schools in Indonesia, NU-based schools in Indonesia require an affirmation of their existence, especially from an institutional point of view. In reality, Islamic education is not yet responsive to human life demands. This can be seen from the lag with other education, both quantitatively and qualitatively, that have not achieved the predicate of superior and competitive educational institutions.²

The public's lack of interest in choosing Islamic educational institutions, especially NU, is not because there has been a shift in values or religious ties that have begun to fade but because most of them are less promising for the future and less responsive to the demands of their time. People consider at least three things in choosing an educational institution: values (religion), social status, and ideals. Even the last two considerations (social class and ideals) tend to be more dominant in influencing the selection of educational institutions themselves.³

¹ Bambang Ismanto dan Ngatini, "Pengelolaan Supervisi Akademik Kepala Sekolah di Sekolah Dasar Negeri Kota Semarang" *Jurnal Manajemen Pendidikan*, ISSN 2443-0544 Volume: 2, No.2, (Juli - Desember 2015): 127-138.

² H.A.R. Tilaar, *Paradigma Baru Pendidikan Nasional*. (Jakarta: Rineka Cipta, 2000), 174.

³ Imam Suprayogo, *Menjadikan Lembaga Pendidikan Islam Sebagai Pilihan Masyarakat*. <http://www.imamsuprayogo.com>. Diakses 20 Januari 2020.

Therefore, it is time for NU educational institutions to be more rational, open, and oriented to the broader community's needs. Moreover, the current tendency of academic thinking is to prepare superior human resources and be ready to compete. As done by the NU Insan Cendekia Elementary School in Ngadiluwih Kediri Regency wants to answer the challenges of the community by making improvements, updates, and developments in the management and management system to provide more comprehensive educational services to produce academic outputs that have various competencies, skills, and noble character.⁴

Therefore, the success of an educational institution cannot be separated from the managerial ability of a good headmaster⁵ in organizing and developing school resources to create an effective and efficient learning environment. Headmaster must carry out good leadership, be a role model, be wise, fair, patient, and always do good to the teacher. In addition, there is also a conducive atmosphere created by the principal, namely togetherness, cohesiveness, openness, and a sense of shared responsibility in improving the quality of education in schools.⁶

So the importance of a managerial headmaster has the meaning of all the ins and outs related to the duties of the headmaster. The behavior of the headmaster is reflected in the crystallization of the interaction between the organic functions of management (planning, organizing, implementing, evaluating) with substantive functions, namely academic, human resources, finance, facilities, public relations, and special services, and so on. The organic part of management is a gear in carrying out substance functions. The synergistic interaction of the two gave birth to the figure of the ideal headmaster behavior, which can bring the school organization achieve goals effectively and efficiently.⁷

The managerial dimension of the headmaster in NU Insan Cendekia elementary school as a sample of NU elementary schools in Kediri Regency became the flagship cluster of Maarif educational institutions in East Java has been able to actualize the flagship cluster program to be able to play more roles in improving the quality of education. The Nahdlatul Ulama institution always has to be responsive to the development of a pluralistic society in an increasingly sophisticated era.

A transformation towards a professional Islamic educational institution is the key to achieving the predicate of a superior and competitive educational institution. Through the

⁴ Observasi di Sekolah Dasar Nahdlatul Ulama (SD NU) Insan Cendekia Ngadiluwih Kabupaten Kediri, pada tanggal 20 Januari 2020.

⁵ Wahjosumijito, *Kepemimpinan Kepala Sekolah* (Jakarta: Raja Grafindo Persada, 1999), 83.

⁶ Mujamil Qomar, *Manajemen Pendidikan Islam: Strategi Baru Pengelolaan Lembaga Pendidikan Islam* (Malang: Erlangga, 2007), 86.

⁷ Hasan Baharun, "Manajemen Kinerja dalam Meningkatkan Competitive Advantage Pada Lembaga Pendidikan Islam" *Jurnal Ilmu Tarbiyah At-Tajdid*, Vol. 5 No. 2, (Juli 2016): 262 -243.

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headmaster's organizational pattern, NU Elementary School in Kediri Regency has developed professional institutions and fostered a sense of public trust in the surrounding community. The community increasingly feels the value of its contribution.

In this study, researchers will examine the managerial dimension of the headmaster of NU Elementary School in Kediri Regency in realizing professional Islamic educational institutions.

Literature Review

Headmaster Qualification Concept

The headmaster shall be responsible for the smooth running and success of all school management matters formally to his superiors or informally to the public who has entrusted his sons and daughters. As an educator, administrator, leader, and supervisor, Headmaster is expected to manage educational institutions in the direction of development and can promise a better future.⁸

The headmaster⁹ is the most responsible person for the conduct of the school over time.¹⁰ At the most operational level, the headmaster is at the forefront of coordinating efforts to improve quality learning. The headmaster is appointed to the position responsible for coordinating joint efforts to achieve educational goals at the level of each school.

Decree of the Minister of National Education of Indonesia number: 162/U/2003 on teacher assignment guidelines as Headmaster explained that Headmaster is a teacher who is given additional duties as Headmaster to lead and manage education in schools to improve the quality of Education. Regulation of the Minister of National Education of the Republic of Indonesia on Headmaster standards; Article 1: (1) to be appointed as Headmaster, a person must meet the headmaster standards that apply nationally. (2) The headmaster standard, as referred to in verse (1), is contained in the annex to the Ministerial Regulation. Paragraph 2 of this Ministerial Regulation began to be applied on April 17, 2007.¹¹

Enclosures regulation of the Minister of National Education No. 13 of 2007 dated April 17, 2007, on headmaster standards: headmaster qualifications consist of general qualifications and special qualifications. The general capabilities of the headmaster are as follows: (1). Have an academic qualification of Bachelor (S1) or diploma four (D-IV) education or non-education at an accredited university; (2). At the time of his appointment as headmaster, he was 56 years old; (3). Have experience teaching for at least 5 (five) years according to the level of each school, except in kindergarten/*Raudhatul Athfal* (TK/RA); (4). Having teaching experience of at least 3 (three) years

⁸ Marno dan Triyono, *Manajemen dan Kepemimpinan Pendidikan Islam* (Bandung: Refika Aditama, 2008), 33.

⁹ Imron Arifin, *Kepemimpinan Kepala Sekolah* (Disertasi IKIP Malang, 1998), 44-45.

¹⁰ Sudarwan Danim, *Menjadi Komunitas Pembelajar Kepemimpinan Transformasional dalam Komunitas Organisasi Pembelajaran* (Jakarta: Bumi Aksara, 2003), 77.

¹¹ E. Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2011), 316.

in kindergarten/RA, having the lowest rank III/c for civil servants (PNS) and non-civil servants is equivalent to the level issued by the foundation or authorized institution. The unique qualifications of the primary school Headmaster are as follows: (1) as an elementary school teacher; (2). Have a certificate of educator as a primary school teacher; and (3). Have a basic Headmaster/MI certificate issued by a government-established agency.

Headmaster Managerial Competence Concept

The managerial competence of the headmaster can be defined as the ability to manage resources through planning, organizing, directing, and supervising activities to achieve organizational goals effectively and efficiently. According to Kunandar," Headmaster as a manager must be able to manage so that all the school's potential can function optimally. "This can be done if the headmaster can perform management functions well, including: (1) planning; (2) organizing; (3) Direction/control; and (4) supervision."¹²

Based on the regulation of the Minister of National Education (Permendiknas) number 13 of 2007 on Headmaster standards, the managerial competencies that must be owned Headmaster are as follows: (1). Develop school planning for various levels of Planning; (2). Develop the school organized by the needs; (3). Leading the school to utilize school resources optimally; (4). Managing school change and development towards an effective learner Organization; (5). Creating a conducive and innovative school culture and climate for learners ' learning; (6). Manage teachers and staff to utilize human resources optimally; (7). Managing school facilities and infrastructure to use optimally; (8). Managing school and community relations in search of Idea support, learning resources, and school financing; (9). Managing learners in the framework of accepting new learners and placement and capacity building of learners; (10). Managing curriculum development and learning activities by the direction and objectives of National Education; (11). Managing school finances by accountable, transparent, and efficient management; (12). Managing school administration in supporting the achievement of school objectives; (13). Working in the school's special services unit supports learning activities and learners' activities at school; (14). Managing school information systems in support of program preparation and decision making; (15). Utilizing advances in information technology to improve learning and school management; (16). Monitoring, evaluation, and reporting on implementing school activity programs with appropriate procedures and planning follow-up.¹³

For this reason, managerial competence is the headmaster's ability to organize and develop school resources to create an effective, efficient learning environment. The headmaster

¹² Kunandar, *Guru Profesional*, 1.

¹³ Permendiknas Nomor 13 Tahun 2007 tentang *Standar Kepala Sekolah/Madrasah*.

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must have skills in developing the human resources available in his school to be empowered and contribute to achieving educational goals.

1. School Program Planning

Planning is thinking about what will be done with the resources you have. The planning process starts by setting the goals to be achieved by analyzing needs and completing documents, then establishing the steps that must be done to achieve these goals. Uno also said that " planning is a satisfactory way to make the activity run well, accompanied by various anticipatory steps to minimize the gap so that the activity reaches the objectives that have been set."¹⁴

Based on the above description, planning is an initial action in the management process. Planning defines goals, sets the best way to achieve goals, and sets the best way to achieve goals. Planning is the process of determining what should be completed and how to achieve it. The planning will be able to direct, reduce environmental influences, influence overlap, and design standards to facilitate supervision.

2. Implementation of School Programs

The implementation of school activities is an action to strive for all group members to achieve goals according to managerial planning. According to Wahyudi, to perform his role and function as a manager, " the Headmaster must have the right strategy to utilize educational personnel through cooperation, provide opportunities for academic personnel to improve their profession, and encourage the involvement of all educational personnel in various activities that support the school program."¹⁵ The ability to carry out work by the established planning hints at the Headmaster building the operational procedure of the educational institution. It gives an example of how to work, build motivation and cooperation, and always coordinate with various elements of Education. There is no point in good planning if its implementation is not carried out conscientiously and professionally.

3. Evaluation of School Activities

Evaluation is an activity that compares the implementation results with the criteria and standards that have been set to see success. According to Hamalik, " evaluation is an ongoing process of gathering and interpreting information to assess decisions made in designing a teaching system."¹⁶ "The primary function of evaluation is to examine an object or circumstance to obtain the correct information as a basis for decision-making. The purpose of the assessment, according to Sudjana, is " to describe the students' learning skills so that they can know their advantages and disadvantages in various fields of study or subjects they go through."It can be concluded that

¹⁴ H. B Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2009), 2.

¹⁵ Wahyudi, *Kepemimpinan Kepala Sekolah* (Bandung: Alfabeta, 2009), 64.

¹⁶ Oemar Hamalik, *Manajemen Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya Offset, 2009), 210.

evaluation is the process of describing, collecting, and presenting valuable information for consideration in decision making.

Headmaster Transformational Leadership

Transformational leadership is characterized by four prominent traits: charisma, inspiration, intellectual stimulation, and individual consideration. Charisma is how a leader's pride, trust, and respect encourage subordinates to feel belonging to themselves, the leader, and the organization. Inspiration is the ability to motivate subordinates, primarily through delivering the message of high expectations. Intellectual stimulation is the frequency with which leaders encourage associates to be innovative in solutions and problem-solving. At the same time, individual consideration is the level of personal attention and encouragement to develop themselves given by the leader to subordinates. Transformational leaders devote a lot of energy to directing and appreciating the talents and abilities of their associates. Daft stated, "transformational leadership is characterized by the ability to cause significant change. Transformational leaders can direct change in the organization's vision, strategy, and culture and increase innovation in products and technologies. Barnett & McCormick examined Headmaster leadership and its influence on teacher motivation. They found that individual relationships primarily characterize leadership in schools. Headmasters can solidify their leadership and encourage teachers to apply their skills, abilities, and efforts to achieve their goals through these individual relationships."¹⁷

Professional Islamic Educational Institutions

Amir Daiem defines an educational institution as a person or entity responsible for education. Another definition of an educational institution is a form of organization that is relatively fixed on patterns of behavior, the roles of directed relations in binding individuals who have formal authority, and legal sanctions to achieve fundamental social needs.¹⁸ The Islamic educational institutions in the institutionalized Islamic education can be interpreted as a container or place where the process of Islamic education occurs.

Regarding management, in essence, the leader's ability¹⁹ to move the participation of all parties involved in the madrasah of Islamic Educational Institutions and avoid the emergence of a transactional atmosphere of relationship. The relationship between personnel mainly concerns the provision of rewards for work performance with rational, humanist considerations and struggles

¹⁷ Mukhyaruddin Hasibuan, "Kepemimpinan Kepala Sekolah di SD Plus Darul Ilmi Murni Medan," *Thesis*. (PPS UIN Sumatera Utara, 2016).

¹⁸ Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2011), 278.

¹⁹ Sunhaji, *Manajemen Madrasah: Telaah Atas Realitas Manajemen Pendidikan di Madrasah*. (Yogyakarta: Grafindo Litera Media, 2006), 94.

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in developing madrasah educational institutions.²⁰ In designing the organizational structure in madrasah, avoid a hierarchical, bureaucratic system that hinders the development of Islamic Educational Institutions in the future.²¹

Furthermore, to create a professional and quality school. The quality vision is focused on five pillars: (a). Fulfillment of customer needs; (b). Encourage total community involvement in the program; (c). Develop an educational value-added measurement system; (d). Support the systems staff and students need to manage change; and (e) continuous improvement by consistently working hard to make educational products better. According to Siagian (2000), Professional is measured by its speed in performing functions and refers to simplified procedures. The professional concept can be seen in terms of: (1). Creativity; (2). Innovation; (3). Responsiveness.²²

According to Mertin Jr in Agung, the characteristics of the professionalism of the apparatus by the demands of good governance include: (1). Equality. Equal treatment of the services provided; (2). Equity. The same treatment to the community is not enough, but also fair treatment; (3). Loyalty. Loyalty to the Constitution of the law, leadership, subordinates, and co-workers; (4). Accountability. Every government officer must be ready to accept responsibility for whatever he does.²³ A professional school can be defined as the self-organization of resources carried out by the school by involving all directly related interest groups in the decision-making process to meet the quality needs of the school by the wishes of consumers.

Method

This research uses a qualitative approach, while the type of research uses case studies. Direct data sources can be collected in a natural setting. Analyze and discover thoroughly and intact the transformation efforts of Nu Insan Cendekia Elementary School in Ngadiluwih Kediri towards a professional Islamic educational institution seen from the managerial dimension of NU Elementary School Headmaster in Kediri Regency. Formal findings or thesis statements are also the focus of this study and the focus of research on substantive findings.

The collection of research data using a qualitative approach is done circularly. Therefore, the data collection procedure can be done using several following techniques: (1). Participation observation; (2). In-depth interview (in-depth observation); (3). Documentation.²⁴ While in the data

²⁰ Mukhammad Abdullah, *Manajemen Peningkatan Mutu Lembaga Pendidikan Islam* (Kediri: STAIN Kediri Press, 2009), 43.

²¹ Mujamil Qomar, *Manajemen Pendidikan Islam*, 88.

²² Sondang Siagian P. *Administrasi Pembangunan* (Jakarta: Bumi Aksara, 2000), 163.

²³ Agung Kurniawan, *Transformasi Pelayanan Publik* (Yogyakarta: Pembaruan, 2005), 75.

²⁴ Robert C. Bogdan & Sari knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn and Bacon, Inc, 1982), 79.

analysis, three stages must be done:²⁵ (1). Data reduction; (2). Data Display; (3). Conclusion drawing (verification of data).²⁶ According to Lincoln and Guba, data checking techniques can be done with several techniques: (1). Credibility; (2). Transferability; (3). Dependability; (4). Confirmation.²⁷

Discussion / Results and Analysis

Implementing Education Quality Management

Headmaster of NU Insan Cendekia Elementary School in Ngadiluwih Kediri has leadership oriented towards improving the quality of children through education. The management of educational institutions is based on five principles: concentration, speed, not rigid, happiness, and collective collegial. With these five basics, The Headmaster can effectively lead the school. Based on the regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) number 13 of 2007 on Headmaster standards, managerial competencies that the headmaster of them must own is managing school change and development towards an effective learning organization.²⁸

Motivation carried out by the headmaster of NU Insan Cendekia Elementary School in Ngadiluwih in improving the quality of education is (a) planning together with the committee, teachers employees to improve the quality of Education; (b) leadership of the headmaster of NU Insan Cendekia Ngadiluwih by the wishes of the educators and educational personnel, that is, who can provide peace of birth and; (d) with good behavior, authoritative, familiar. The headmaster of Nu Insan Cendekia Elementary School in Ngadiluwih can improve the quality of education in schools with the background that education in NU Insan Cendekia Elementary School in Ngadiluwih is equal or equal or even better than education in other public schools. According to Marno and Triyono, Headmaster is synonymous with the educational leader, which means the ability and readiness possessed by a person to influence, encourage, invite, guide, and move to do specific purposes and goals. And the success of an educational institution largely depends on the leadership of the headmaster.²⁹

The headmaster leadership of NU Insan Cendekia elementary school takes six steps: engagement, discipline, security, kinship, beauty, and cleanliness. Regularly improving the quality of Education conducted by the headmaster of Nu Insan Cendekia Elementary School in Ngadiluwih, workshops were held whose speakers were brought from pilot schools. Transparency

²⁵ Miles and Huberman, *Qualitative Data Analysis* (California: Sage Publication Inc., 1984), 21-23.

²⁶ Sugiyono, *Metode Penelitian R and D* (Bandung: Alfabeta, 2006), 336.

²⁷ Lincoln and Guba, *Naturalistic Inquiry* (Beverly Hills: Sage Publications 1985), 289.

²⁸ Permendiknas, Nomor 13 Tahun 2007 tentang *Standar Kepala Sekolah*.

²⁹ Marno dan Triyono, *Manajemen dan Kepemimpinan Pendidikan Islam*, 33.

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in the development of school programs and the distribution of work tasks based on their respective performance competencies. According to J. S. Arcaro in Abdullah, to realize a professional and quality school, it is necessary for quality improvement management that requires a quality vision focused on total community involvement in a school program.³⁰

In the religious field, the headmaster of Nu Insan Cendekia Elementary School held, among others, namely (a) Dhuhr prayer was held in congregation regularly; (b) Eid al-Adha prayer with students and all teachers and other religious activities; (c) intensified extra-curricular activities related to the reading of the Qur'an (Iqro'); (d) held religious training such as spiritual spraying. As Article 12 paragraph 1 PP 28 of 1990 that: Headmaster is one of the components of education that most play a role in improving the quality of education, then in the performance review Headmaster need to think about strategic efforts to improve the quality of education by conducting coaching.

Nu Insan Cendekia Elementary School's headmaster always guards teachers, employees, and students to carry out the visions and missions plastered on NU Insan Cendekia Elementary School; the headmaster plays a role in influencing people to work together to achieve common visions and goals.

The headmaster of NU Insan Cendekia conducted several improvements in facilities and infrastructure, including (a) renovating the laboratory; and providing a representative room for the library as well as functioning for the meeting room of the KKG and so on; (b) the use of simple props made from unused natural resources and the use of existing tools as needed; (c). development with indicators: there are additional buildings for educational facilities every year and facilities for multi-media devices and internet to reduce technology stuttering for teachers by providing accessible internet area facilities in the teacher's room and several study rooms and other critical spaces. This is to the regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas) number 13 of 2007 on Headmaster standards that the headmaster must be able to manage school facilities and infrastructure to utilize optimally.³¹

The headmaster of Nu Insan Cendekia Elementary School carries out the effectiveness of communication towards team works, among others: (a). always ask questions about learning tools, teaching disciplines, teaching programs, attendance, and others; (b). Up to date information, including following the latest learning and education developments and holding the newest curriculum surgery seminar or updating to carry out the workshop's results; (c) motivate teachers by forming subject clusters, sending teachers to follow various training courses to improve the quality of learning. A professional Headmaster will encourage teachers and school staff to keep

³⁰ Abdullah, *Manajemen Peningkatan Mutu Lembaga Pendidikan Islam*, 66.

³¹ Permendiknas, Nomor 13 Tahun 2007 tentang *Standar Kepala Sekolah*.

abreast of information, knowledge, and insights. For this reason, professional development and motivation for teachers need to be done continuously and continuously.³²

Doing Educational Innovation

Based on the exposure of NU Insan Cendekia elementary school data described above can be discussed. The findings of research on innovation conducted by the headmaster in improving the quality of education are as follows:

Headmaster of NU Insan Cendekia Elementary School held an educational innovation that integrates general education and religion to produce intelligent and trustworthy people, managing management with a collegial collective spirit, with good cooperation behavior from all parties teachers, employees, the community, including related agencies.

Headmaster elementary school NU Insan Cendekia always motivate educators and education personnel to continue their education to linear to their expertise as a primary school teacher and continue to higher education levels, namely S-2; headmaster held coaching for teachers, held training, held comparative studies. The headmaster is also always intensely following the development of the world of education.

The headmaster of NU Insan Cendekia elementary school always reminds the teaching team to teach by the demands of the curriculum, encourages each teacher to develop PAIKEMI methods, and forms scientific clusters according to the level of classes and subjects to improve the quality of teachers, as well as in certain times to foster teachers and monitor classes.

The headmaster of NU Insan Cendekia elementary school encouraged the celebration of Islamic holidays (PHBI), including carrying out maulidan activities, slaughtering sacrificial animals, and commemorating other Islamic holidays.

Transformational leadership is characterized by the ability to cause significant change. Transformational leaders can direct change in the organization's vision, strategy, and culture and increase innovation in products and technologies.³³ Barnett & Mc Cormick examined Headmaster leadership and its influence on teacher motivation. They found that individual relationships primarily characterize leadership in schools. Headmasters can solidify their leadership and encourage teachers to apply their skills, abilities, and efforts to achieve their goals through these personal relationships.³⁴

Supporting and inhibiting factors

The implementation of improving the quality of education can not be separated from

³² Zainal Arifin, *Pengembangan Manajemen Mutu kurikulum Pendidikan Islam* (Yogyakarta: Diva Press, 2012), 16.

³³ R. L. Daft, *Leadership Theory and Practice* (Forthworth: The Dryden Press, 1999), 427.

³⁴ K. Barnett & McCormick, "Vision, Relationships, And Teacher Motivation: A Case Study." *Journal of Educational Administration*. Vol. 41, Iss. 1, (2003) 55-73.

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adequate infrastructure, teachers who are competent in their fields and always encourage the delivery of teachers to follow the training, workshops, and conduct comparative studies to maintain and improve the quality of educational institutions.

While the inhibiting factors are limited or inadequate infrastructure budget, if the school wants to develop educational institutions must be supported by adequate facilities and infrastructure.

According to Siagian, professionals are measured by their speed in performing functions and refer to simplified procedures. According to this opinion, the professional concept can be seen in: (1). Creativity. The ability of the apparatus to face obstacles in providing services to the public by doing innovation; (2). Innovation. The manifestation of desire and determination to seek, find and use new ways, and different work methods, in the performance of their duties; (3) responsiveness. With the apparatus's ability to anticipate and face new aspirations, developments, demands, and new knowledge, the bureaucracy must respond quickly to avoid being left behind in carrying out its duties and functions.³⁵

Conclusion

The result of this research is the headmaster's managerial ability to transform Islamic educational institutions under the auspices of NU into the development of professional institutions capable of fostering a sense of public trust in the surrounding community. To realize professional Islamic education institutions Headmaster applies quality management by managing educational institutions transparently and trustfully, planning, implementing, and evaluating education by the institution's vision to realize a superior quality school.

The headmaster innovates by organizing excellent programs, implementing an Islamic curriculum to become a reference school for other schools, and cooperating with various parties and other agencies to support the innovation. But in realizing professional Islamic educational institutions can not be separated from supporting and inhibiting factors, keeping factors are teachers have high dedication; between the parents of students, teachers and academic staff have a spirit of togetherness and a very high responsibility in improving the quality of education. At the same time, the inhibiting factor is the budget that is still limited or inadequate to realize the facilities and infrastructure that are represented as a facility for teaching and learning activities.

For this reason, the role of the headmaster as managerial is vital to realizing a professional Islamic educational institution—The headmaster's ability to organize and develop school resources to create an effective, efficient learning environment. The Headmaster must have skills in

³⁵ Sondang Siagian P. *Administrasi Pembangunan*, 163.

developing the human resources available in his school to be empowered and contribute to achieving educational goals.

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