

Managerial Competence of Madrasah Principals in Improving Quality Management of State Madrasah Aliyah Post Tsunami Aceh

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Abstract: The incident before tsunami there are several different madrasah management with madrasah today including: first the madrasah is still an improvement in education less meet the needs of each madrasah. Both centralized madrasah education have such weaknesses as focusing only on system level changes rather than on institutional levels. The three improvement of education more emphasis on the availability of system input (interview with the head of madrasah aliyah Darussalam country). The first formulation of the problem why the head of madrasah needs to have managerial competence in improving the quality of management of madrasah aliyah in the post-tsunami country? Second, how is the managerial competence of head of madrasah aliyah in improving the quality of madrasah aliyah management in post tsunami Aceh? The research objectives are first to find out why the head of madrasah needs to have managerial competence in improving the quality of madrasah aliyah post tsunami. Second want to know how the managerial competence of the head of madrasah aliyah in improving the quality of madrasah aliyah management in post tsunami Aceh. The usefulness of this research is theoretically this research is expected to add and deepen the science in the field of management of Islamic education related to managerial competence of head of madrasah aliyah and improvement of management quality at madrasah aliyah.

Keywords: Managerial Competence, Quality Management.

INTRODUCTION

Charging data through online adds to the managerial workload of madrasah heads as well as administration in filling the information available in madrasah. There are some data that must be filled in online that is emis data and emis upload schedule, monthly report data online, data on your country and simpatika online [1]. Based on the grand tour in madrasah aliyah in Aceh Province some time ago shows early symptoms of madrasah head managerial competence in improving the quality of madrasah management in Aceh Province post tsunami Aceh as in MAN Banda Aceh I. Measurement of 2015 goal achievement: The goal in improving the competence of teachers and educational staff to improve the quality of the percentage achieved only 70%. Target 100% student graduation rate achieved 100%. All components of madrasahs serve serviceability as prime service of madrasah (observation of Madrasah Aliyah of country Banda Aceh I). The head of the madrasah performs the division of tasks, authority and responsibility optimally against each field before implementing the activities in the madrasah. In the implementation of the head of the madrasah is consistent with the planning that has been prepared. MAN Darussalam. The goal of improving the

competence of teachers and education personnel to improve the quality of the percentage achieved 90%. Target student graduation rate 100%, performance achieved 100%. The interview result stated that before the madrasah tsunami did not yet have the operational fund of madrasah, so nowadays the managerial workload of madrasah head with planning, management and evaluation of use funding the operational costs of madrasah. Limitations of the problem in this study are the madrasah who got the predicate value of accreditation a, this is done to homogenize the data population.

THEORITICAL REVIEW

Madrasah are the treasures of Islamic educational institutions inherited from previous generations of Muslims. In the modern period, madrasah are used as forms of educational institutions that have modern features. In the context of 20th century Indonesia, Muslims use madrasah as a symbol of modern educational institutions with the characteristics of classical educational institutions, have a structured curriculum, periodically designed exams, gradual classroom increments and certificates as a pass mark for students [2]. The head of the madrasah on its

etymological nature is the equivalent of *school principal*. The term head of the madrasah contains the meaning of everything related to the main task and function as the head of the madrasah. One of the functions of madrasah head is to determine the vision, mission and strategy of madrasah [3]. The head of a madrasah in English is often called *headmaster and principal* [3]. There are several other terms to call the post of a madrasah head like (*Islamic school administrator, Islamic school leader, Islamic school manager*). In Indonesia is called by the name of the principal of the institution under the umbrella of the ministry of education and culture.

Madrasah as centers of excellence in printing and developing madrasah human resources need to be led by the head of madrasah. Madrasah as centers of excellence in printing and developing madrasah human resources need to be led by the head of madrasah. The head of a madrasah is a figure for the success of a madrasah, the head of a madrasah is the key to the success of education in a madrasah. Madrasah are progressing, madrasah retreat, madrasah into successful madrasah or vice versa, all dependent on the role of a madrasah head. Based on the regulation of national education minister (permen) number 28 the year 2010 about the assignment of teachers as principals/madrasah. The head of the madrasah is the functional force of the teacher who is given the additional task to lead a madrasah where the learning process is organized or where there is an interaction between the teacher giving the lesson and the learner who receives the lesson [3].

Competency Manajerial

The word of competence comes from English *competency* which contains the meaning of skill, ability and authority [4]. Suhardirman mentions competence is a set of intelligent actions full of responsibilities that someone has as a condition to be considered capable by the community in carrying out tasks in a particular field [5]. Competence is an ability to perform and perform a job or task based on skills and knowledge and supported by the work attitude demanded by the work [6].

Competence should be owned by the head of madrasah in the regulation of the minister of national education number 13 year 2007 about madrasah standard that must be fulfilled that is: 1) Personality competence, 2) Managerial competence, 3) Entrepreneurial competence, 4) Competence supervision and 5) Social competence. Contribution of managerial competence of head of madrasah which increase, hence teacher performance also increase, this is because managerial competence of head of madrasah, work climate of madrasah and motivation of work contribute significantly to teacher performance [7]. Develop and implement policies and practices for subjects that reflect the commitment of madrasah to

high achievers, effective teaching, madrasah heads have policies, plans and priorities for the success of a madrasah [8].

Competence can be description of behavior and can also be interpreted skill which is job description or job result. Competence is a characteristic of a person that leads to the effectiveness and performance of a person in achieving the outcome of the madrasah organization. This competence includes knowledge, skills, motivation, expertise, initiative and self-control [9]. Competence is a qualitative picture of the nature of a person's meaningful behavior [10]. Competence is essentially a description of what a person can do at work, and the manifestation of that work can be seen [11]. Competence is important as mentioned Martinis to achieve high achievement required the maximum competence that is physical and mental. Thus a high achievement will be obtained when a person combines effort, skills and skills possessed optimally [12]. Word of Allah SWT about the skills in the letter of Al-Baqarah as below: Meaning: *God does not burden a person but according to his ability (ability). He has the reward (of virtue) he endeavored and he is tormented (from evil) that he does. (they pray): "O our rabb, do not be our law if we forget or we are wrong. O our rabb, do not burden us with such a heavy burden as You have burdened to the people before us. O our rabb, do not ponder us what we can not bear. Give us ma'afiah; forgive us and bless us. You are our helper, so help us against the disbelieving people"* [13].

In the Qur'anic [13] it is mentioned that god, I am is a sinner, you give me a burden, but the burden you give is not an excessive burden, because you are not giving me more task than I can. In other words, a person is not burdened but limited to his ability. This is one of God's gentle to His creatures and His compassion to them, and His kindness to them. that man gets the reward of what he strives for from the good he endeavored.

Managerial competence of madrasah head is the ability of madrasah head in preparing madrasah planning for various level of planning, development of madrasah organization in accordance with requirement, lead and manage facilities and infrastructure existing in madrasah [14]. Managerial competence can not be separated from management activities, this is because the head of the madrasah is a manager who runs activities in madrasah. Taylor mentions that the lack of managerial competence is often said to be the main reason for the failure to make policy and the government seeks to address the problem of managerial lack of competence. Managerial competencies in everyday contexts manage people built on the basis of technical expertise [15].

Suparto found that the quality of education can be seen from the aspect of education provider services

(prows dimension) availability of facilities and infrastructure of quantity and quality of education personnel, student academic achievement, satisfaction, parent trust in education system and competency ability of graduates [16]. Integrated quality management is based on customer satisfaction as the main target is differentiated into internal customer and external customer. Quality Madrasah in the concept of total quality management in education must meet the specified specifications. Operational quality is determined by two factors, namely the fulfillment of expected specifications according to the demands and needs of service users. The first quality is called quality in fact and the second is called quality in perception (quality of perception) [17]. Quality usually describes the direct characteristics of a product, such as performance, reliability, easy of use, esthetics and so on. Another definition of a more strategic quality is anything that can meet the needs or needs of customers (meeting the needs of customers) [18].

Managerial implications are individual competencies that bring individuals and institutions to higher ground. The competent employees of the organization are less susceptible to absenteeism, humiliation, misbehaved workplace behavior and overall act as sincere employees and responsible citizens. This type of employee responsibility behavior has diverse managerial implications whereby employees work with full commitment and dedication to help produce quality products at a lower cost. They develop a helpful and performing attitude through which industrial relations remain calm and the continuation of good governance by those who promote healthy, humane and responsible organizational, social and national behavior [19].

Managerial competence that can improve the quality of madrasah management continuously improve its performance and use its resources optimally to make madrasah as a means to cultivate the practice of Islamic life. In this case the madrasah is required to produce scholars who can play the role of deepening religious teachings. Furthermore, managerial head of madrasah able to develop student achievement as a whole, according to student potency itself, meaning head of madrasah able to deliver learners have mastery of common knowledge and religion.

Quality Management

Quality can be said of a service meet the existing specifications, quality is a way of determining whether the product was born in accordance with the standard or not. Quality by customer is something that can satisfy and exceed customer wants and needs. Customers will pay more for good quality regardless of type and product. Then the quality of madrasah is accredited by a body called the national accreditation board of schools/ madrasah (BAN-S/ M) as regulated in government regulation number 19 of 2005. The ultimate

goal of quality assurance education is the high intelligence of human life and nation as aspired [20].

Quality is the right quality standard perceived by many people. In the world of education there are three types of quality management namely, quality control, quality assurance and total quality management. Minnah mentions quality education can be held with a commitment with the government, community and family. Quality education on every type, level and path of education should be accessible to all Indonesian citizens [21]. In the verses of the Qur'an the letter of al-Qasas is mentioned. This means that the Hereafter, we make for those who do not want to boast and do mischief in the (face) of the earth. And the end (the good) is for the righteous [22].

Generally there are four aspects related to quality control system that is input, output, system and process. Inputs are external stimuli applied to a control system for obtaining specific responses from the regulatory system. Output is the actual response obtained from a control system. This response may be the same as the input or may not be the same as the response on the input [23].

Deden Makbuloh mentions the quality of madrasah in general can be seen from various aspects as follows: 1) Aspects of formulation of vision, mission and goals. 2) Aspects of teacher competence and other resources. 3) Aspects of curriculum development. 4) Effectivity aspects of teaching and learning process. 5) Aspects of the relevance of facilities and infrastructure. 6) Aspect of evaluation accuracy. 7) Aspects of input and output quality of learners [24]. To support quality requires trust. Trust is the basic element in most issues involving conflicts between parents and madrasah personnel, the ability to communicate effectively, solve problems and make decisions. When trust between parents and madrasah personnel is intact, parents beliefs about the actions of high school personnel, this is because they are confident in the staff's abilities and believe in the positive nature of the staff [25].

The initial strategy of managing quality mentioned by Juran has undergone widespread and sustainable change. Quality needs have been in existence since the end of history, but the means to meet those needs through the process of quality management. Prior to the twentieth century quality management was based on some ancient principles by: a) Consumer examination of products that are still widely used. b) Concept of experts is based on the skills and reputation of trained and experienced experts [26]. Improved quality is becoming increasingly important for institutions used to gain better control through their own business. Good freedom of the flow is adapted to good accountability. Institutions must demonstrate that they are able to provide quality education to learners [17]. The concept of quality comes from the United

States, but this quality circle is more widely used in Japan. The picture below shows the learner's experience. 1. Leadership, 2. Strategy, 3. System, 4.

Quality tools. 5. Team work, 6. Staff motivation and 7. Evaluation. The picture of the quality ring can be seen below.

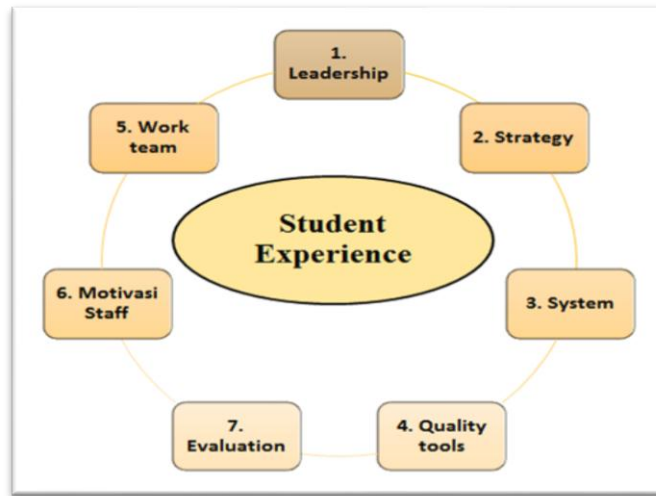


Fig-1: Quality Circle

Five components of total quality management are in 1) Service to students, 2) Physical environment and resources, 3) Human resources, 4) Process and 5) Products [27]. The quality of management is built on

the theory of total quality management. Universal quality process of universal quality assurance can be seen in the table below [28]:

Table-1: Quality Assurance

Quality Assurance Planning	Quality Control	Quality Improvement
Determine the quality of goals / goals.	Determine how to control quality.	Needs analysis.
Customer identification.	Select the section to be measured/ assessed.	Identify project results.
Find what the customer wants.	Set goals/ end results.	Form the executing team.
Develop product shape.	Set product standardization.	Check the cause of product failure/ non-conformity with the standard.
Develop a process form.	Measure the end result obtained.	Perform product improvements and make sure they are done.
Carry out the control process.	Interpret product differences.	Face the resistances that occur.
Implement all standards and improvements in a work process.	Determine the actions needed to overcome those differences.	Make sure the changes, control the implementation and make sure the profit.

Quality assurance serves to maintain and improve the quality of education in a sustainable manner, run by madrasah aliyah to realize its vision and mission, and to meet the needs of stakeholders.

Education management standards according to the regulation of the minister of national education of the Republic of Indonesia number 19 of 2007 can be seen as table 2 below.

Table-2: Education Management Standards.

No	Management Standards
1.	Madrasah vision, madrasah mission, madrasah goals and madrasah plans.
2.	Madrasah guidelines and madrasah organizational structure. Implementation of madrasah activities: The field of student madrasah. Areas of curriculum and learning activities. Field of facilities and infrastructure. Finance and financing and cultural and environmental Madrasah. Monitoring program (evaluation) self-evaluation. Evaluation and curriculum development. Evaluate the utilization of educators and education personnel.
3.	Monitoring program (evaluation) self-evaluation. Evaluation and curriculum development. Evaluate the utilization of educators and education personnel.

Table-2 contains the standard of educational management according to the regulation of the national education minister of the Republic of Indonesia number 19 of 2007 in which each educational unit is required to meet national education management standards. It can be concluded that the understanding of managerial competence of Madrasah Aliyah head in improving the quality Of Madrasah Aliyah management is a managerial skill of madrasah head in planning, coordinating, mobilizing and controlling all madrasah components, realized by the manager of Madrasah Aliyah in accordance with the hope to improve the quality of Madrasah Aliyah. The indicators of the managerial competence of the head of Madrasah Aliyah are: Aspects of planning in the form of skills to prepare madrasah planning for various levels of planning. Organizational aspects such as the ability to develop madrasah organizations. Aspects of movement include skills in managing change and development of madrasahs, the skills of managing teachers and staff, the skills of managing the madrasah facilities and infrastructure, the skills of managing learners, placement and capacity building of learners, the skills of managing the madrasah finance, the skills of managing the madrasah administration, madrasah. Aspects of evaluation include the ability to make reports on the implementation of madrasah program activities. Indicators of the quality of Madrasah Aliyah management are: 1) Program planning: in the form of madrasah vision, madrasah mission, madrasah goals and madrasah plan. 2). Implementation of work plan in the form of madrasah guidance, madrasah organization structure. Implementation of madrasah activities in the form of: Student field of madrasah. Field of facilities and infrastructure. Finance and financing. 3). Supervision (evaluation).

RESEARCH METHODS

This research uses qualitative approach. Creswel interpreted qualitative research in the form of methods to explore and understand the meaning that comes from social problems by involving important efforts such as asking questions and procedures to

collect specific data from participants [29]. Creswel in Djam'an argues that qualitative research is an inquiry process of understanding based on separate methodological traditions, clearly examining that exploring a social or human problem. The researcher constructs a complex of holistic images examining words, reports, detailing the views of native speakers and conducting studies in a natural setting [30].

The main characters in qualitative research are: (1) Problem tracking and development in detail focused on one particular phenomenon. (2) The theories and rules used to be a back in the formulation of the problem. (3) To formulate the problem and the research question is determined by the direct experience of the researcher participate in social in the preliminary study of the grand tour until the research process is carried out. (4) Data collection is based on simple word choice. (5) Analysis of the data described and the themes displayed in the analysis are interpreted to mean [31]. A qualitative approach is expected to produce an in-depth description of the words, writings and observable behavior of an individual [32]. Researchers to obtain information through purposive sampling data and elaboration process. The purposive sampling element is taken based on the needs with consideration of the accreditation standards of madrasah A and madrasah aliyah of the country which have a number of achievements that boast both at regional and national level.

The choice of place or setting in three Madrasah Aliyah in Aceh province that is MAN Banda Aceh I, MAN Darussalam and MAN Pidie I is as research location of course have some consideration and reason. Considerations and reasons are: 1) Based on consideration of effectiveness and efficiency of work researchers. 2) The problems that exist in this study have not been studied by previous researchers. 3) Availability of data access for research entitled madrasah head managerial competence in improving the quality of madrasah management post tsunami Aceh.

Table-3: State Madrasah Aliyah Sample Research

No	District/ city	Name Madrasah Aliyah	Accreditation
1.	Aceh Besar	MAN Darussalam	A
2.	Kota Banda Aceh	MAN Model Banda Aceh	A
3.	Pidie	MAN Sigli 1	A

Table-3 shows three names of Madrasah Aliyah of the country as a sample of research with accreditation A. The consideration of determining the information (subject of this research) are those who are relatively familiar with the problems and research that will be done, those who understand about the social situation that the research location, they want sharing knowledge and knowledge information, they are also responsible for the correctness of the information provided to the researchers in this study.

Primary data is research data obtained through various ways that is by observation, interview. Secondary data is data obtained from second source. The secondary data desired by the author is: 1) Historical data of three madrasah in Aceh provision, 2) Geographical data of three madrasah in the province of Aceh, 3) Organizational structure of three madrasah aliyah of the country, 4) Teacher situation in madrasah aliyah, 5) Facilities and infrastructure in madrasah, 6)

Vision and mission of madrasah, 7) Achievements achieved by students and 8) Achievements achieved by teachers in three madrasah aliyah Aceh province. The data source is the subject from which data can be obtained. As for the source of data to obtain research information consists of: 1) The source of data in the

form of human: it is obtained from the informant of three heads of madrasah aliyah of the country. The main data sources in this study are words and actions. 2) Sources of data in the form of documents relating to research, in the form of archives, official documents.



Fig-2: Data Collection Method

Analysis of data to be conducted in this study by following the steps as follows: 1) Processing and preparing data for analysis. 2) Read the entire data. 3) Analyze more detail by coding data. 4) Describe these themes for restatement in the form of narrative/qualitative reports. 5) Interpreting data that is interpreted data that has been collected in the research location [33].

RESULTS AND DISCUSSIONS

The province of Aceh lies between 01o 58 '37.2 " - 06o 04' 33.6" north latitude and 94 ° 57 '57.6 " - 98 ° 17' 13.2" east longitude with an average height of 125 meters above sea level. In 2012 Aceh province is divided into 18 districts and 5 cities, consisting of 289 districts, 778 Mukim and 6,493 villages or villages.

Area of Aceh Province 5,677,081 ha, with forest as the widest area reaching 2,290,874 ha, followed by plantation area of 800,553 ha. While the industrial land has the smallest area of 3,928 ha. The location of the study sample were three madrasah in Aceh Province: MAN I Banda Aceh in Banda Aceh City, MAN Darussalam in Aceh Besar District and MAN Sigli I in Tijue, Sigli District. The total number of Madrasah Aliyah in Aceh province is 237 based on data from the Aceh provincial religious ministry. Public Madrasah Aliyah 68 fruit and private Madrasah Aliyah as many as 168 pieces spread in every district and city. The number of private Madrasah Aliyah and Madrasah Aliyah in Aceh province can be seen in the figure below in Figure-3.

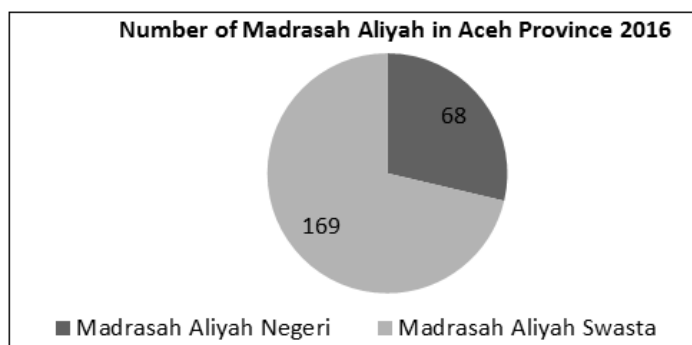


Fig-3: Number of Madrasah Aliyah in Aceh Province.

Building a qualified madrasah is a dream for all educational providers as well as the community as users. Madrasah labeled pilot, madrasah models and madrasah excel, now a public struggle. These diverse attributes are closely related to quality or quality issues. Wherever the madrasah is located and how much it costs, it will be searched and hunted by customers. Managers of educational institutions should make

quality as the main orientation. It is not merely a project, money and an important educational institution that runs run. So get the title as an institution that died reluctantly life did not want. Creating quality madrasah is also a necessity in winning the competition, not only in the business world but also in education.

Madrasah considered to have a quality culture is a madrasah that has a good quality culture institutionally, human resources and the atmosphere of learning and academic culture. The way of Padang to always excel, dynamic madrasah governance, creative and innovative learning curriculum, teachers who have character and capacity above average. Madrasah leaders, teachers and employees alike are committed to creating a quality culture to support the progress of madrasah to deliver their institutions to success. The description of the research location (social situation) will be described as below.

Why should madrasah heads have managerial competence in improving the quality of post tsunami Madrasah Aliyah management

The head of the madrasah in carrying out his duties at the madrasah begins with madrasah planning. Head of madrasah who have managerial competency to do at work place to show their knowledge, skill and attitude according to standard, head of madrasah aliyah of Banda Aceh I, head of madrasah aliyah of country of Darussalam Aceh Besar and head of madrasah aliyah of country of Sigli I able to perform task of duty in the madrasah.

a. Madrasah Aliyah Negeri I Banda Aceh City.

The superiority of madrasah heads is the result of many advantages, such as the head of a madrasah, who has experience in managing educational institutions, has leadership talents and managerial skills, and the knowledge and skills gained from various experiences and training. The position of the head of a madrasah should be seen as a professional position. In order for madrasah education institutions to progress, then leadership must be submitted to people who have the ability in the field, so that the tasks can run professionally. Even leadership recruitment should not be done through democratic choice, but through skill testing by experts. That way it is more likely to get a qualified and best madrasah head (Interview with Mr. MU, 15-16 April 2016).

b. Madrasah Aliyah Negeri Darussalam Distrik Aceh Besar.

The head of the madrasah as the leader, the reformer agent of the existing source of the madrasah. One of the important factors determining the high quality of madrasah education is the leadership of madrasah heads. Leadership that contains the meaning of managerial ability, namely the ability to organize and put something in accordance with the place. Therefore, the head of madrasah is required to have standard leadership ability as mandated in the regulation of the minister of national education number 13 of 2007. In an effort to improve the quality of education in madrasah be it academic and non academic achievement, required the competence of madrasah head. With these competencies, what is desired by the community and parents is the realization and achievement of education

success in madrasah (Interview with Mr. HA date 11-12)

c. Madrasah Aliyah Negeri Sigli I Distrik Pidie.

The head of a madrasah with a quality of managerial and social role can lead to madrasah in accordance with the purpose of education itself. Head of madrasah to solve managerial problems in his madrasah through the satisfaction of managerial competence. If problem solving in madrasah is familiarized using the managerial skills possessed by the madrasah head will have implications for improving the quality of the madrasah. Teachers who have long taught do not necessarily automatically have good managerial skills. The ability of the madrasah head to be called superior is in fact the result of various advantages cumulatively, for example the head of a madrasah has experienced in managing educational institutions, has a leadership talent, managerial skills, and knowledge and skills gained from the various experiences and training that are followed (Interview with Mr. Mus date 1-2 December 2016).

Managerial skills as a determinant of policy becomes a factor that is very influential on the success rate of madrasah development. This is because through the most appropriate policy, a madrasah can minimize risk and utilize every available opportunity into excellence in the management of resources in the madrasah. Without the managerial competence of the head of the madrasah will not be able to arrange the madrasahs to get to the desired quality. A leader who can be said to have good managerial skills is a leader who has managerial skills in doing the job. Managerial skills are reflected in how the head of the madrasah educate, motivate and develop the potential human resources in the madrasah.

Head of madrasah as one component of education that plays a role in improving the quality of education in madrasah should be a professional. Professionally a madrasah head has the duty of behaving as a communication channel in the madrasah environment he leads. Any information relating to education in madrasah should always be monitored by the head of the madrasah. A madrasah head must be able to deal with various issues with limited time and resources. With all the limitations, a madrasah head should be able to manage the division of tasks in the madrasah quickly and can prioritize if there is a conflict between the interests of subordinates to the interests of madrasah. Conflict between the interests that occur then the head of the madrasah should think logically (in depth) and conceptual. The head of the madrasah must be able to solve the problem through an analysis, then solve the problem with one solution. And should be able to see each task as a whole that is interrelated.

What is the competence of madrasah heads in improving the quality of Madrasah Aliyah management in post tsunami Aceh

The results of research on the managerial competence of head Madrasah Aliyah in improving the quality of Madrasah Aliyah management in post-tsunami Aceh country showed: 1) The planning involves all madrasah personnel. The planning of madrasah programs is done at the beginning of the new school year by analyzing the needs of madrasah, creating madrasah culture and climate, optimizing the utilization of madrasah resources optimally, managing the existing facilities and infrastructure in madrasah, madrasah and community relations, new learner acceptance, capacity of learners, curriculum and learning activities, madrasah finance, and monitoring, evaluation and reporting of madrasah activities. 2) Madrasah evaluation is conducted based on direct observation results indicating that the evaluation results are submitted to madrasah personnel through meetings and follow up done by making improvements if the implementation has not reached maximally and become a follow up program in the next year (Observation).

The head of a madrasah is a teacher who gets extra duty as head of a madrasah is the person most responsible for the innovative education administration in the madrasah. As a person who gets additional duty means the main task of the head of the madrasah occupies two functions, namely as educational staff and educators. educators consist of mentors, testers, teachers and trainers of functional education personnel who deal with managerial or administrative problems of education (Interview with Mr. MU).

Major advances in education can only be achieved if the education administration itself is managed in an innovative way. The one responsible for managing, planning and carrying out such administration in a madrasah is under the control of the madrasah head. For that the head of the madrasah should have professional skills. Head of madrasah in

carrying out efforts to improve the quality of education is to provide guidance to teachers in improving the quality of teaching and learning process (Interview with Mr. Mus). The measure of the success of the headmaster in performing his/ her role and duties is by measuring his/ her ability to influence, encourage, and encourage teachers, students and other staff to carry out their respective duties with the best possible. The creation of a conducive, orderly, smooth, and effective madrasah atmosphere cannot be separated from its capacity as a madrasah leader.

Madrasah is a unique educational institution and has a strong historical roots among various models of educational institutions in Indonesia. Madrasah educational institutions are scattered throughout Aceh in terms of quantity of madrasah with private status far more than madrasah. With the status of madrasah of the country from the managerial side will certainly require a management model. In the context of improving the quality of education, researchers tend to agree that the head of a madrasah is required to have various managerial skills. The head of the first madrasah should have communication skills. With these skills it is expected that effective communication between Madrasah heads with all components of madrasah and community will in turn help the overall success of madrasah organizations. Both skills related to the development of learning climate. Implementing the skills of madrasah heads to develop the available human resources in their institutions, so that they can truly be empowered and contribute to the achievement of educational goals in madrasah.

The managerial competence model of the head of the madrasah in improving the quality of the management of Madrasah Aliyah in post tsunami Aceh can be illustrated as shown in figure 4, it is known that the managerial competence of the madrasah aliyah head and the quality of Madrasah Aliyah management are interrelated. The picture looks like this:

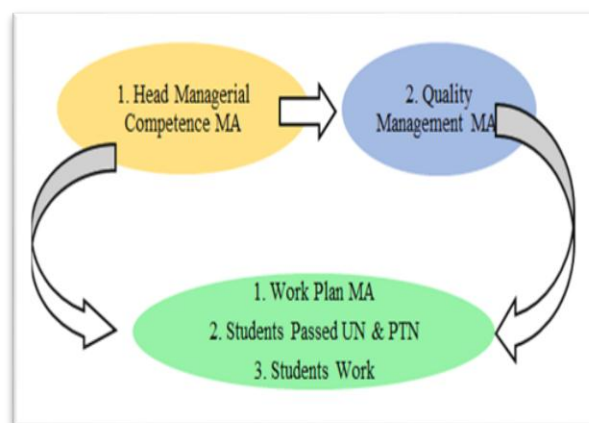


Fig-4: Model of Managerial Competence in Quality Management

Figure-4 shows the model of managerial competence of head of madrasah in quality management of madrasah aliyah of the country can be executed by combining both will result student achievement which in form of extracurricular with achievement from regency and national level student pass national examination, student pass state college and student work. Without the support of good managerial head competence, it is impossible to produce good output.

The head of a madrasah is required to have creativity, with these skills managers who not only develop themselves, but also the skills to provide a climate that encourages everyone to be creative. Through this skill, the head of the madrasah is able to elaborate all the resources that exist in the institution to be utilized in order to improve the quality of educational institutions.

Meaning full is the meaning in the study of madrasah head managerial competence in improving the quality of Madrasah Aliyah management of the country after the tsunami of Aceh is interpreted as the ability of madrasah head in organizing my madrasah resources to create an effective and efficient learning environment in accordance with standard procedures and practices for system management aims to ensure the suitability of a process to the needs.

Quality education is education that can produce graduates who have the basic skills to learn so that can be a pioneer in the renewal and change by empowering the sources of education optimally through good and conducive learning. Indicators of quality improvement in madrasah can be seen in each component such as the quality of graduates, the quality of teachers (educators) head of madrasah, madrasah staff such as administrative personnel, laboratory staff, technicians and library staff. Other components are learning process, facilities and infrastructure, madrasah manager, curriculum implementation, and assessment system.

Quality education is an education that can produce graduates who have the basic skills to learn. In order to achieve graduates who have the basic skills to learn. In order to achieve a quality educational graduate as a discourse to achieve reliable human resources, Sagala mentions a madrasah of a quality must have the following steps:

1. Improved madrasah education management.
2. The supply of professional education personnel.
3. Changes in madrasah culture (vision and mission, goals and values).
4. Increased cost of education.
5. Pengotimanan support community towards education [34].

The head of the madrasah as manager of managerial positions in improving the quality of madrasah management acts as a leader, liaison, leader, performance, monitor, speaker, decision maker, resource allocation, handling chaos and as a negotiator requiring commitment on resources will be assisted by presence of manager.

The research findings suggest that the managerial competence of madrasah head in improving the quality of madrasah Aliyah management of Banda Aceh I, madrasah aliyah of Darussalam and madrasah aliyah of Sigli I country by way of:

- a. Trying to improve the quality of education, the first step taken by the head madrasah madrasah aliyah Banda Aceh I, madrasah aliyah Darussalam country and madrasah aliyah country Sigli I develop a clear program plan and then set forth in the vision, mission and objectives madrasah as a foothold in the achievement of school quality through deliberation together with all components of the madrasah as well as the board and madrasah committee.
- b. In realizing the vision, mission and goals of madrasah, madrasah aliyah Banda Aceh I, madrasah aliyah Darussalam country and madrasah aliyah of Sigli I country using team building work in improving the quality of education. Head of madrasah aliyah Banda Aceh I, madrasah aliyah Darussalam country and madrasah aliyah of Sigli I state that the progress of an educational institution can not be achieved without the existence of togetherness or in other words using the concept that the progress of an institution is not determined by one person but in a team. The team is committed that quality must be realized by taking steps (a) conducting small studies, (b) progressing in accordance with the community, (c) using sincere and high dedication, (d) not imposing working hours for teams, because for them when an institution is limited by the hour that happens to be inequality. Because the institution never stops and various problems that come.
- c. The head of the madrasah empowers the available resources through effective collaboration to best participate in various activities that can support the quality of the madrasah program by dividing the work tasks through the deputy heads including the deputy head of the curriculum, student affairs, facilities and infrastructure and public relations.

CONCLUSION AND RECOMENDATIONS

The managerial competence of madrasah heads that can improve the quality of MAN Darussalam and MAN Banda Aceh I management is done by maintaining an average score of 8 for each subject. The policy of the head of the madrasah in maintaining the value is done by: performing a midterm exam, performing the final exam of the semester and carrying out the final examination of the madrasah. Remedial for

students who have not completed, this is done for graduate competency development program that is in madrasah. MAN Sigli I strategy plan is: a) Assisting madrasah in spending budget for work program. b) Madrasah are more effective and efficient in the management of madrasah programs. c) Assisting madrasah in responding to demands for community participation and assisting madrasah in enhancing the openness and accountability of madrasah.

The quality of madrasah aliyah in post-tsunami Aceh has the vision of madrasah, madrasah mission, madrasah goals and madrasah plan. After there is a work plan then proceed with the implementation of the work plan ended with evaluation. The final stage is the output of 100% graduates of madrasah students, accepted work and students received in public colleges. The competence of madrasah aliyah head in improving the quality of madrasah aliyah in post tsunami Aceh is done by improving the result of national examination, students and students are accepted in accredited A state universities and other state universities. The work program of the head of madrasah aliyah to improve the quality of madrasah aliyah in post tsunami Aceh includes two activities, namely: Formulating a madrasah program conducted through four steps, namely: (a) Setting targets, (b) formulating the program and establishing the program responsible, c) Determine success indicators, and (d) Determine activities. Schedule activities. There are several steps in making the work program MAN Banda Aceh I, MAN Darussalam and MAN Sigli I namely: 1. Determine for what the work plan was prepared. 2. Determine the goals and targets of work. 3. Develop work programs with specific or more detailed, measurable, achievable, related to interests. 4. Include the person in charge.

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