



The Conceptual Skills Strength Of The Head Of Madrasah Leadership In Managing Education Units

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Citation: Herman Herman et al. (2024) Development And Components Of Chitosan Primarily Based Microspheres Of Glibenclamide, *Educational Administration: Theory and Practice*, 30(4), 4483-4492

Doi: 10.53555/kuey.v3oi4.559

ARTICLE INFO

ABSTRACT

The success of implementing educational programs will be easier when supported by the conceptual skills of the principal who is reliable in managing educational units. The purpose of the study was to analyze and describe the conceptual skills in managing quality education units at MAS Alue Tampak West Aceh, Indonesia. This article uses a descriptive qualitative analysis approach. Research subjects were determined by purposive sampling. Methods of collecting data were carried out through observation, interviews, and study of the work program. Data processing techniques were conducted by means of data verification, data presentation, data reduction and drawing conclusions. The findings are analyzed by reflecting, interpreting, looking for implications and action plans on the research results. The results of the study indicate that the principal conceptual skills need to be optimized. The conceptual skills are still categorized as weak in several activities, namely; first, in formulating and establishing strategic education plans, educational operational plans and educational administration standards. Second, in coordinating and integrating educational programs and activities, Third, in innovating towards improving and escalating as well as monitoring and evaluating the quality of education units management. Meanwhile, in terms of building a harmonious and solid teamwork, it is categorized as good.

Keywords: Conceptual Skill Strength; Head of Madrasah Leadership.

Introduction

Everyone has potential as a leader and there are various components in their leaderships. Leadership skills are a major factor in work in the 21st century (Chow et al., 2017). Leadership skills theory suggests that knowledge, abilities and skills are indispensable in order to become an effective leader. One of the necessary leadership skills according to the theory of leadership skills is conceptual skills (Harrison, 2017). The contribution of skills theory is very important for every organization in terms of developing skills of a leader (Northouse, 2021). Madrasah principal leadership has a significant relationship to conceptual skills (Megheirkouni et al., 2018). The conceptual skills strength of the madrasah principal leadership are fundamental in achieving successful management of quality education units (Haq, 2011; Rasaki & Abioye, 2018; Harrison et al., 2018; Seçil Araşkal; Ali Çağatay Kılınç, 2021). Management of quality education units must be able to meet national education standards (Khampirat et al., 2020; Falch et al., 2022; Aburizaizah, 2022; Teig & Nilsen, 2022).

Standards for managing education units in Indonesia have been specifically regulated in Government Regulation No. 13 of 2015 as amended in Government Regulation No. 19 of 2005, then described in

Regulation of the Minister of National Education (*Permendiknas*) No. 19 of 2007, covering the areas of program planning, program implementation, program evaluation and monitoring. Education unit management standards are the essential basis for the leadership of madrasah principal to improve the quality of educational processes and outcomes (Kensler & Uline, 2019).

The embodiment of *Permendiknas* Number 19 of 2007 requires the conceptual skills strength of the madrasah principal leadership in managing the education units. Conceptual skills are general analytical abilities, logical thinking and the ability to form concepts, ideas and innovations (Yukl, 2013). The conceptual skills strength of madrasah leadership are related to the ability of madrasah principal to develop ideas and innovations in planning, coordinating, supervising and solving educational problems (Gaol, 2020). It is really fundamental for the head of the madrasah as a top manager to possess conceptual skills to carry out managerial duties and responsibilities in the areas of planning, organizing, determining policies, problem solving and program development effectively.

Madrasah principal who possesses conceptual skills will be able to formulate and determine educational work program plans, organize and coordinate all educational work programs and integrate all fields of educational activity so as to achieve quality education that is competitive with other madrasahs (Cahyaningrum, 2013). The quality and competitiveness of madrasah as a reflection of the quality of educational processes and outcomes can be seen from the aspect of academic and non-academic quality. The quality of the process and the quality of educational outcomes becomes a reality if the head of the madrasah as the top manager has reliable conceptual skills in his leadership.

Based on the results of initial observations at MAS Alue Tampak West Aceh, it can be seen that the conceptual skills of the madrasah principal leadership have become the focus of the madrasah residents and the community who use educational services. This happens because the conceptual skills of madrasah principal leadership are still classified as low in analyzing and compiling educational strategic and educational operational plans. The low conceptual leadership skills have an impact on strategic planning and educational operational plans designed and determined that have not met the expectations of madrasah residents and service users. The head of the madrasah has not been serious in coordinating work units, integrating educational programs and activities, so that each field of the work unit has not run properly. Madrasah principal remains lack of initiative and creativity in making innovations leading to improvement of the quality of the education units management.

The success and failure of the madrasah is largely determined by the conceptual skills of the madrasah principal leadership (Abdoljavad et al., 2012). Problems that occur in the management of educational units are not only related to technical issues, but many problems that occur are related to planning (Leal Filho et al., 2019), implementation (Brečka et al., 2022), evaluation and supervision (French, 2020) and improvement of the quality of Education (Faisal et al., 2018). These problems are related to the conceptual skills of the madrasah head leadership. This shows that conceptual skills are related to the ability of a leader in managing an organization in optimizing organizational functions that are interconnected to be coordinated and integrated in all activities.

The results of previous studies related to the strength of conceptual skills in the management of educational units have been studied by Amirzan and Ilyas in elementary schools showing that the conceptual skills of madrasah principal leadership have been classified as good. This is marked by the ability of the principal in setting priorities, planning systems, formulating programs, school vision and mission (Amirzan & Ilyas, 2010). The conceptual skills of madrasah principal experience problems that have an impact on the quality of madrasah being left behind from other public schools (Soif, 2020). This gap shows that the conceptual skills of madrasah principal research is interesting to carry out, especially at MAS Alue Tampak, West Aceh Regency, Indonesia.

The results of previous research related to the power of conceptual skills in the management of educational unit have been studied by Amirzan & Ilyas (2010) in elementary school showing that the conceptual leadership skills of madrasah principal have been classified as good. Indicators that show good conceptual leadership skills of madrasah principal can be seen from the ability of madrasah principal in formulating vision, mission, goals, and planning of educational programs, work system referring to Standards Operating Procedure (SOP), and setting of output and outcome-based work priorities in managing education unit. These findings are different from the findings of Soif's (2020) research, where the weak conceptual leadership skills of madrasah principal in managing education unit have an impact on the low quality of educational processes and outcomes in educational unit.

The previous research contained a research gap, therefore it is interesting to re-examine because of the empirical phenomenon there is an inconsistency between the results and factual data in the field. In this condition, the researcher will take advantage of the shortcomings that exist in previous studies to become research material that is being studied. The researcher will compare the previous research studies with the research variables to be investigated and strengthened with relevant theories related to the conceptual leadership skills of the madrasah head in managing the education unit.

From the results of the research gap, the novelty in this research study can be seen from the focus of the problem to be studied, namely 1) the strength of conceptual skills in analyzing strategic plans, operational plans and standards of education administration, 2) conceptual strength of skills in coordinating and

integrating programs and activities, management of education unit, and 3) The power of conceptual skills to innovate towards improvement and enhancement of the quality of management of education unit. The three focus problems are expected to provide answers to the research gap and empirical phenomena of inconsistency between the results and factual data in the field.

The weak conceptual skills of the madrasah principal leadership in managing educational units is caused by at least three factors. First, the head of the madrasah as a top manager is less able to formulate strategic plans and operational plans for education in madrasah. This weakness has an impact on the implementation of programs and activities that are less directed and controlled. Second, madrasah head as administrators is less able to coordinate the fields of work units and integrate educational programs and activities. This has an impact on the quality of education unit management which is difficult to achieve. Third, the head of the madrasah as a leader lacks initiative and creativity to make innovations leading to improvement and escalation of the quality of educational processes and outcomes so that it is difficult to get the trust of education customers and the public towards educational units.

Observing the emerging issue of conceptual skills of madrasah principal leadership at MAS Alue Tampak West Aceh, madrasah personnel and community users of educational services have highlighted this. This article aims to determine the extent of the conceptual strength of the leadership skills of madrasah principal in managing quality education units at MAS Alue Tampak West Aceh. The focus of the discussion in the article is about: 1) the strength of conceptual skills in analyzing, planning strategic and educational operational programs. These activities include: strategic education program planning, educational operational program planning and process standards and results of educational administration implementation. 2) Strength of conceptual skills in coordinating, integrating programs and activities in the management of education units. The focus of this activity includes: coordinating all areas of the work unit, integrating all programs and activities and building a harmonious and solid teamwork, and 3) the strength of conceptual skills in innovating towards improving and escalating the quality of education units management. This study includes: improving the management of education units, escalating the quality of education units management as well as evaluating and monitoring the quality of educational processes and outcomes.

Methodology

This study uses a qualitative descriptive analysis approach. This study systematically reveals factual conditions regarding the conceptual skills strength of the leadership of madrasah principal in managing quality education units at MAS Alue Tampak West Aceh, Aceh, Indonesia. This research was carried out for 1 (one) month, from 1 to 31 December 2021 at MAS Alue Tampak West Aceh.

Sources of data was obtained by means of observation, interviews and document studies. The data sources in this study amounted to 6 people, consisting of: 1 madrasah head, 3 deputy madrasah heads, 1 head of administration and 1 staff/employee. The research procedure is through 6 (six) activities, namely; 1) researchers design research instruments in the form of observation guidelines, interview lists and document studies, 2) researchers develop research instruments with experts in the field of education management, 3) researchers revise research instruments according to suggestions from experts, 4) researchers collect primary and secondary data through observation and interviews with the head of madrasah, deputy heads, head of administration and administration staff/Employees and study of the Strategic Plan, Operational Plan/Annual Work Plan documents, 5) the researcher validates the data that has been collected, and 6) the researcher performs the data presentation, data reduction, and conclusion drawing of research findings. The data analysis technique of the research results is done by reflecting, interpreting, looking for implications and action plans on the research results.

Results

1. The strength of conceptual skills in analyzing strategic plans, operational plans and educational administration standards

The results of interviews with several respondents found that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh was still weak in formulating and establishing strategic education plans. This weakness can be seen from the madrasah head not involving madrasah residents and education stakeholders in formulating and setting the vision, mission, goals, targets and strategic plans of education programs. In formulating policies for educational programs and activities, ignoring the SWOT (Strengths, Weakness, Opportunities and Threats) analysts and the Strategic Plans that are prepared and set are not yet clear, the main target indicators and policies taken have not drawn programs and activities to be implemented within a span of 5 years.

The results of the document study on the Strategic Plan of MAS Alue Tampak West Aceh appear that the available strategic plan documents do not meet the standards of the Regulation of the Minister of National Development Planning/Head of the National Development Planning Agency Number 5 of 2019 concerning Procedures for Formulating the Strategic Plan of Ministries/Institutions for 2020-2024. The side that is not appropriate is the unsystematic framework and incomplete content of the Strategic Plan.

The results of this study can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as weak related to the ability to prepare and determine the strategic plan of education. This weakness is assessed from the aspect that madrasah residents and education stakeholders have not involved in formulating and establishing the vision, mission, goals, targets and strategic plans and the in-depth SWOT analysis has not been carried out during the formulation and determination of work program policies in madrasah. Then the strategic plan that was prepared was not yet clear on the main target indicators, policies and strategic programs to be implemented in madrasah.

The results of interviews with several informants indicate that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh is still not perfect in preparing and establishing educational operational plans. The flaws of the operational plan that has been prepared can be seen from the aspects of planning indicators for the development of curricular activities, student activities, procurement of facilities and infrastructure, building collaboration with other stakeholders as well as quality standards of learning processes and educational outcomes, both academic and non-academic in madrasah. The results of the document study on the operational plan show that the available documents do not meet the standards in the preparation and determination of it in an effort to improve the quality of the learning processes and educational outcomes. The operational plan that has been prepared has not yet fully described the indicators that want to be in line with the strategic plan that has been prepared previously.

Taking into account the facts of the research results above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as weak in terms of skills related to the ability to formulate and determine educational operational plans. The assessment is based on aspects that have not yet been defined as the main target indicators to be achieved in the span of one year as should be in the education strategic plan. These indicators include the development of curricular activities, student activities, procurement of facilities and infrastructure, collaboration with education stakeholders as well as quality standards of learning processes and educational outcomes, both academic and non-academic in madrasah.

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh has not implemented the administrative standards of the education unit properly. This can be seen from the incomplete availability of standards operating procedures (SOP) as well as work systems and mechanisms that have not provided standard technical instructions in the field of work units according to applicable regulations. The process of implementing office administration does not yet have representative and accountable governance in madrasah. The results of the document study on reports on the administration of personnel, students, facilities and infrastructure have not yet been perfect in accordance with work procedures, not yet orderly and proper as expected. This condition occurs because of the lack of guidance, direction and supervision from the head of the madrasah on work governance.

Based on the results of the research findings above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as not applying the administrative standards of the education unit properly. Weak administrative standards of education units are seen from elements, including incompletely available standards operating procedures (SOP), work systems and mechanisms and standard technical instructions in the field of work units according to applicable regulations.

2. The strength of conceptual skills in coordinating and integrating education units management programs and activities

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh is still not efficient in coordinating all areas of the work units he leads, because the work procedures and work systems in all areas of work units in madrasah have not yet been developed. The work procedure has not considered the objectives, manpower, facilities and time in carrying out a job. While work systems have not been carried out systematically or step by step in completing a job. The results of employee work observations show that across the work unit fields of each employee have not shown cooperation between the fields of work units at the madrasah, due to the lack of coordination by the madrasah head on the main tasks and functions of each employee at MAS Alue Tampak West Aceh.

Referring to the facts of the research results above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as not yet efficient in coordinating all areas of the work units. This is judged by the fact that work procedures and work systems have not been developed in all areas of work units in madrasah. The work procedure has not considered the objectives, manpower, facilities and time in carrying out a job. Likewise, work systems have not been carried out systematically or step by step in completing a job.

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh still had difficulties in integrating programs and activities in all fields of his work units, because the madrasah head did not supervise and evaluate programs and activities carried out by each field of work units at the madrasah. The head of the madrasah assumes that the programs and activities that have been entrusted to each field of the work unit have become the authority and responsibility of the party he entrusted. The results of the document study on activity reports at MAS Alue

Tampak West Aceh reveal that the report does not show the integration of programs and activities between the fields of work units in madrasah. Preparation of activity reports directly made by the party who handles the program and activity as an accountability report to their superiors.

Based on the results of the research above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as having difficulties in integrating program activities in all areas of his work unit. This is assessed from the factor that the head of the madrasah is still unable to supervise and evaluate the programs and activities carried out by each field of work units. The principal still assume that the programs and activities entrusted to their respective units are the authority and responsibility of the party he entrusted.

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh was good in the field of building harmonious and solid teamwork, both inside and outside the madrasah environment. Human relations between the principal and employees have been established in all situations and in all areas of school activities, social and religious activities inside and outside the madrasah environment. The results of the document study on school, social, and religious activities at MAS Alue Tampak West Aceh show that the madrasah principal and employees have built a harmonious and solid teamwork inside and outside the madrasah environment that can support improving the quality of the management of education units in the madrasah.

Referring to the research findings above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as good and able to build a harmonious and solid teamwork that can support improving the quality of the management of education units in madrasah. The assessment is measured from the aspect of human relations between superiors and subordinates who have been caught in all situations and in all fields of activity. Human relations are not only limited to the madrasah, but also outside the madrasah environment.

3. The strength of conceptual skills in innovating towards improvement and escalation of the quality of education units management

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak was only on the stage of trying to make improvements to the management of education units, both in terms of administrative governance arrangements, work mechanisms and procedurals as well as aspects of developing educational facilities and infrastructure, human resources and the development of educational programs and activities in madrasah. The results of the document study on reports related to administrative governance, work mechanisms and procedures at MAS Alue Tampak show that the document has just been designed to make improvements to the management of education units in madrasah.

Referring to the facts of the research results above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as trying to make improvements to the management of education units towards a better direction, both in terms of administrative governance, mechanisms and work procedural aspects as well as from the aspect of developing educational facilities and infrastructure, human resources and the development of educational programs and activities in madrasah.

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak was on the stage of trying to make efforts to improve the quality of management of education units, especially in terms of curriculum development, provision of adequate facilities and infrastructure, sufficient budget and high support from madrasah residents to improve quality of education unit management. The results of the document study on reports related to the administration of curriculum development, provision of facilities, and budgets at MAS Alue Tampak indicate that the document has not shown any real work from the head of the madrasah to improve the quality of management of education units in madrasah.

Referring to the facts of the research results above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as making efforts to improve the quality of management of educational units towards a better direction in curriculum development, academic services, provision of facilities and infrastructure and budget support to improve the management of quality education units.

The results of interviews with several informants stated that the conceptual skills strength of the leadership of the head of MAS Alue Tampak was still not serious in conducting supervision and evaluation of the management of education units in madrasah. Supervision carried out by the madrasah principal is only limited to checking the attendance of teachers and employees, but has not touched the aspects of coaching and improving the performance of the subordinates he leads. Likewise, the evaluation carried out has not found advantages and disadvantages that must be improved and maintained to increase the quality of the management of education units in madrasah. The results of the document study on reports related to supervision and evaluation of activities carried out by the head of the madrasah at MAS Alue Tampak indicate that the report has not shown the seriousness of the head of the madrasah in carrying out supervision and evaluation to improve the quality of management of education units in madrasah.

Referring to the facts of the research results above, it can be interpreted that the conceptual skills strength of the leadership of the head of MAS Alue Tampak West Aceh can be categorized as not being serious enough that the head of madrasah supervises and evaluates the management of educational units in a better direction going forward, even tends to stagnate, this can be seen from the attitude of and the behavior of the madrasah principal who has not found a method for measuring the assessment of strengths and weaknesses in the education unit he leads.

Discussion

1. The strength of conceptual skills to analyze strategic plans, operational plans and educational administration standards

The head of the madrasah as a top manager is very urgent to involve madrasah residents and education stakeholders when formulating and determining the strategic education plan in madrasah. This can be done by means of the madrasah principal conducting FGDs with madrasah residents and education stakeholders in formulating and setting the vision, mission, goals and objectives of the education program. The FGD also discussed in-depth SWOT analysis and looked for alternative solutions to problems and future quality evaluation activities for educational units. The completeness of the strategic plan document must meet the standards of the Regulation of the Minister of National Development Planning/ Head of the National Development Planning Agency, Number 5 of 2019 concerning Procedures for Formulating Strategic Plans of Ministries/ Institutions for 2020-2024.

Madrasah principal has an important role in preparing and establishing strategic education plans to serve as guidelines and directions in the management of educational units (Hafeez et al., 2014). Planning is a process of systematically preparing activities that will be carried out to achieve certain goals. Strategic planning is a thought process in achieving educational organizational goals, determining policy directions and achieving educational goals (Tohidi et al., 2010). The preparation and determination of strategic plans really need to involve madrasah residents and education stakeholders in the formulation and determination of the vision, mission, goals and objectives of the education program. Then they carry out an in-depth analysis of opportunities, threats, obstacles and alternative problem solving as well as evaluation activities for the quality of education units in order to find solutions to face the education unit quality crisis (Krier, 2022).

The head of the madrasah as the top manager together with the madrasah residents and education stakeholders must be able to ensure the main target indicators that must be programmed and implemented by madrasah residents within a span of one year. The indicators that are the main targets include the development of curricular activities, student activities, procurement of facilities and infrastructure, collaboration with education stakeholders as well as quality standards of learning processes and educational outcomes, both academic and non-academic in madrasah. These indicators must be guided by the madrasah head in an effort to improve the quality of the management of education units in madrasah.

The head of the madrasah has a very strategic position in developing programs and activities in the madrasah through a careful, targeted and effective planning process (Al Ali & Fathi Abunasser, 2022). The educational operational plan is a plan that focuses on current (short-term) operations which contains operational steps taken during one year by the madrasah in order to achieve operational goals. Operational goals are a description and stages to achieve strategic goals (Deitte et al., 2021). The operational plan is prepared referring to the operational planning model that meets the expectations of achieving national education goals based on existing national standards as the direction of education policy in madrasah.

The head of the madrasah as an administrator can ensure the madrasah residents that they have perfect educational administration standards. Educational unit administrative standards that must exist in the implementation of education administration are operational standards of work procedures, systems and mechanisms, there must be standard technical instructions in the field of work units. The head of the madrasah must guide and direct employees in making reports on the administration of personnel, students, educational facilities and infrastructure in accordance with applicable standards.

The head of the madrasah as an administrator must contribute and be responsible for the management of quality education units (Turhan, 2010). The management of education units at the primary and secondary education levels applies madrasah-based management which is indicated by independence, partnership, participation, openness and accountability. Education management standards are specifically regulated in Government Regulation No. 13 of 2015 as amended in Government Regulation No. 19 of 2005, then described in *Permendiknas* No. 19 of 2007, covering program planning, program implementation, program evaluation and supervision (*Permendiknas* No. 19 of 2007). Education unit management standards include educational unit administrative standards. The setting and establishment of administrative standards for educational units is carried out dynamically, adjusting goals and objectives, configurations, procedures, inputs, processes or outputs are in accordance with the work of the madrasah head as an innovator (Igor et al., 2015).

2. The strength of conceptual skills to coordinate and integrate education unit management programs and activities

The head of the madrasah as a leader must be able to ensure the implementation of work systems and work procedures in all areas of the work units in madrasah. Work systems should consider the objectives, workforce, facilities and time in carrying out the work. Work procedures must be carried out systematically or step by step in completing a job in the education units.

Coordination across all fields of work units is one of the supporting factors in building working relationships with the implementation of education. The implementation of coordination is very dependent on how individuals and work units use the communication system well (Bushman, 2021). Effective coordination is the one that is always related to the management of the education units. The madrasah head must coordinate continuously with all areas of his work units (Hsiao et al., 2008). The implementation of coordination must begin with the formulation of strategic work program planning and operational work programs to the implementation, evaluation and supervision of the work activities of teachers and employees they lead.

The head of the madrasah as a top manager must be able to ensure the integration of activity programs in all areas of his work units, by organizing and managing the programs and activities that will be carried out by each field of work units in madrasah. Leadership influences job satisfaction through organizational trust indirectly (Adnan Boyacı; Mehmet Fatih Karacabey; Kıvanç Bozkuş, 2021). The programs and activities entrusted to the respective unit fields must be integrated into a unified whole even though it has become the authority and responsibility of the parties entrusted to it in madrasah. The diversity of programs and activities in the management of educational units can cause contradictions in the timing, types and nature of programs and activities. For this reason, it is very important to integrate all programs and activities through an organizational process as a function of education administration (Nisula et al., 2022). The elements that need to be considered in the organization include: division of tasks, authority and responsibility in accordance with the experience, talents, interests, knowledge and personality of each employee and teacher needed in carrying out these tasks. The duties of the madrasah head as a leader in organizing staff/employees need a clear, directed and integrated division of tasks in a comprehensive and representative system of program integration and activities.

The head of the madrasah as a leader must be able to continuously improve and build a harmonious and solid teamwork that can support the improvement of the quality of the management of the education unit in the madrasah. Aspects of human relations between superiors and subordinates that have been well established must continue to be optimized inside and outside the madrasah environment (Top et al., 2015). Human relations are not only limited to the madrasah, but also outside the madrasah environment in order to improve the management of quality education units.

Team is a group in which it consists of members who depend on each other, in the same sense and share with each other to achieve common goals and coordinate with each other in carrying out joint activities. Building a harmonious and solid teamwork is needed to uphold human relationships (Rodríguez-Sabiote et al., 2022). Human relations are interactions between superiors with employees and with other parties in all situations and conditions in all fields of education so as to increase job satisfaction (Bakar & McCann, 2014). Human relations can be done anytime and anywhere, which is important to achieve educational goals.

3. The power of conceptual skills to innovate towards improvement of the quality of the management of educational units

The head of the madrasah as the top manager must be able to ensure improvements in the quality of the management of the education units towards a better direction and move forward, especially the management of accountable and transparent office administration, work mechanisms that are simple, proper and orderly, and have clear work procedures in the development of human resources, facilities and infrastructure as well as the implementation of quality educational programs and activities in madrasah.

The principal as a top leader has an important role in improving the management of the education units (Hidayat & Wulandari, 2020). Madrasah principal should improve their communication skills, use technology to monitor and evaluate teachers' teaching strategies, promote team spirit and good interpersonal relationships (Ariratana et al., 2015). Improvements in the management of education units include all components that support the running of tasks, programs and educational activities in madrasah (Prasojo & Yuliana, 2021).

The head of the madrasah as the top manager can ensure the management of quality education units. Management of quality education units must focus on curriculum development in accordance with the 4.0 revolution era, excellent academic services, provision of adequate facilities and infrastructure and maximum budget support so that educational programs and activities can improve the management of quality education units (Gutierrez-Bucheli et al., 2022).

Madrasah principals must have a high commitment to improving the quality of education unit management. The conceptual skills of the madrasah principal affect the effectiveness of the school (Mukarromah et al., 2019). Programs and activities must focus on curriculum development, provision of adequate facilities, adequate budget and high support from madrasah residents as well as facilitating and supporting teachers in developing their competencies. The supporting components of these programs and activities must receive intensive attention from the head of the madrasah in improving the management of quality education units (Sbhatu, 2021).

The head of the madrasah must carry out continuous monitoring and evaluation in an effort to improve the management of quality education units. The supervision carried out includes aspects of the planning process, organizing, preparing personnel and directing the implementation of educational programs and activities in madrasah (Puroila et al., 2021). Evaluation must be used as a tool for measuring employee performance. Measurement of employee performance must be able to show the level of employee contribution in carrying out the main tasks and functions of the education units to be used as feedback to improve the management of quality education units (Kihl et al., 2014).

Supervision and evaluation are processes to ensure the quality of educational processes and outcomes (Hossain, 2018). Supervision is the process of helping assess planning, organizing, staffing and directing that have been carried out in accordance with the plan and conducted effectively (Afrasiabi et al., 2022). Evaluation is a way of measuring the contribution of employees in improving the quality of the management of the education units. Employee performance is a description of the employee's condition and at the same time can provide feedback on the management of quality education units.

Conclusion

The conceptual skills strength of the madrasah principal leadership at MAS Alue Tampak really needs to be optimized in several ways. First, the conceptual skills strength in formulating and establishing educational strategic plans, educational operational plans and setting educational administrative standards. Second, the strength of conceptual skills in coordinating and integrating educational programs and activities also really needs to be improved, except that what has been stable is building harmonious and solid teamwork in the education units. Third, the conceptual skills strength in innovating is still lacking initiative and creativity. Therefore, it is necessary to optimize the improvement and escalation of the quality of education as well as the supervision and evaluation of the quality of education processes and outcomes in the management of quality education units.

The findings of this study can be recommended to the Head of the Office of the Ministry of Religious Affairs of West Aceh Regency as the supervisor of the madrasah head to carry out strict guidance and supervision in the management of education units. The management of the education units covers the scope of program planning, program implementation, program program evaluation and supervision. Education unit management standards include administrative management standards for education units in madrasah. Therefore, it is suggested to other researchers to conduct further research on other variables related to good governance of educational units towards good government and clean government education units.

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