

THE MADRASAH'S HEADMASTER STRATEGIES IN STIMULATING STUDENTS INTEREST IN SCHOOLING

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Abstract.

The Madrasah's headmaster should have strategy in advancing their madrasah. Without a strategy, the program of madrasah will not run. The development and progress of madrasah can be seen from the professional performance of the Madrasah's headmaster and the headmaster be able to utilize the existing resources effectively and efficiently. This research aims to determine: 1) the strategies of the headmaster in stimulating students' interest in attending school at MTs Negeri 1 Bone Bolango, and 2) the obstacles and efforts made in stimulating students' interest in attending school at MTs Negeri 1 Bone Bolango. This is a qualitative research with a descriptive method. Data collection methods in this research include observation, interviews, and documentation. The research results show that the headmaster's strategy in stimulating students' interest in attending school involves direct visits to other schools to socialize and effectively utilize the educational environment (family and community) by collaborating with them to attract prospective students to continue their education at MTs Negeri 1 Bone Bolango. The obstacles faced by the headmaster in stimulating students' interest in attending school include: first, the lack of facilities or support systems for nurturing students' interests and talents, especially in the implementation of the independent learning curriculum, and other facilities. Second, the inability of the community to financially support their children's education at MTs Negeri 1 Bone Bolango due to the distance between their homes and the location of the madrasah. Efforts undertaken to address these challenges include: 1) proposing scholarships to the government for financially disadvantaged students and providing dormitory facilities for students who live far from the madrasah, and 2) providing facilities that support the teaching and learning process in the classroom, such as LCDs and other educational media. In addition, efforts are made to add classrooms, sports facilities, laboratories, and other amenities.



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A. INTRODUCTION

As the leader of an educational institution, the Madrasah's headmaster has an important task to develop the institution. He

acted as an essential manager in raising educational standards and had a great influence on the teaching staff, both directly and indirectly. Apart from that, he also plays a

crucial role in advancing the quality of education at the institution. In line with this, the role of the Madrasah's headmaster is very influential in the growth and development of education, that is to improve human resources and the quality of education. (Wibowo & Subhan, 2020).

The Madrasah's headmaster is not only responsible for the smooth running of academic technical educational activities. However, it is the state of the school environment with its conditions and situations as well as relationships with the surrounding community that are the responsibility in improving the quality of education (Tajudin & Aprilianto, 2020).

The Madrasah's headmaster plays a crucial role in the success of educational institutions. He must be able to design educational programs, with the understanding that the success of the madrasah reflects his leadership. The school environment as an educational institution aims to instill character in students, where leaders and the school community have the task in providing a good example. It is important to build a religious culture in institutions by instilling positive habits, such as when teachers teach, they not only convey knowledge but also instill positive values to students to encourage their good behavior.

As the main control, the Madrasah's headmaster must also understand that the educational environment is something which cannot be separated from the existing education system and has been running for so

long. Because the educational environment is one of the factors that determines the progress of education. To advance education itself, this is not only the responsibility of the head of the madrasa or the teachers at the madrasah, but also a shared responsibility between the family, community, and government. Schools only help the continuity of education in the family environment because the first and foremost educator is the family. So, the transition between formal and non-formal forms of education requires cooperation between the school and the family.

The Madrasah's headmaster should have strategy in advancing their madrasah. Without a strategy, the program of madrasah will not run. Strategy is the first and most important step when a leader intends to advance a madrasah. No matter how great a leader is, if he doesn't have a good and effective strategy, his program will be meaningless. Leadership does not only depend on the leader's abilities but also the leader's strategy (MELLONI, 2019). One of the strategies that must be implemented by the headmaster is involving the family and community as part of the educational environment which has a big role in achieving a goal as explained that there are several Islamic educational environments that can be used as places of learning, namely the family, school and community environments. These environments are a unity that can be a driving force for the process of developing Islamic education (Saeful & Lafendry, 2021).

Islam considers a family not to be a small group but more than that, that is, the organization of human life that gives its members a chance to live happily or otherwise. As in QS. At-Tahrim: 6 Allah Swt, says:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ
وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ
وَيَفْعَلُونَ مَا يُؤْمَرُونَ

Which means:

O believers, protect yourselves and your families from the fire of hell whose fuel is people and stones. Its guardians are rough and tough angels. They did not disobey Allah for what He commanded them and always did what they were ordered to do.

In addition to the verse above, the Law of Republic Indonesia number 20 of 2003 concerning the National Education System, Part Two, the rights and obligations of parents as contained in Article 7 paragraph 2, that is said the parents of children of compulsory school age are obliged to provide basic education to their children. (Habe & Ahiruddin, 2017). Referring to this law, the family (parents) are obliged to fulfill the child's right to be able to develop himself through formal education at school. Not only that, but parents must also be able to teach, protect and guarantee the equal physical and spiritual rights of their children. Besides, the school is the medium of activities and processes of education, learning and training. In school, values such as those related to ethical, moral, mental, spiritual, behavioral, discipline, knowledge and skills values are

sown, planted, watered, grown and developed (Tu'u, 2004). As in the case of the family environment and other social institutions, school is one of the social institutions that influences the socialization process and functions to pass on community culture to students. School is a social system that has a unique organization and a unique pattern of social relations between its members. This is what refers to the school's culture.

The environment of school can also be interpreted as a formal educational institution that is pursued in accordance with the levels set out law. Educational levels are stages of education that are determined based on the level of development of students, the goals to be achieved and the abilities developed. Apart from that, schools are formal institutions that guide students in directions that will mature them, acquire and fill knowledge through teaching and learning activities. In the school environment, teachers are the driving force in providing stimulation to their students to study and teach them things they don't know yet. Therefore, interaction and good relationships between teachers and students must be maintained.

Social interaction is affected by an active interaction and can influence others. Social interaction is very important in every society because society is the third educational institution after the family and school that has different character and functions with spheres with unclear boundaries and the diversity of forms of social

life as well as different kinds of cultures (Muhammad, 2021).

Education carried out in the school environment will develop according to the needs, the culture of community is one that can support the success of education. The community environment will support the development of education if the culture of the community wants that change, which means by the community environment is the environment in which the school is located and the environment where the students live themselves. Since school education is still considered insufficient, there is extra-school education (non-formal), the implementation of which does not limit the time of the pupils learning, which is important because if they have the motivation to develop themselves, they have an extensive opportunity to continue learning.

As part of the educational environment, society has an important role in it. Because the community can participate in the establishment and funding of schools and carry out surveillance so that the pupils can continue their education. Besides, society can also be a laboratory or a place of children's learning, and so on. Whether realized or not, the community environment plays an important role in education. Because the community environment also colors and is directly involved in the successes achieved by the institutions of formal education (school).

The Madrasah's headmaster as a leader has a big contribution to the development and progress of the madrasah. The development

and progress of madrasah can be seen from the professional performance of the Madrasah's headmaster and the headmaster be able to utilize the existing resources effectively and efficiently. In view of the diverse roles and duties of the headmaster, then the headmaster will be faced with the challenge to organize a planned and organized education as well as continuous in developing the quality of education. The headmaster also takes a role in increasing the societies believes so that the Madrasah's headmaster should have a great responsibility in increasing the public's interest in the needs of education.

The current reality, especially that is happening at the Madrasah Tsanawiyah Negeri 1 Bone Bolango, is that the madrasah has the context of Islamic religious education as a characteristic of the madrasah which is gathered in subjects such as Al-Qur'an Hadith, History of Islamic Culture, Fiqh, Aqidah Akhlak and added by other subjects' Arabic lessons. It does not only focus on teaching Islam, but also general subjects such as Mathematics, Indonesian, science and so on.

Even though it does not only focus on Islamic religious subjects, Madrasah Tsanawiyah Negeri 1 Bone Bolango is faced with the challenges of modernization and changes of students' mindsets related to the technology and educational trends which are growing fast. Apart from that, the differences in students' interests, talents and needs certainly require a variety of approaches to stimulate interest in learning which has an impact on students' interest in schooling.

Based on the above problems, the researcher conducted research which aims to find the strategies used by Madrasah's headmaster to stimulate the students' interest in schooling at MTs Negeri 1 Bone Bolango.

B. RESEARCH METHOD

The research method describes the research location, scope or object main materials and instruments, place, data collection techniques, operational definitions, research variables, and analysis techniques.

In this research, the researcher take location in Madrasah Tsanawiyah Negeri 1 Bone Bolango. The objects studied to interact because researcher want to find deeply about the headmaster's strategy of Madrasah Tsanawiyah Negeri 1 Bone Bolango in stimulating students' interest in school.

To obtain the data required in this study, where the researchers use several methods of data collection. For more detail can be seen as follows:

1. Observation, a technique of collecting data through direct observation of the object being studied. The observation that the researcher has made are observations of the role as well. The data obtained is then captured using observation guidance instruments so that the data obtained is valid and can be trusted (Sukmadinata, 2005).
2. Interview, which is the activity of collecting data through direct dialogue with objects (informants) who can provide the data and information that

researchers need. In this case, the researcher can interview:

- a. The Madrasah's Headmaster
 - b. The teachers
 - c. Students
3. Documentation, is a number of supporting data taken by the researcher in the form of documents that are related to the problem, in this case the researcher places more emphasis on written data.

C. RESULTS AND DISCUSSION

This section presents the research results. Research results can be supplemented with tables, graphs (pictures), and/or charts. The discussion section describes the results of data processing, interprets the findings logically, links them to relevant reference sources.

In essence, the school environment has a strong influence in increasing the students' interest in school, and, on the contrary, the students also have a positive influence in school environment, where the student's identity and dynamics always influence the educational orientation and objectives of the school institution. This is because schools are institutions born of society, by society and for society. Thus, the family environment as the centre of education, not only influences the first years of the child's life, but continues throughout the various phases of childhood.

A Madrasah's headmaster must understand correctly that the educational environment, which here is meant to be the family, is naturally an urgent educational

centre whose influence is always carried to the centres of education and other social institutions. The child when he goes to school has brought his family's experience, influence and culture. Therefore, the child is in fact an expression of the family culture and an attempt to enrich it with various educational experiences and straight patterns of behavior which in turn will become accustomed to the acts of schools and other educational centres.

The madrasah's headmaster must continuously raise awareness that the school, as a social system, is a dynamic organization where the processes of cultural development and empowerment of learners take place throughout their lives. This is because education is expected to foster the ability to face the demands of change in the realities of the present and future, whether these changes come from within or from external factors (Taufan et al., 2021).

One factor that can drive a school to realize its vision, mission, goals, and objectives through systematically planned and phased programs is the leadership of the school's headmaster. This kind of leadership is one of the factors that can drive a school to realize its vision, mission, goals, and objectives (Öztop & Nayci, 2021). Therefore, school strategies are crucial policies for the school to achieve its goals, namely to enhance and develop the quality of the school. Appropriate strategies can have an impact on the school's success in achieving its objectives. To obtain the right strategy, the school needs to gather information about the

factors within the school that can support success in achieving its goals (Noprika et al., 2020).

As explained above, the supportive factor in increasing student interest in school is not only the school environment, but most importantly the family environment. School only helps the continuation of education provided by the family environment through education (moral formation). The transition of education to out-of-school or formal education requires cooperation between parents and school, because without the motivation of the family, the impact will be reversed to the students. The most favourable factor is the community environment. Because this community environment will be the determinant of the course of education in a particular area and this is also the additional motivation for the students in increasing their interest in school.

Further related to the strategy carried out by the Madrasah's headmaster in encouraging the spirit of schooling students in Madrasah Tsanawiyah Negeri 1 Bone Bolango is to socialize to the primary schools (SD), and build good communication with the community. This statement is explained by the Madrasah's headmaster to researcher through the interview as follows:

"The strategy we use is to go directly to several elementary schools (SD) to socialize our madrasah, and we do this every year. Apart from that, we also continue to maintain good communication with the community members who are members of the committee management and parents of

students, both those whose children are still in school or have become alumni to recruit prospective students who will later continue their education at MTs Negeri 1 Bone Bolango." (Yurdan Puluraga)

Not only does the socialization and establish good communication with the community (committee and students' parents), but the Headmaster of Madrasah Tsanawiyah Negeri 1 Bone Bolango also continues to work to develop madrasah buildings such as office rooms, classrooms, student dorms and laboratories. The development of other tools that can support the occurrence of interaction between teachers and students in the classroom such as curricula that previously used only the curriculum K13 then developed again with independent learning curriculums.

Another development carried out is the availability of facilities and infrastructure that support students to channel their interests and talents, opening up opportunities for students to participate in activities at both district and provincial levels. Besides, the Madrasah's headmaster also tries to achieve teacher activities in the field of learning that are student-oriented in developing intellectuality which is supported by soft skills and core values. Overall, this activity is hoped to stimulate students' interest in attending school at Madrasah Tsanawiyah Negeri 1 Bone Bolango.

The development of this madrasah is of course strongly supported by the people in Suwawa Tengah District as the location where the madrasah operates. Not only that, there are

also people from several other sub-districts such as Suwawa, East Suwawa and South Suwawa sub-districts flocking to send their children to MTs Negeri 1 Bone Bolango. The madrasah is very aware of this so they continue to make efforts to ensure that this collaboration continues.

The hopes of the people to educate their children in MTs Negeri 1 Bone Bolango are strongly driven by the desire to make their children not only understand about the knowledge of Islamic, but also understand about general knowledge. This statement as stated by one of teacher as follows:

"There were many people want their children to be able to receive an education at this Madrasah, because it is considered capable of providing education and understanding that is not only focused on religious knowledge, but also general knowledge. People realize that the challenges of life today are more difficult to be faced, especially with the ever-increasing development of technology. Therefore, it is important to balance religious knowledge and general knowledge for their children." (Anton Anggowa).

To compare the data, the researcher then does interview to students of MTs Negeri 1 Bone Bolango, it can be seen as follows:

"I am proud of being a student in MTs Negeri 1 Bone Bolango, because in my opinion this madrasah is able to compete with other schools such as junior high schools or other MTs in Bone Bolango Regency or those in Gorontalo City" (Moh. Ramdhan Hasan).

The statement above was also added by one other students in class 8 in MTs Negeri 1 Bone Bolango as follows:

"I am motivated in continuing my study at MTs Negeri 1 Bone Bolango because the facilities and infrastructure are quite adequate, and usually students here are often sent to take part in activities such as Scouting, PIK-R or other activities at either the Regency or Provincial level, and the school fees are free" (Siti Amalia Baruadi).

Based on the interview above, it can be concluded that every student hopes that their school environment will be able to provide motivation for them to continue attending school, especially at MTs Negeri 1 Bone Bolango. If this continues to be done, then the school environment has succeeded in maintaining its existence so that without holding outreach in existing elementary schools, students at MTs Negeri 1 Bone Bolango will continue to increase every year, and it will be clear that this madrasah has many interested people who want to register themselves to continue their studies.

The success in achieving education is of course highly expected, but one thing that cannot be denied is that obstacles are often found which always become obstacles in carrying out things that have been planned or will be carried out. However, this problem does not escape efforts to overcome it. As experienced by MTs Negeri 1 Bone Bolango. The following are the data found by the researcher:

1. Obstacles Experienced by Madrasah

The obstacles experienced by MTs Negeri 1 Bone Bolango in increasing the interest of students in school especially in the school environment is still lack of sports

facilities to support students' interests and talents. Besides, facilities that support other learning (absorption of independent learning curriculum), the facilities are also very limited. This is supported by the statement of a teacher guru/wali kelas di MTs Negeri 1 Bone Bolango.

"It cannot be denied that there were obstacles that we are experiencing in mediating the interests and talents of students especially in the field of sport, because the facilities that support it are still lacking. Likewise, the learning facilities used to implement the independent learning curriculum are not yet sufficient." (Noldi).

Furthermore, in the family and society, it is generally an economic problem or a lack of cost to be able to educate the child. It could be a major obstacle of students in continuing their education in MTs Negeri 1 Bone Bolango. This is based on the interview between researcher and the teachers/classroom teacher in MTs Negeri 1 Bone Bolango that is as follows:

"Sending their children to MTs Negeri 1 Bone Bolango might be challenging for some parents because they have difficulty in paying their children's travel costs. This is because their house is too far from the madrasah. They really have difficulty with these costs so they choose to send their children to schools closest to where they live." (Renol Moha).

The same problems are also stated by one other teacher:

Based on the results of the interview above, it can be concluded

"Even though the registration at MTs Negeri 1 Bone Bolango and the school costs are free, people who live far from

madrasah still find it difficult to send their children to school here. Of course, this is an obstacle for the community to send their children to MTs Negeri 1 Bone Bolango, so they prefer choosing another school that is not too far from their home.” (Sumaryo Ngareng).

Based on the results of the interview above, it can be concluded that the main obstacle in increasing students' interest in schooling at MTs Negeri 1 Bone Bolango is their parents' financial difficulties, as a result, many children who want to continue their education at the madrasah are unable to do so. However, obstacles such as lack of facilities are not too difficult to overcome because the madrasah can still try to do this in various ways, such as lobbying the government to add facilities that are still lacking and so on.

2. Efforts to stimulate students' interest in schooling

The effort or strategy that the headmaster of madrasah continues to pursue in order to increase the interest of students in the MTs Negeri 1 Bone Bolango, that is, every year it proposes scholarships to the government for the students as well as providing dormitory facilities. This way is done to help the people that is less able to finance the travel costs of their children when choosing to go to school at the MTs Negeri 1 Bone Bolango while their living place is far from the madrasah. The development of this dormitory building is still under way even though some of its space is still used for administrative needs and space for teachers to be active. Development of this dormitory

building is still ongoing even though some of the rooms are still used for administrative needs and space for teachers to carry out their activities.

Another effort made by the school is providing the facilities that support teaching and learning process in classroom such as Lcd and other learning media. Besides that, the Madrasah headmaster continues to strive for the additional classrooms, sport facilities, laboratories and others by continuing to increase the existing budget through the government so that the strategy to stimulate students' interest in schooling at MTS Negeri 1 Bone Bolango can be achieved well.

The explanation of the challenges faced and the efforts made by MTs Negeri 1 Bone Bolango in assisting the community to increase the students' interest in schooling is a matter that must be continuously addressed. This concern extends not only to the school itself but also to relevant government, particularly in terms of adding classrooms and other facilities, as well as alleviating the financial burden of education through scholarships or other initiatives. Whether acknowledged or not, this will significantly impact the conditions for students to attend school, especially at MTs Negeri 1 Bone Bolango.

D. CONCLUSION

The conclusion contains a brief summary of the results of the research and discussion, as well as contains suggestions for

users, readers and authors from the resulting research results.

Based on the explanation, then the researcher takes some conclusions as follows:

1) The Madrasah's headmaster strategy in stimulating students in schooling is directly go to schools and do socialization and make good relationship with the educational environment (family and community) in order to attract the prospective students to continue their study in MTs Negeri 1 Bone Bolango. 2) The obstacles faced by Madrasah headmaster in stimulating students' interest in schooling include, first and foremost, a lack of supporting facilities to mediate students' interests and talents, particularly in implementing the independent learning curriculum and other infrastructure. Second, due to the distance between their house and the location of the madrasah, the community is unable to fund the operational cost of students so they can continue their study at MTs Negeri 1 Bone Bolango. The efforts done include: a) presenting to the government scholarships for students who are unable in paying their education cost and giving dormitory facilities as a place to stay for students whose homes are far from the madrasah; and b) providing facilities that promote teaching and learning.

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