

MANAGERIAL COMPETENCE OF HEADMASTER IN DEVELOPING ISLAMIC RELIGIOUS EDUCATION WITH A MULTICULTURAL INSIGHT AT SENIOR HIGH SCHOOL

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Abstract

Headmaster, as the captain of an institution, should have adequate managerial competence. The managerial ability of a headmaster is a very important thing for a headmaster to have. With these abilities, headmasters are expected to be able to manage their institutions effectively and efficiently so that a school institution will become a quality educational institution. The aim of this research is to reveal the planning, organization, implementation and supervision of headmasters' managerial competencies in developing Islamic religious education with a multicultural perspective in high schools. The research method uses a qualitative approach with a phenomenological type, to describe, analyze and provide natural interpretations regarding headmaster managerial matters. In exploring the data, informants were determined using purposive sampling and data development using snowball sampling, data collection techniques through observation, interviews, documentation and focus group discussions (FGD). Data analysis techniques use the Spradley model or Cyclical model. Data validity uses internal validity, external validity, reliability and objectivity. The conclusion of the research results shows that planning in developing Islamic Religious Education with a multicultural perspective is made clearly as a guideline for activities that emphasizes the direction of activities carried out and makes it easier to obtain support from resources and potential from both institutions and the environment. The organizing process is structured on the basis of predetermined goals and formal mechanisms contained in the organizational structure that reflect the needs and optimization of existing resources within the institution. The implementation process requires good communication skills from a leader so that he is able to convey ideas, ideas, procedures, policies and goals well. Supervision has a direct relationship to the planning, organizing and implementation processes because it is related to adjusting implementation standards within the institution.

Keywords: Managerial, Principal, PAI, Multicultural.

مستخلص البحث

يجب أن يتمتع مدير المدرسة، بصفته قائد المؤسسة، بالكفاءة الإدارية الكافية. تعتبر القدرة الإدارية لمدير المدرسة من الأمور المهمة جدا التي يجب أن يتمتع بها مدير المدرسة. وهذه القدرات، يتوقع من مديري المدارس أن يكونوا قادرين على إدارة مؤسساتهم بفعالية وكفاءة حتى تصبح المؤسسة المدرسية مؤسسة تعليمية عالية الجودة. إن الهدف من هذا البحث هو الكشف عن التخطيط والتنظيم والتنفيذ والإشراف على الكفاءات الإدارية لنظائر المدارس في تطوير التربية الدينية الإسلامية من منظور متعدد الثقافات في المدارس الثانوية. واستخدم منهج البحث المنهج الكيفي بنمط الظواهر، لوصف وتحليل وتقديم تفسيرات طبيعية فيما



يتعلق بالمسائل الإدارية لمدير المدرسة. في استكشاف البيانات، تم تحديد المخبرين باستخدام العينة الغرضية وتطوير البيانات باستخدام عينة كرة الثلج، وتقنيات جمع البيانات من خلال الملاحظة والمقابلة والتوثيق ومناقشات مجموعات التركيز. استخدم أسلوب تحليل البيانات نموذج سيرادلي أو النموذج الدوري. استخدم صلاحية البيانات الداخلية والصلاحية الخارجية والموثوقية والموضوعية. وتبين من نتائج البحث أن التخطيط في تطوير التربية الدينية الإسلامية من منظور متعدد الثقافات يتم بشكل واضح كدليل إرشادي لأنشطة التي تؤكد على اتجاه الأنشطة المنفذة وتسهيل الحصول على الدعم من الموارد والإمكانات من المؤسسات والبيئة على حد سواء. تم هيكلة عملية التنظيم على أساس أهداف محددة مسبقا وآليات رسمية متضمنة في الهيكل التنظيمي تعكس الاحتياجات والاستغلال الأمثل للموارد الموجودة داخل المؤسسة. تتطلب عملية التنفيذ مهارات اتصال جيدة من القائد بحيث يكون قادرا على نقل الأفكار والآراء والإجراءات والسياسات والأهداف بشكل جيد. كما أن الإشراف له علاقة مباشرة بعمليات التخطيط والتنظيم والتنفيذ لأنه يرتبط بضبط معايير التنفيذ داخل المؤسسة.

الكلمات المفتاحية: الإدارة ومدير المدرسة وتربية الدينية الإسلامية ومتعدد الثقافات.

INTRODUCTION

State Senior High School 1 Pamekasan is one of the high schools in Pamekasan district which is located in the city of Pamekasan district. Like high schools in general, State Senior High School 1 Pamekasan has several departments that accommodate various competencies possessed by students. The existence of several majors also influences the culture that develops in students' habits in carrying out the learning process. The number of students at State Senior High School 1 Pamekasan is relatively large, coming from various backgrounds. This has great potential to have a positive impact on schools. On the other hand, the academic and non-academic achievements achieved by students at both national and international levels in regional and provincial districts have also increased public interest in sending their children to this school.¹ The large number of students is directly proportional to the high level of heterogeneity within them, both social, economic, cultural and religious.

As a public school, of course the religious background of students is different from that of religious schools or *madrasah*. State Senior High School 1 Pamekasan has students from various religions. A large number of students have diverse religious backgrounds. Nearly 99% embrace Islam. Religious educational backgrounds also vary. This can be seen from the absorption of graduates from previous school levels, 84% of students come from Junior High Schools (SMP)

¹ 'Pengembangan Dan Implementasi Kurikulum 2013', 2014.

and 16% come from *Madrasah Tsanawiyah* (MTs). Students directly face different conditions from a religious perspective.

Talking approximately the usage of Islamic Religious Education, schools as educational institutions have an important role in seeking to form religious understanding with systematic efforts. Through various policies and learning processes, religious diversity in schools requires that stakeholders and the main actors in learning must be able to foster multicultural awareness.² An awareness that accepts differences, recognizes the existence of every existing group, and distances itself from majority domination, and avoids conflicts based on religion, cultural, economic and social background.³

Building students' multicultural awareness is not easy.⁴ In terms of Islamic Religious Education material given to students, there are several elements of multicultural values. The presentation of materials with a multicultural perspective should be connected to the multicultural reality that exists around students. So, these values are not limited to mere teachings. This is what demands that Islamic Religious Education material at State Senior High School 1 Pamekasan be presented in accordance with the current context faced by students.

Students' multicultural awareness is built not only limited to their interactions at school. Furthermore, this is also related to their role in society and the world outside school.⁵ As a high school graduate, of course, graduates of State Senior High School 1 Pamekasan will be faced with a world of work that has cultural diversity. Multicultural awareness will increase the ability to adapt to new environments. This adaptability will increase graduates' opportunities in the world of work.⁶

The challenges faced are not limited to conflicts based on differences. However, what needs to be understood is the character of students at State Senior High School 1 Pamekasan who are entering their teens. They have a critical mindset which is the initial stage of forming a self-concept. Of course, the Islamic Religious Education learning pattern that is implemented must take into account the psychological side of students.

On the other hand, mastery of data and communication innovation among students at State Senior High School 1 Pamekasan also requires special attention. Supported by a good internet network at school, they can access various information regarding various religious beliefs, religious

² Ainul Yaqin and M Pendidikan Multikultural, 'Cross-Cultural Understanding Untuk Demokrasi Dan Keadilan', *Yogyakarta: Pilar Media*, 2005.

³ Muhaimin and others, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam Di Sekolah* (Remaja Rosdakarya, 2001).

⁴ Sulalah Sulalah, 'Pendidikan Multikultural: Didaktika Nilai-Nilai Universalitas Kebangsaan' (UIN-Maliki Press, 2011).

⁵ Zakiyuddin Baidhaw, *Pendidikan Agama Berwawasan Multikultural* (Erlangga, 2005).

⁶ Baidhaw, *Pendidikan Agama Berwawasan Multikultural*.

sects or fatwas in the name of religion which are not necessarily proven to lead to the benefit of the lives of religious communities. It is ironic when technology that develops based on logic actually eliminates religious logic. Blunt because of fake news that cannot be accounted for.⁷ The school principal has quite a big responsibility in accepting, maintaining and implementing educational regulations and programs to achieve national education goals.⁸

School principals as captains are required to have adequate managerial competence.⁹ The managerial ability of a school principal is a very important thing for a school principal to have.¹⁰ With these abilities, school principals are expected to be able to manage their institutions effectively and efficiently so that a school institution will become a quality educational institution. Based on several things above in relation to the usage of Islamic Religious Education with a multicultural point of view and the of school principals, researchers are interested in conducting research entitled “Managerial Competence of School Principals in Developing Islamic Religious Education with a Multicultural Insight in Senior High School”. This inquire about is anticipated to be able to supply a diagram of the management and administration forms of school principals with respect to the execution of Islamic Devout Instruction with a multicultural point of view at State Senior High School 1 Pamekasan.

METHOD

The sort of investigate utilized in this investigate is qualitative research, which uses a scientific background. The approach used in this research is grounded theory. The focus of the research lies in the managerial competence of school principals in developing Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan. To answer this focus, a sub-focus is needed which then questions Headmaster managerial process starting from planning, organizing, implementing, controlling and evaluating the development of Islamic Religious Education learning at State Senior High School 1 Pamekasan.

This research was carried out at State Senior High School 1 Pamekasan which is located in Pamekasan District, Pamekasan Regency. The research informants or research subjects were determined using purposive sampling techniques. Apart from that, sampling in this research also used the snowball sampling technique, namely a sampling technique carried out sequentially. The research subject in this study is the source of data obtained by researchers from informants or

⁷ Ahmad H Sonhadji, *Manusia, Teknologi, Dan Pendidikan: Menuju Peradaban Baru* (Universitas Negeri Malang, 2013).

⁸ Rofiatul Hosna, ‘Peran Kepala Sekolah Dalam Melaksanakan Supervisi Klinis Di Sekolah Dasar Negeri Catak Gayam 02 Mojowarno Jombang’, *Tazkair: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 2.2 (2016), pp. 175–98.

⁹ Imam Musbikin, *Menjadi Kepala Sekolah Yang Hebat* (Zafana, 2013).

¹⁰ Malayu S P Hasibuan, ‘Manajemen: Dasar, Pengertian, Dan Masalah’, 2007.

sources. The main informant for this research is the school principal and to dig up more data the researcher also collected data from several informants. Meanwhile, researchers obtain secondary data sources from additional data. This data was obtained from written sources in the form of books, scientific magazines, archives, personal documents, official documents, photos and statistical data.¹¹

The main instrument in this research is the researcher himself. Data was collected using field observation, interviews and documentation methods. The data analysis technique used uses the Spradley model data analysis technique or better known as the Cyclical mode. The validity of the results of this research is measured using several techniques aimed at increasing confidence in the research results. Starting with increasing credibility (internal validity), Transferability (external validity), Dependability (Reliability), and Confirmability (Objectivity).

The method consists of 3 paragraphs describing in focus and practically what has been done in the field. Research type and approach (see: Creswell) Research time, research place, data collection techniques (interview, observation, and documentation), informants, and data analysis techniques. Explain operationally.

RESULTS AND DISCUSSION

Discussion

1. School Principal Planning in Developing Islamic Religious Education with a Multicultural Insight

This development is carried out through a management process that is closely related to the management competency of the school principal. begins with a planning step which includes several stages, namely: (a) setting goals, (b) assign people and tasks, (c) determine procedures and activities, (d) determine coordination flow, (e) determine financing, (f) determination of control and evaluation systems.¹²

In setting goals, the principal adheres to the school's vision and mission which is adapted to the needs of the community customers of high school educational institutions, namely parents and the business or industrial world. The vision of building a generation with character based on faith and piety is achieved through several efforts, one of which is through the development of Islamic Religious Education with a multicultural perspective. This approach ensures that students not only gain a strong foundation in their faith but also develop an

¹¹ Lexy J. Meleong, *Metode Penelitian Kualitatif* (Remaja Rosdakarya, 2018).

¹² Muhammad Rahman and Sofani Amri, "Manajemen Pendidikan" Analisis Dan Solusi Terhadap Kinerja Manajemen Kelas Dan Strategi Pengajaran Yang Efektif, *Jakarta: Prestasi Pustaka*, 2012.

understanding and appreciation of diverse cultures, fostering tolerance and harmony in a pluralistic society. By integrating Islamic Religious Education with a multicultural perspective, the school aims to shape students who are morally upright, intellectually competent, and socially responsible. Furthermore, collaboration with parents and industry stakeholders plays a crucial role in supporting this vision, ensuring that graduates are well-prepared for both higher education and the professional world while maintaining strong ethical values.

Setting goals at the beginning of the planning process by the school principal in developing Islamic Religious Education with a multicultural perspective is part of modern management which, according to George R. Terry (1977), is more result-oriented and employee satisfaction is achieved based on achievement motivation. In the first step, the principal or manager determines the goals, then the manager will determine how to achieve these goals.¹³ Then Terry explained that the essence of management is achieving a goal. The goals set must be clear, not have multiple meanings that will give rise to various interpretations. With clear goals, a manager will work more effectively to achieve the objectives that have been established. This principle aligns with the school's approach, ensuring that the vision and mission are translated into concrete and achievable objectives that guide educational and administrative strategies effectively. Clear and well-defined goals allow the principal and school management to implement policies and programs that foster student growth, strengthen character education, and maintain a balance between academic achievement and moral development.

As summarized by Arthur G. Bedeian (1980), objectives are activity guidelines that are used to emphasize the direction of activities and distribution of efforts so that it becomes clear what must be done.¹⁴ The goal will be a source of legitimacy for the implementation of these activities so that it will increase the organization's capabilities. With this, State Senior High School 1 Pamekasan can obtain various resources and support from the surrounding environment to develop Islamic Religious Education with a multicultural perspective.

Furthermore, objectives are implementation standards so that they can be used as a guide for assessing activities and can also be used as a source of motivation for members of an organization, especially those that have a clear reward system for achieving an organizational goal. Thus, goals are a rational basis for organizing. This goal will interact with all components to achieve the goal.¹⁵

¹³ G R Terry, 'Asas-Asas Manajemen (Alih Bahasa DR. Winardi, SE)', Jakarta: PT. Bumi Aksara, 2012.

¹⁴ Hani Handoko, *Manajemen*, XXVIII (BPFE Yogyakarta, 2016).

¹⁵ Handoko, *Manajemen*.

In relation to the development of Islamic Religious Education with a multicultural perspective, the school principal determines activity personnel starting with teacher recruitment.¹⁶ Teacher recruitment at State Senior High School 1 Pamekasan includes 2 sources, namely by accepting Islamic Religious Education teachers who have Civil Servant (PNS) status and appointing Non-Permanent Teachers (GTT) carried out by school institutions.

The pattern of recruiting or determining employees by relying on dropping employees from the government provides several advantages, namely the employee salary budget in the school budget which is not too high because it only budgets employee salaries for Non-Permanent Teachers and Non-Permanent Employees. However, issues of ideology and improving performance cannot be controlled freely by the school. In this regard, school principals require guidance for new civil servants to receive guidance from seniors for the adaptation process and performance control.

Appointment of Non-Permanent Teachers (GTT), especially for Islamic Religious Education teachers, the school principal asks for consideration from senior Islamic religious teachers by setting several acceptance criteria, one of which is the level of knowledge and good social skills.

According to Terry (1977), for institutions, in this case schools, must provide clear information regarding needs and interests which are included in the school's vision, mission and program or activity objectives. So that in this way both teachers and employees can translate these goals in the implementation of their respective duties and efforts.

Meanwhile, in determining activities and procedures, the principal bases them on relevance to the development program and several problems that arise. Determining activities and procedures is part of the decision making carried out by the school principal in collaboration with the school development team. Decisions regarding procedures and activities are taken after determining alternatives for solving several problems that arise.

Terry (1977) connects judgment with the decision-making process.¹⁷ If the risks of an activity can be felt at the planning stage with sufficient information and data, then a decision can easily be taken without any judgment. However, if the risk cannot be predicted and the institution does not have sufficient data then an assessment is absolutely necessary. Terry (1977) described it in terms of a decision spectrum.

¹⁶ Muhaimin and others, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam Di Sekolah*.

¹⁷ Terry, 'Asas-Asas Manajemen (Alih Bahasa Dr. Winardi, S.E.)'.

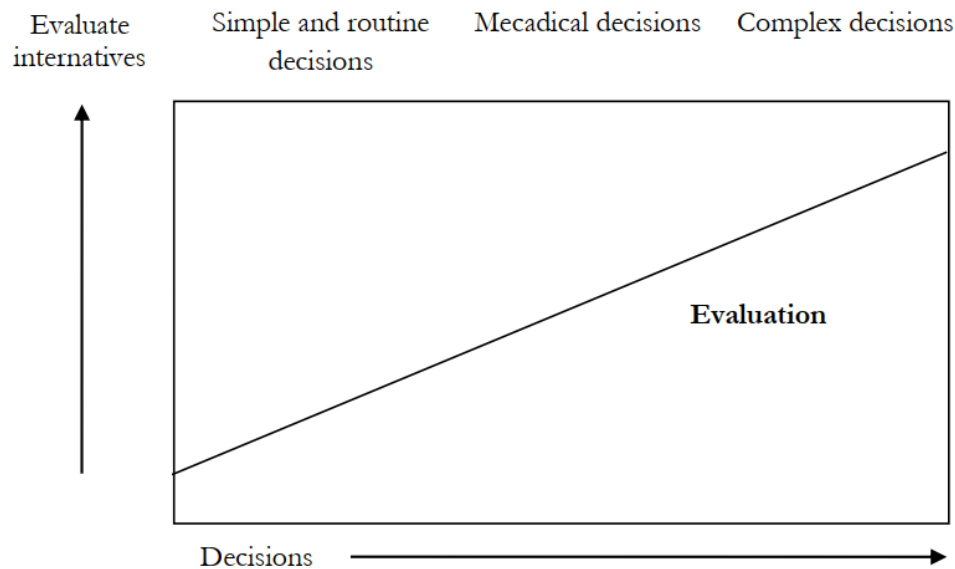


Figure 1. Decision spectrum Terry (1977) (In Winardi 2012, 121)

Activities to develop Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan include:

- a. Learning activities for Islamic Religious Education and Character in the classroom that have a multicultural perspective and are friendlier and respect the diversity of students' backgrounds and characters.
- b. *Diniyah* activities, this activity is held by looking at the students' background understanding and there are additional activities in the form of *Diniyah* taught by *ustadz* who come from non-formal Islamic education institutions around the school.
- c. Islamic religious extracurricular activities or ROHIS, which includes several divisions that serve the development of students' interests and talents, such as the Art of *Hadrah* and Reading and Writing the Qur'an.
- d. Literacy activities that support the development of students' insight into various things. Held in the first hour before lessons start.
- e. Fulfilment of facilities and infrastructure to support learning and development of Islamic Religious Education, including the fulfilment of practical tools and maintenance of mosques as centers of Islamic religious spiritual activities.

Every activity carried out is monitored directly or indirectly through a clear coordination flow between the school principal and deputy principal according to the area under supervision related to the development activity. For classroom learning activities, literacy and *Diniyah* programs are under the responsibility of the teacher as implementer and the deputy principal for curriculum as coordinator. Meanwhile, extracurricular activities are under the responsibility

and coordinator of the deputy principal for student affairs and religion teachers as companions and coaches. To fulfill the facilities and infrastructure under the responsibility of the deputy principal for Facilities and Infrastructure. The coordination flow is depicted in the following scheme:

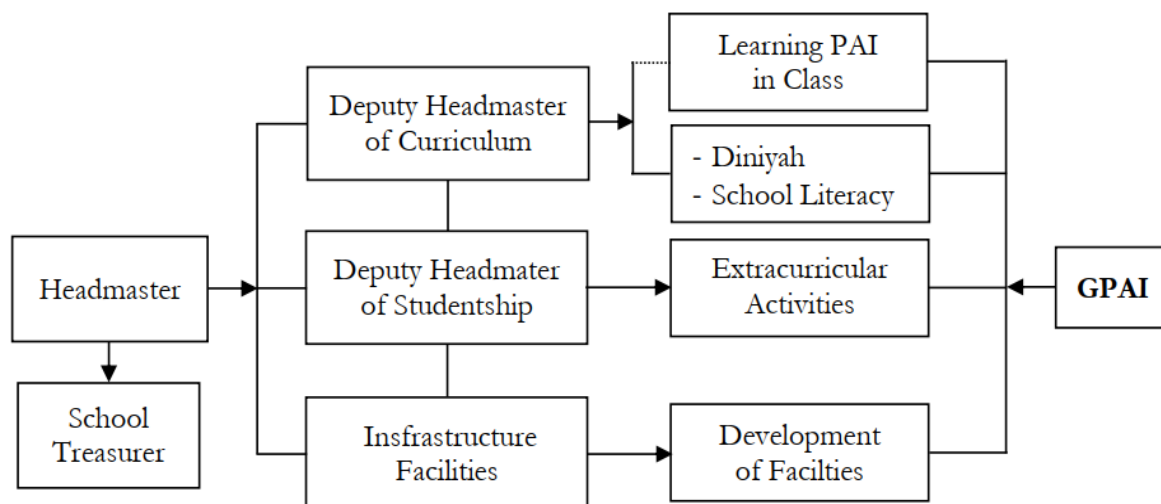


Figure 2. Coordination flow scheme for the development of Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan

At this planning stage, the amount of budget required for each activity is also determined. The source of financing for State Senior High School 1 Pamekasan comes from 2 (two) sources, namely: 1) funding sources from the government or School Operational Costs (BOS), 2) Collection of tuition fees. Then the funding sources will be divided into each budget item that has been prepared previously in RAKS (School Budget and Activity Plan). Before the budget use process, the school principal will socialize the budget amount, including budget priorities in a large meeting. The use of this budget cannot be separated from the supervision of the Committee. The treasurer will manage under the control of the principal.

As a formal report of financial resources used to carry out activities within a certain period, the budget is related to the planning and monitoring processes. After the budget is planned, measurements are carried out and compared with the budgeted amount periodically.¹⁸ Still according to Handoko (2016: 376) the budget is the main tool for coordinating organizational activities. The interactions that have been carried out between school principals as managers and teachers or educational staff as subordinates in the budget determination process help in determining and integrating activities for developing Islamic Religious Education with a multicultural perspective.

¹⁸ Handoko, *Manajemen*.

School principals with busy activities and schedules only supervise a few main things. State Senior High School 1 Pamekasan is a large school with a large number of teaching and educational staff who actively organize and participate in various activities, so the supervision carried out by the principal is limited to basic matters. If it is possible to be represented or delegated, supervisory authority will be given to the deputy principal according to their respective fields. In the supervision process, there are two types of supervision, as stated by Terry (1977), namely: 1) non-supervision quantitative or 2) qualitative supervision. School principals apply these two types in preparing monitoring and evaluation plans.¹⁹

From all the findings found in the planning process carried out by the school principal regarding efforts to develop Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan, it is quite good, because each stage in the planning process is carried out involving all components of school management. The strategic planning process carried out by the school principal has not been able to run optimally. So, the operational plan which is an elaboration of the strategic plan focuses more on correcting previous deficiencies. Thus, school principals need to develop long-term strategic plans that take into account broader environmental conditions, not only to meet regional customer needs but strive to achieve national and even international standards.

2. Organizing School Principals in Developing Islamic Religious Education with a Multicultural Insight

The planning that has been implemented has outlined the stages that must be carried out in each activity in an organization. This process is then continued with organizing, which is the process of preparing an organizational structure that is in accordance with the organization's objectives, the resources it has and the surrounding environment.²⁰ Organizing the development of Islamic Religious Education with a multicultural perspective by the principal at State Senior High School 1 Pamekasan is summarized in several stages, namely: 1) Division of tasks, 2) Selection of staff, 3) Delegation of authority. Regarding the organizational structure and coordination flow, it has been included in the planning stage.

After the Islamic Religious Education development activities are determined, then the school principal begins to divide tasks based on the weight of the activities and performance. Then the tasks are adjusted to each field or work area. He further explained that the coordinators

¹⁹ Handoko, *Manajemen*.

²⁰ Handoko, *Manajemen*.

for each activity were the deputy principals regarding the relevance of the activity to general tasks.

Goals in an organization cannot be achieved by relying solely on the participation of one member.²¹ In connection with the goals to be achieved, organizational work must be carried out together. Division of labor is an organizational pillar that allows synergy to occur.²² The initial stages of organizing carried out by the school principal are in accordance with the opinion of Ernest Dale (1967) regarding organizing procedures which are related to the division of labor:²³

- a. Point of interest of all work that must be carried out to realize organizational goals.
- b. Division of the whole workload into exercises that can coherently be carried out by individual. The division of work ought to not be as well overwhelming or as well light so that there is out of gear time, wastefulness and maintain a strategic distance from pointless costs.
- c. Acquirement and advancement of instrument to arrange the work of individuals of the organization into an coordinates and agreeable entirety. This planning component will empower organizational individuals to preserve their consideration on organizational objectives and decrease wasteful aspects and damaging clashes.

The task of developing Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan is delegated according to the capacity and capability of the staff selected with various considerations. Staff selection is carried out in more detail at the organizing stage after previously being carried out at the planning stage. at the planning stage shows ways and estimates of how to use these resources to achieve the highest effectiveness.²⁴

In particular, the principal is concerned about the performance of his subordinates. This performance is the basis for staff selection. Members involved in efforts to develop Islamic Religious Education with a multicultural perspective are first ascertained of their religious insight and religious education background. The school principal involves related parties to carry out the selection. For example, when accepting a new Islamic Religious Education teacher, the school principal delegates it to the Islamic religious learning team to select prospective teachers using predetermined criteria.

²¹ Rahman and Amri, "Manajemen Pendidikan" Analisis Dan Solusi Terhadap Kinerja Manajemen Kelas Dan Strategi Pengajaran Yang Efektif.

²² Handoko, *Manajemen*.

²³ Handoko, *Manajemen*.

²⁴ Handoko, *Manajemen*.

Personnel selection is carried out in detail to control the process of implementing activities to develop Islamic Religious Education with a multicultural perspective so that it meets the objectives. The selected members are then arranged according to their abilities at the right time and place in the organization. Headmaster steps in preparing personnel are in accordance with the steps in the personnel preparation process stated in Handoko (2016: 232):

- a. Human resource planning, designed to ensure consistency and fulfilment of the organization's personnel needs.
- b. Withdrawal, which is related to the procurement of prospective personnel in line with the human resources plan.
- c. Selection, including assessment and selection among prospective personnel.
- d. Introduction and orientation, designed to help selected individuals adjust smoothly to the organization.
- e. Training and development, this program aims to improve individual and group abilities to encourage organizational effectiveness.
- f. Evaluation of work performance is carried out by comparing the individual's work performance and the standards or objectives developed for the position.
- g. Providing remuneration and awards, which are provided to employees as compensation for work performance and as motivation for future implementation.
- h. Career planning and development, which includes transfers (promotions, demotions or laterals), reassignments, dismissals, dismissals and retirements.

The process of delegation of authority is carried out by the principal of State Senior High School 1 Pamekasan for several matters that can be delegated to staff. Adapted to the level of problems at school. The principal is not directly involved in all activities. Duties and authority are entrusted to the deputy principals in accordance with their respective main duties and functions.

The steps in preparing personnel are described as follows:

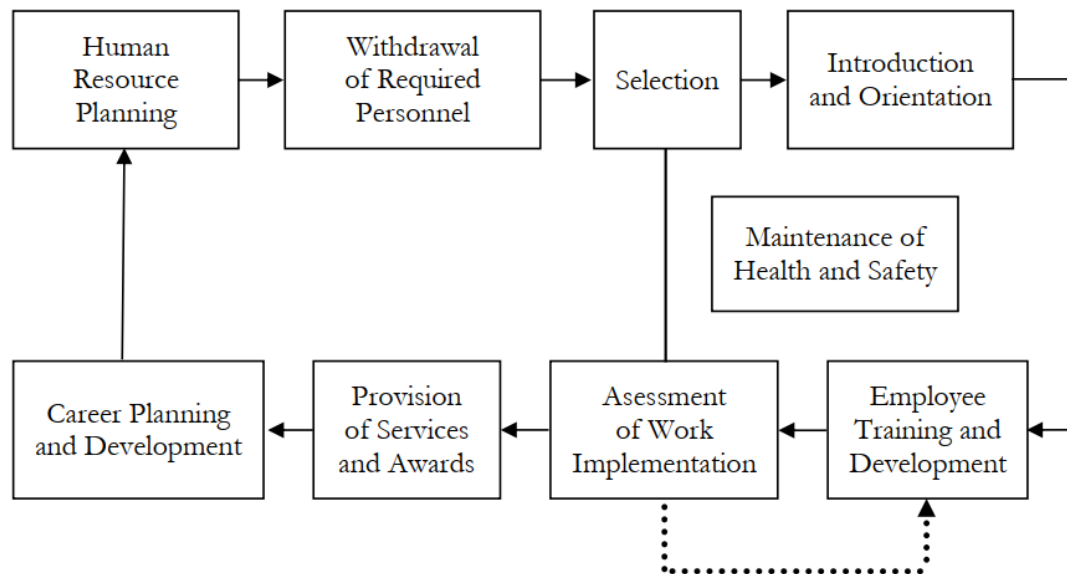


Figure 3. Function of personnel preparation (Handoko, 2016: 233)

The delegation of authority carried out by the school principal is in accordance with the opinion of Stoner (1982) (in Handoko, 2016: 223) when stating classical principles which are used as the basis for effective delegation.

Based on the description above, the school principal's organizing stage for the development of Islamic Religious Education with a multicultural perspective is structured based on program objectives and formal mechanisms reflected in the organizational structure reflecting the needs and optimization of existing resources in the organization. The development of Islamic Religious Education with a multicultural perspective is part of the existing program at State Senior High School 1 Pamekasan, so organizationally the school principal does not handle it directly. However, the authority to implement the activities included in the development program for Islamic Religious Education with a multicultural perspective is delegated to the deputy principals in accordance with their respective fields and the Islamic Religious Education teachers who are directly involved in these activities.

3. Implementation of the Principal in Developing Islamic Religious Education with a Multicultural Insight

Implementation is the process of translating the plans that have been prepared. At the implementation stage, all actions refer to the objectives, procedures and mechanisms that have been established. It is no surprise that if obstacles and problems arise during the specified implementation period, the school principal is required to have the ability to make decisions quickly, precisely and wisely. Implementing the development of Islamic Religious Education

with a multicultural perspective is an effort by State Senior High School 1 Pamekasan to shape the character of students. Implemented by parties who have capabilities in religious education, namely Islamic Religious Education teachers under the responsibility of the school principal and deputy heads according to their fields.²⁵

In terms of budget use, all activities for developing Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan are included in the school activity plan and budget (RKAS). The funds come from BOS funds (school operational costs) and tuition fees, the amount of which has been agreed upon by the committee. A total of 65% of these funds are allocated to improve services to students. The remainder is for further school development. The use of the budget refers to financing standards which according to Mulyasa (2019: 32) include education financing which includes:²⁶ a) Investment costs, namely the costs of purchasing facilities and infrastructure, developing human resources and fixed working capital; b) Operational costs, namely in the form of salaries for educators and education personnel, consumable equipment, indirect educational operating costs; and c) Personal costs, which include educational costs that must be paid by students to be able to participate in the learning process regularly and continuous.

The use of the activity budget at State Senior High School 1 Pamekasan for the development of Islamic Religious Education with a multicultural perspective is in accordance with the SKB of the Minister of Education and Culture and Minister of Finance No. 0595/1997 and No. 590/kmk.03/03/1987 stipulates that the use of SPP and DPP includes, among other things, financing the implementation of learning activities, procurement of facilities and infrastructure, maintenance of facilities and infrastructure, employee welfare, implementation of exams, sending and writing STTB/NEM, supervision of official travel, management of education implementers and data collection.²⁷

Apart from controlling the use of the budget, the implementation stage of developing Islamic Religious Education has a multicultural perspective.²⁸ The school principal must also control the performance of employees or staff.²⁹ This is done so that the activity objectives can be achieved well. This control is carried out both directly and indirectly. The process is similar to controlling but not as detailed.

²⁵ H A R Tilaar, 'Pendidikan, Kebudayaan, Dan Masyarakat Madani Indonesia: Strategi Reformasi Pendidikan Indonesia', Bandung: PT. Remaja Rosdakarya, 2000.

²⁶ Enco Mulyasa, 'Standar Kompetensi Dan Sertifikasi Guru', 2019.

²⁷ Basilius Werang, *Manajemen Pendidikan Di Sekolah* (Media Akademi, 2015).

²⁸ Masdar Hilmy, 'Pendidikan Islam Dan Tradisi Ilmiah', Malang: Madani, 2016.

²⁹ Sutopo, *Administrasi, Manajemen Organisasi* (Lembaga Administrasi Negara, 1999).

Headmaster control over employee performance is carried out directly when there is a problem in an activity related to performance and when teachers or employees consult on matters related to performance. For example, consulting the teacher's Learning Implementation Plan (RPP) before carrying out learning activities in the classroom. Procedurally, the school principal also controls employee performance indirectly through a team of assessors assessing employee performance. Implementation of Teacher Performance Assessment includes formative and summative assessments. In one school year, at least two performance assessments are carried out, namely at the beginning of the school year and at the end of the school year.

Terry (1977) explains that work performance appraisals must be carried out regularly over a period of once every 6 months or once a year. Employee achievements deserve attention as often as possible. The school principal can provide assistance, instructions or encouragement and ensure that employees have good performance by measuring the ability to complete the work that has been set.³⁰

The performance of employees in educational institutions such as schools is influenced by the school principal's leadership model. The principal of State Senior High School 1 Pamekasan applies a leadership style with a philosophy taken from Ki Hajar Dewantara *Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani*. This motto has the meaning of giving an example at the front, building intention or will in the middle and giving encouragement at the back.

The leadership style implemented by Mr. H. Moh. Arifin, S.Pd., M.Pd. is predominantly democratic, reflecting the spirit of Ki Hajar Dewantara. This approach enhances performance and grants individuals the freedom to develop their personal abilities and creativity, ultimately contributing to the school's achievements and progress. By fostering open communication and collaboration among educators, staff, and students, he creates a supportive and inclusive learning environment. His leadership also encourages innovation in teaching methods and school programs, ensuring continuous improvement in both academic and non-academic fields. As a result, the school not only excels in educational quality but also nurtures a culture of mutual respect and shared responsibility.

Judging from the managerial competency of H. Moh. Arifin, S.Pd., M.Pd. leadership style is a type of manager who has the same attention between paying attention to people and

³⁰ Terry, 'Asas-Asas Manajemen (Alih Bahasa Dr. Winardi, S.E.)'.

production. As Blake and Mouton (in Winardi, 2012: 350) put forward 5 (five) leadership styles based on this framework. In a matrix, both of them provide an explanation.

When carrying out coordination activities, the principal carries out coordination at several levels, adjusted to the level or scope of activities. Activities at a special level or related to certain areas will be handled or coordinated with parties related to that area. For example, in curriculum activities, the principal as supervisor hands over affairs and problems to the deputy head of curriculum and only takes on the capacity of the person in charge. Meanwhile, at the general level or involving the interests of the school in general, the school principal will be directly involved in implementation activities.

Handoko (2016: 194) explains that the need for coordination depends on the nature and communication needs in carrying out tasks and the degree of interdependence of various implementation units. Coordination is needed for organizations that set high goals. Seeing the degree of dependency in the coordination process for the development of Islamic Religious Education with a multicultural perspective at State Senior High School 1 Pamekasan, James D. Thompson (1967) (in Handoko, 2016: 194) calls it pooled interdependence or unified interdependence where the units in the organization do not interact with each other. depend on carrying out daily activities but depend on satisfactory work implementation in each unit in order to obtain final results. The direction and coaching of the principal of State Senior High School 1 Pamekasan is often related to problems that arise in the implementation of activities.

Seeing the severity of the problem, the school principal does not always go directly to solving the problem but rather delegates some authority to the deputy principal to solve problems in accordance with his field. Apart from providing trust, this is intended to build a spirit of togetherness and concern for everything that happens at school. and for problems that involve Headmaster policies related to finances or activities that require the principal to resolve, the principal is quick to take action.

According to Handoko (2016: 269) Communication is the key to effective coordination and direction because it is basically an information processing task. Communication helps effective managerial implementation, both in planning, organizing, implementing, and monitoring. Clear and open communication ensures that all team members understand their roles and responsibilities, reducing misunderstandings and increasing efficiency. It also fosters collaboration, enabling the exchange of ideas and problem-solving in a structured manner. Furthermore, good communication enhances decision-making by providing accurate and timely information, allowing managers to respond effectively to challenges and opportunities.

Ultimately, strong communication within an organization creates a more cohesive and productive work environment.

Another form of communication carried out by the school principal is providing motivation to subordinates. Mr. Wahyudiono Jokomarsono as the school principal always motivates teachers and employees both morally and materially as well as opportunities to develop their careers. Morally, the school principal always emphasizes that work, whether teaching or carrying out duties, must be aimed at worship.

Motivation is a desire that exists in an individual that stimulates him to take action. According to Terry (1967) (in Winardi, 2012: 328) factors that influence motivation include: personal needs; the goals and perceptions of the person or group; ways to realize needs and goals.

If one of these needs has been met, it will stop being a person's motivation to work. People tend to be motivated to work if their level of satisfaction with their job is high and they can fulfill their needs and desires with the job.

The implementation of the development of Islamic Religious Education at State Senior High School 1 Pamekasan is quite good, with the involvement of all organizational personnel due to the ability of managers or school headmaster who can optimize the potential or existing resources in the school well. Headmaster leadership that encourages teacher involvement in decision-making and provides support in the form of ongoing training and mentoring.³¹

4. Supervision of Headmaster in Developing Islamic Religious Education with a Multicultural Insight

At the final stage of Headmaster managerial process, namely supervision, several things are determined related to the implementation of supervision itself. Starting the monitoring process requires planning in the form of establishing supervision standards. The supervision standards set by the principal of State Senior High School 1 Pamekasan refer to technical instructions or instructions for implementing school activities. The standards set are adjusted to the types of activities for developing Islamic Religious Education with a multicultural perspective that have been determined.

For this type of Islamic Religious Education learning activity with a multicultural perspective in the classroom, Headmaster supervision is based on the completeness of the teacher's learning administration, the availability of learning facilities and infrastructure, the

³¹ Rofiatul Hosna and Ahmad Fauzi, 'Building a Culture of Excellence : How Principal Supervision Shapes Professional Teachers through Collaborative Leadership?', 09.01 (2025), pp. 45–58.

implementation of the learning process in the classroom runs well, the teacher carries out learning in accordance with the curriculum. Teaching materials and learning media do not contain elements containing hate speech towards other groups or groups.³² The teacher's behavior in the learning process truly understands the character and background of the students.

Meanwhile, *diniyah* learning is adapted to the general conditions of students at State Senior High School 1 Pamekasan who have a diverse understanding of religion and socio-economic backgrounds. Since the beginning of accepting new students, prospective students have been mapped based on their ability to read and write the Qur'an.³³

For literacy activities in the classroom, the standards are still based on cultivating daily habits. The principal through the deputy principal for curriculum has not yet measurably targeted this activity. Meanwhile, supervision standards for the fulfillment of facilities and infrastructure are adjusted to standards for the fulfillment of school infrastructure in general. School principals strive to provide adequate facilities and infrastructure in implementing the development of Islamic Religious Education with a multicultural perspective, as well as religious extracurricular activities. The supervision standard for Rohis activities is to develop and accommodate students' interests in religious matters, including in the field of arts, namely by forming *hadrah* groups and the Rohis sub-extra, namely Reading and Writing the Qur'an. This is demonstrated by the ability to hold routine activities and report activities.

According to Handoko (2016: 361) setting standards is the initial part of the supervision process. A standard is a unit of measurement that can be used as a benchmark for assessing results. Goals, targets, quotas, and implementation targets can be used as standards. Furthermore, Handoko explained three common forms of standards, namely physical standards, monetary standards, and time standards. Physical standards relate to measurable quantities such as production output, quality levels, or resource usage. Monetary standards involve financial benchmarks, including budgets, cost limits, and revenue expectations. Time standards, on the other hand, refer to deadlines, work schedules, and efficiency metrics to ensure timely task completion. Establishing clear and realistic standards helps organizations maintain consistency, improve performance, and achieve desired objectives effectively.

In general, the principal of State Senior High School 1 Pamekasan carries out global and partial supervision. Supervision techniques carried out by school principals are partial and

³² Lantip Diat Prasajo, *Supervisi Pendidikan*, I (Gaya Media, 2011).

³³ Muhammad Tholchah Hasan, 'Pendidikan Multikultural Sebagai Opsi Penanggulangan Radikalisme' (Malang: UNISMA Press, 2016).

global. Partial supervision is a control action over activities with a short period of time. Evaluation is carried out as soon as possible after the activity is completed. Control over these activities is carried out from the planning process, such as determining personnel, time, location, form of activity and budget. When carrying out activities, the school principal carries out indirect supervision carried out by the deputy head in the field according to the activities being carried out.

Meanwhile, global or comprehensive supervision is related to budget absorption and the implementation of school activities which are interrelated. This supervision is carried out 2 (two) times a year in shifts of 1 (one) semester. Global supervision itself is carried out directly by the school principal when it comes to budget use.

Pay attention to the supervision carried out by the school principal regarding activities to develop Islamic Religious Education with a multicultural perspective. The process includes two methods, namely qualitative and quantitative supervision. Handoko (2016: 374) details 5 qualitative supervision method techniques, which include: (1) Observation (control by observation); (2) Regular and direct inspection (control by regular and spot inspection); (3) Oral and written reporting (control by report); (4) implementation evaluation; and (5) discussions between managers and subordinates regarding the implementation of activities.

Meanwhile, quantitative methods tend to use special data and quantitative methods to measure and check the quantity and quality of output. This method consists of: Budget (budget); audit whether internal, external or management; break-even analysis; ratio analysis; charts and techniques related to the timing of activity implementation.

After supervision is carried out, problems that arise, discrepancies between implementation and established standards will be revised and followed up. The results of each process are returned to the goals set at the beginning of management. The school principal carries out supervision related to program control, implementation control and evaluation tool control. The school principal will provide special notes on each program or activity that has been implemented, then carry out an inventory of obstacles and formulate solutions. And then at the next stage make revisions.

Furthermore, Handoko (2016: 363) provides corrective action steps that can be taken, namely:

- a. Changing the initial standards perhaps too high or even too low.
- b. Changing implementation measurements, for example inspections that are too frequent or too frequent or even changing the measurement system itself.

- c. Change the way of analyzing and interpreting deviations.

The monitoring circuit is depicted in the following scheme:

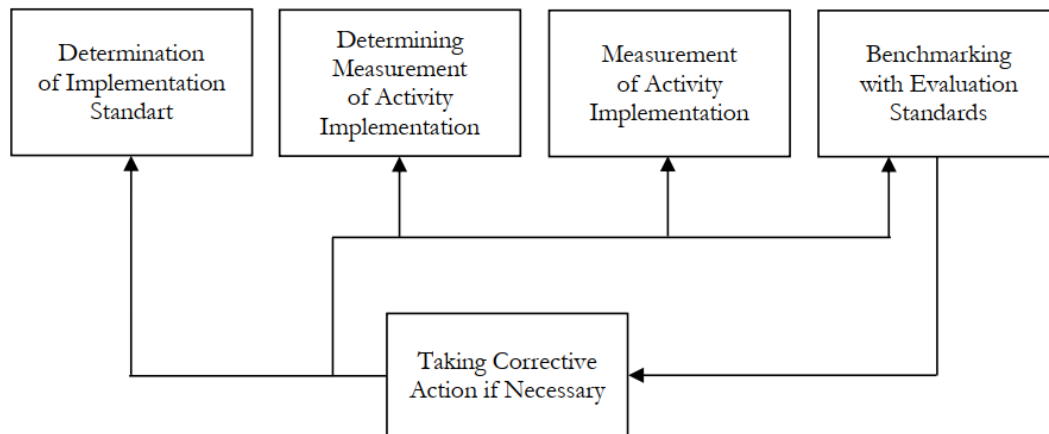


Figure 5. Supervision Process (Handoko, 2016: 361)

CONCLUSION

The managerial ability of a Headmaster is a very important thing for a school principal to have. With these abilities, school principals are expected to be able to manage their institutions effectively and efficiently so that a school institution will become a quality educational institution. The aim of this research is to reveal the planning, organization, implementation and supervision of school principals' managerial competencies in developing multicultural-oriented Islamic Religious Education in Senior High Schools. In planning, goal setting is made clearly as a guideline for activities that emphasizes the direction of activities and efforts undertaken and makes it easier to obtain support from resources and potential from both the organization and the environment. The organizing process is structured on the basis of predetermined goals and formal mechanisms contained in the organizational structure that reflect the needs and optimization of existing resources in the organization. For its implementation to involve the organization's personnel as a whole in carrying out activities, good communication skills are needed from a leader so that he is able to convey ideas, concepts, procedures, policies and goals well. Motivation for employee performance in the form of moral, material and opportunities to develop careers as well as providing opportunities for employees to provide ideas and develop potential has a dominant influence in improving employee performance in the organization. Supervision has a direct relationship to the planning, organizing and implementation processes because it is related to adjustments. standards with implementation within the organization. Monitoring results are used to consider changes to procedures, policies, and even organizational goals.

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