

Accountability of the Head of Madrasah in Managing Language Laboratory Facilities and Infrastructure at Madrasah Aliyah Negeri Jambi Province

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Abstract – This study determined the accountability of the head of madrasah in managing language laboratory facilities and infrastructure. Data collection techniques using observation, interviews, and documentation. Data analysis techniques with the model of Miles and Huberman. The conclusion of this study is that the head of madrasah supports all program activities which in turn can improve the quality of madrasah. Language laboratory infrastructure in madrasah is available and fulfilled.

Keywords – Accountability of Madrasah Principals, Facilities and Infrastructure, Language Laboratory.

I. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System becomes the starting point of reference for standardization in the management of national education. Based on this law, the entire community is responsible for the implementation of education. This is stated in Article 4 paragraph (6) which states that "Education is carried out by empowering all components of society through participation in the implementation and control of the quality of education services".

Education is the most important indicator of a country's progress (Asvio et al, 2019). Education is a conscious effort to build quality human resources to compete (Tobari et al, 2018). Quality human resources are more important than the wealth of natural resources, because the wealth of natural resources cannot guarantee the welfare and success of a nation (Asvio et al, 2019).

Organizations need people who can plan and lead everything that must be done to achieve goals. Organizations need people who are able to organize and organize various things so that these goals can be achieved (Robbins and Coulter, 2010). In order to ensure the creation of educational accountability, it is necessary to conduct joint supervision by all education stakeholders. One of the education stakeholders who is responsible for the accountability of education quality is the supervisor of the education unit.

Accountability is a relationship based on the obligation to demonstrate and accept responsibility for performance in terms of agreed expectations. Accountability starts not from outside but from within. The fundamental thing is high personal expectations (Dealy and Andrew, 2007).

Accountability is a condition of a person who is assessed by others because of the quality of their performance in completing the goals that are their responsibility, trustworthiness, and giving satisfaction to interested parties providing quality assurance (Sagala, 2013). Accountability is

regulated through internalization of group values and pressure. Responsibility will increase self-management (Yukl, 2010).

Straling said that accountability is the willingness to answer public questions, therefore it is related to the public bureaucracy, accountability is a measure that shows whether the activities of the public bureaucracy or services carried out by the government are in accordance with the norms and values held by the people and whether public services is able to accommodate the real needs of the people (Kumorotomo, 2008).

School is an educational subsystem which is the pillar of success and the aspirations of the nation which is part of the national education system. However, the success of a school will not be successful if it is not supported by educational components that are synergized in it. Support and concrete actions that are in accordance with their function in these components and implemented properly and correctly will produce maximum results, namely a quality school. Talking about quality, Sallis (2010) states that the definition of quality has two aspects, namely: first, the aspect of conforming to specifications, second, it can meet customer needs.

Management of educational units or school management is the management of education that is in the most central unit for planning educational programs that make the right decisions on concrete actions taken comprehensively to address all school needs such as the vision, mission and goals of the school's education. Where in it there are references or designs, rules, objectives that cannot be separated from the regulations and rules so that the vision, mission and goals of the school are achieved.

The school principal as the main person responsible for the success of the school needs to improve his performance as a leader, supervisor, as well as other educational components / personnel. Therefore in Islam it has been stated how a figure as a leader as exemplified by the Prophet Muhammad, who must have the ability as the word of Allah SWT surah al-Ahzab: 21 (Anonymous, 2013). From this verse it is clear that the figure as a leader has been exemplified by Rasulullah SAW, therefore as a leader or principal of a school / madrasah besides having professionalism and competence he also has the leadership style of Rasulullah SAW.

According to Fattah, a leader is someone who has the ability to influence the behavior of others in his work by using power (Novia, 2009). Leadership as a trait and behavior to influence subordinates so that they are able to work together

so as to form a harmonious work relationship with the consideration of efficient and effective aspects to achieve the level of work productivity as determined (Siswanto, 2007).

Leadership is the ability of a person or leader to influence the behavior of others according to their wishes in a certain situation. Leadership is a natural growth of people who come together for a purpose in a group (Terry and Rue, 2005). As Allah SWT says in Q.S. Al-Imran (3): 26, QS As-Sajdah (32): 24, QS Al-Anbiya (21): 73 (Anonymous, 2013), and in H.R Bukhari.

Leadership can be defined as a personality that brings the desire of a group of people to imitate or follow it, or that exudes a certain influence, a power or authority, in such a way as to make a group of people want to do what they want. . Leadership has a decisive position in the organization. Leaders who carry out their leadership effectively can move people / personnel towards the desired goals, on the other hand a leader whose existence is only a figure, has no influence, his leadership can result in weak organizational performance, which in turn can create a downturn (Komariah and Triatna, 2005).

The leader is one of the most important elements that will never disappear from human social life. Leadership cannot be separated from participation, because leadership is meaningless without the participation of followers (Rohmad, 2010). A leader has the obligation to regulate and manage the organization under his control, the progress and withdrawal of an organization depends on how a leader or manager manages and manages the organization he leads. In Arabic it is called *dabbara-yudabbiru* which means to regulate. Allah SWT says in the Al-Qur'an Surat As-Sajdah (32): 5 (Anonymous, 2013).

The higher the leadership occupied by a person in the organization, the greater the value and strategic weight of the decisions taken. Conversely, the lower a person's position in an organization, the decisions taken lead to more operational matters. Regardless of the decisions taken, whether in the strategic, tactical, technical, or operational categories, all of them are classified as "determining the direction" of the journey the organization is going to take.

The success or failure of efforts to improve the quality of education is largely determined by the leadership ability of the principal and the ability of the teacher to carry out the main task of managing learning activities at school. Given the important role of school principals in efforts to improve the quality of education, it is appropriate if the ability of school principals to be fostered through continuous coaching

programs so that they truly have the abilities demanded by professional demands. This has been regulated in the Regulation of the Minister of National Education of the Republic of Indonesia No.13 of 2007 concerning the Standards for Principals of Schools / Madrasahs, namely regarding Qualification and Competency standards (Mulyasa, 2015).

From several explanations related to the definition of madrasah head accountability, it can be understood that what is meant by madrasah head accountability is the obligation of the head of the madrasah as the mandate holder to provide responsibility, present, report, and disclose all activities and activities that are the responsibility of the trustee who has the right and the authority to hold accountable. The indicators of the principal's accountability include: transparency, ability to be responsible, able to control, able to respond, and willing to listen.

Educational facilities are all facilities needed in the teaching and learning process, both mobile and immobile so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently (Arikunto and Yuliana, 2008). Etymologically, facilities and infrastructure have different meanings, but are often mentioned together. As in Law no. 20 of 2003 concerning the National Education system in CHAPTER XII concerning Educational Facilities and Infrastructure article 45 (1), states that "every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual, social intelligence, emotional, and psychological students (Darmono, 2007).

Educational infrastructure in schools can be classified into two types, namely direct infrastructure and indirect infrastructure. Direct infrastructure is infrastructure that is directly used in the learning process, for example classrooms, laboratory rooms, practice rooms, and computer rooms. Indirect infrastructure is infrastructure that is not used in the learning process, for example office space, school canteen, land and roads to schools, restrooms, UKS rooms, teachers' rooms, principal's room, parks, and vehicle parking lots. There are two types of educational facilities (Barnawi and Arifin, 2012).

In an effort to improve the quality of education in Madrasahs, the government (the Ministry of Religion through the Director General of Education) has made various efforts, one of which is through the provision of science and language laboratory facilities. This assistance

program is a collaboration between the Ministry of Religion and the Islamic Development Bank as the Science and Technology Strengthening Program which is given to several leading MAs such as Model MA and non-model MA in various regions. In an effort to improve the quality of education, the government (The Ministry of Religion through the Director General of Education) issued a laboratory facility assistance program in 1998, the assistance was given to 35 MAN and in 2005 assistance was given to several prominent MA. In 2010 assistance was provided to 400 private MA in 19 provinces. In the same year, language laboratory facilities were also provided to 100 private MA in 11 provinces.

The amount of assistance that has been provided by the government in recent years, with the hope that madrasahs will be able to use it to support the smooth implementation of learning and support the achievement of effectiveness, efficiency and quality of learning science and language subjects, so as to improve learning outcomes in madrasah, which in turn can improve the quality and achievement of madrasah.

How the aid program is implemented and to what extent is the use of laboratory assistance by madrasah, the Research and Development Center for Religious and Religious Education in 2012 has conducted a study entitled "Utilization of Laboratory Facilities in Education in Madrasahs (Studies at Madrasah Aliyah Recipients of Science and Language Laboratory Assistance)" how is the implementation of the provision of assistance and its use as a means of supporting the smooth implementation of learning at Madrasah Aliyah. This research needs to be done, because the provision of assistance has been carried out repeatedly starting in 2005 and is still ongoing, to see whether the provision of this assistance has problems / problems in its implementation both at the level of program implementer / owner (Ministry of Religion through the Director General of Education) and at target / beneficiary level.

Regarding educational facilities and infrastructure, Allah SWT said in Surah an-Nahl verses 68-69 (Anonymous, 2013). From this verse, there are several lessons that can be learned related to the management of educational facilities and infrastructure, namely: (1) bees teach how to build good hives, (2) bees teach good organizational management, (3) bees teach how to divide work systems among them, (4) bees teach how to communicate effectively, and (5) bees teach how to produce good products.

One of the infrastructure in the learning process is a language laboratory. The existence of a language laboratory is very important to be owned by an educational institution and must be utilized optimally. The use of laboratories is not only limited to Arabic and English lessons, but can also be used for Indonesian lessons.

Language laboratories are categorized as audio media because this media uses a set of "audio instruments" in the form of a tape recorder and cassette tapes which are routed via cables to headphones. The language laboratory is a tool for training learners to listen and speak in foreign languages by presenting previously prepared subject matter. The media used are lessons prepared in advance. The media used is a recording device, so it can be said that the language laboratory is a set of auditive electronic devices, which train learners to listen.

According to Sadiman et al (2009) the language laboratory is to train students to listen and speak in foreign languages by presenting previously prepared learning. The media used is a recording device. In the language laboratory, students sit individually in the ballot box. By playing the recording containing the students' learning to answer questions or repeat sentences or pronounced words, then listen again and compare with the master tape. The record of answers can be erased to repeat lessons that he has not mastered until he really knows it. Thus, students can immediately correct the mistakes they make.

Language learning in the corridor of the 2013 Curriculum is learning that requires students to find out knowledge and how to obtain this knowledge and build language skills through authentic learning. On the other hand, teachers are required to be able to provide learning facilities and carry out learning that can make students experience the authentic learning process. In this case, teachers are required to be able to carry out authentic learning and authentic assessment. In order for authentic pedagogy, authentic learning, and authentic assessment to be realized in the classroom properly, supporting facilities and infrastructure along with management of the supporting facilities and infrastructure are needed. One of the facilities needed to support the language learning process in schools is a language laboratory.

From several explanations related to the meaning of language laboratory facilities and infrastructure, it can be understood that what is meant by language laboratory facilities and infrastructure is the equipment and equipment needed and used directly or indirectly for the implementation of the teaching and learning process. Because the facilities

and infrastructure are one of the benchmarks that determine the quality of the school. The indicators of language laboratory facilities and infrastructure include: the availability of furniture, educational equipment, educational media, and equipment.

Based on the results of the author's grand tour at Madrasah Aliyah Negeri Jambi Province, namely Madrasah Aliyah Negeri 1 Kuala Tungkal, Madrasah Aliyah Negeri 1 Jambi City, and Madrasah Aliyah Negeri 1 Tebo, the authors know that the language laboratory facilities and infrastructure are not in accordance with the regulations of the Minister of National Education of the Republic of Indonesia Number 24 of 2007.

In detail, the results of the author's grand tour are as follows: MAN 1 Kuala Tungkal, MAN 1 Kuala Tungkal has a language laboratory that is used for learning English, Arabic and Indonesian. Language laboratory facilities are still very minimal and do not meet the minimum standards that have been set. The intensity of teachers doing practicum in the laboratory is still very low. In addition, teachers' understanding of the concept and use of practical tools is still low.

MAN 1 Jambi City has a fairly complete language laboratory. Although not 100% meet the minimum standards that have been set, which is around 80.5%. However, teachers and laboratory assistants do not master basic laboratory techniques, and the intensity of teachers in participating in laboratory training is still low.

At MAN 1 Tebo, the language laboratory infrastructure for the MAN Pulau Temiang language is still very minimal. Overall the language laboratory at MAN 1 Tebo is only around 50%. Language laboratories are also rarely used, the learning process is more often carried out in class. Teachers' understanding of the concept and use of practical tools is also still very low. In addition, there are no laboratory assistants who can help carry out practicum in the laboratory.

Based on the results of the grand tour, the authors are interested in further researching: "The accountability of the Madrasah Principal in Managing Language Laboratory Facilities and Infrastructure at Madrasah Aliyah Negeri Jambi Province (Studies in MAN 1 Jambi City, MAN 1 Kuala Tungkal, and MAN 1 Tebo)".

II. METHODS

This research uses a qualitative approach, Creswell argues that qualitative research is a process of inquiry about understanding based on separate methodological traditions,

clearly examining that exploring a social or human problem. researchers construct a holistic picture complex examining words, reports, detailing the views of native speakers and conducting studies in a natural setting (Satori and Komariah, 2009). Through this qualitative approach, it is hoped that a picture of the quality, social reality and perceptions of the research objectives will be raised.

The subjects used were purposive sampling technique. Purposive sampling is a technique of sampling data sources with certain considerations, for example the person is considered to know best about what is expected, or perhaps he is the ruler so that it will make it easier for researchers to explore the social object under study (Sugiyono, 2014). The data source is the subject from which the data is obtained (Arikunto, 2002). As for the data sources in this study include: 1) data sources in the form of humans, namely the head of madrasah, laboratory administrators, administrative staff, and students; 2) data source in the form of language laboratory atmosphere; 3) data sources in the form of documents, namely matters related to the research to be studied.

This study uses three data collection techniques including observation, interviews, and documentation. In this study, researchers used data analysis techniques with the model of Miles and Huberman (1992). The data analysis process was carried out by examining all available data from various sources of observation, interviews, and documentation. The data is then analyzed through three components, namely data reduction, data presentation, and conclusion drawing.

III. RESULTS AND DISCUSSION

The accountability of the head of madrasah is the obligation of the head of the madrasah as a trustee or agent to provide accountability, present, report, and disclose all activities and activities that are their responsibility to the trustee or principals who have the right and authority to hold accountability. As the holder of power and authority, the head of madrasah in adhering to the standards of the 2013 curriculum corridor, the madrasah head also supports in building language skills. Language learning in the corridor of the 2013 Curriculum is learning that requires students to find out knowledge and how to acquire this knowledge and build language skills through authentic learning. On the other hand, teachers are required to be able to provide learning facilities and carry out learning that can make students experience the authentic learning process. The existence of a language laboratory can improve the achievement of students' language learning if the laboratory is properly utilized and managed.

Therefore madrasahs that have language laboratories must utilize and manage them optimally.

According to the general provisions of Permendiknas No. 24 of 2007, suggestion is learning equipment that can be moved around, while infrastructure is the basic facility for carrying out school functions. Educational facilities include buildings, classrooms, desks, chairs, and learning media tools, while infrastructure includes yards, parks, fields, roads to schools, and others. But if used, directly for the teaching and learning process, then this component is a means of education.

Specifically, the standard of facilities and infrastructure is described in government regulation no. 19 of 2005 Chapter VII article 42 clearly states that: 1) every educational unit is required to have facilities which include parabol, educational equipment, educational media, books and other learning resources, consumables, and other equipment needed to support the learning process. regular and continuous; 2) every educational unit is obliged to have infrastructure which includes land, classrooms, education unit leadership room, educator room, administration room, library room, language laboratory room, work shop room, production unit room, canteen room, power and service installation. a place to exercise, a place of worship, a place to play, a place to create, and a space or other place needed to support an orderly and sustainable learning process.

Facilities are tools and equipment needed and used directly for the implementation of the teaching and learning process, for example school buildings, classrooms, tables and chairs, teaching aids, and other learning media. Meanwhile, what is meant by infrastructure is a facility that indirectly supports the teaching and learning process. For example, access roads to schools and places of worship.

Facilities and infrastructure need to be managed properly through the management of school facilities and infrastructure. Facilities and infrastructure are very important for the implementation of the learning process. In addition, facilities and infrastructure are one of the benchmarks that determine the quality of the school.

Good management of facilities and infrastructure is expected to create a clean, tidy, beautiful school, thus creating pleasant conditions for both teachers and students to be in school. In addition, it is also hoped that the availability of learning tools or facilities that are adequate quantitatively, qualitatively, and relevant to needs and can be used optimally for the benefit of the education and learning process, both by teachers and students.

The ability to manage administrative advice and infrastructure must be realized in the development of completeness of building and room administration data, development of administrative data, development of administrative data for language laboratory equipment and development of completeness of administrative data for workshop and workshop equipment.

The basic principles of facility and infrastructure management include: 1) it must draw the ideals and image of society as in the philosophy and goals of education; 2) planning should be a reflection of a common desire; 3) should be adapted for the interests of students for the sake of forming their character / character; 4) furniture and equipment and equipment should be adjusted to the interests of education, as well as useful and beneficial for students and educational personnel; 5) administrators of educational institutions must be able to assist the learning program effectively, train educational personnel so that they can carry out their duties according to their functions and duties; 6) a person in charge of an educational institution must have the skills to know both qualitatively and quantitatively and properly use existing furniture and equipment; 7) The answer of the person in charge of the educational institution must be able to use and maintain equipment and furniture so that he can help the realization of health, safety, beauty, and the progress of the institution; and 8) the person in charge of the educational institution not only knows what is entrusted to him, but must pay attention to all the educational tools needed by students to be able to organize and maintain it.

In general, the function of the language laboratory in schools is as a source of teaching and learning, as a method of observation and an experimental method, as an educational infrastructure or as a container in the teaching and learning process. Meanwhile, the laboratory functions in particular are as follows: 1) a tool or place to strengthen the certainty of information; 2) a tool or place for determining causal relationships; 3) tools or places to prove whether or not certain factors or symptoms are true; 4) a tool or place for practicing something that is known; 5) tools or places to develop skills; 6) tools or places to provide training; 7) a tool or place to shape student learning to use scientific methods in problem solving; and 8) tools or places to continue or carry out research individually or in groups.

A language laboratory is a tool for training students to hear and speak foreign languages by presenting previously prepared subject matter. The media used is a recording device. By using a language laboratory, teachers can also take advantage of their ability to facilitate students to be actively

involved in the communication process through the headset and microphone available on their respective study desks.

Standard facilities and infrastructure in language according to the Regulation of the Minister of National Education No. 24 as follows: 1) parabol includes: a) one student chair / student in a strong state, adequate size to sit comfortably, the design of the seat and back makes students comfortable learning, b) one student table / student strong, stable, and easy to move by students. Adequate size for comfortable study. The table design allows students' feet to enter freely under the table. A table is not needed if the chair is equipped with a writing area, c) a single teacher / teacher chair is strong, stable, and easy to move. Sufficient size to sit comfortably, d) one teacher table strong, stable, and easy to move. Adequate size to work comfortably. e) one cabinet / laboratory, of sufficient size to store equipment that supports closed language practice activities and can be locked; 2) educational equipment, including: a) multimedia devices, a set / labor of sound quality can be heard properly from the entire labor chart. Can take advantage of multimedia devices in the library room; 3) educational media, including: one whiteboard / labor minimum size 90 cm x 200 cm placed in a position that allows all students to see it clearly; 4) Other equipment includes: two power sockets / labor, one trash can / room, one wall clock / labor.

From several explanations related to the meaning of facilities and infrastructure, language laboratories, it can be understood that what is meant by language laboratory facilities and infrastructure is the equipment and equipment needed and used directly or indirectly for the implementation of the teaching and learning process. Because the facilities and infrastructure are one of the benchmarks which determines the quality of the school. As for indicators of language laboratory facilities and infrastructure, they are: availability of furniture, educational equipment, educational media, and equipment.

From the analysis of the results of the research, it can be seen that the accountability of the Head of MAN, facilities and infrastructure, and management of language laboratory facilities and infrastructure at the research site at MAN 1 Jambi City, MAN 1 Kuala Tungkal, MAN 1 Tebo has not been maximally implemented and utilized only, some facilities and infrastructure. which is tailored to the needs of the language laboratory.

This research provides theoretical implications, namely strengthening and refining Koppel's theory (Hwang, 2013) which states that the concept of accountability is divided into

five categories, namely transparency, being able to be responsible, able to control, able to respond, and willing to listen. The accountability dimension above accommodates the management of individual and environmental expectations. Transparency and accountability are the foundations that support every manifestation of accountability. And there is a big relationship between the dimensions of control, responsibility, and responsiveness. And what is meant by language laboratory facilities and infrastructure is the equipment and equipment needed and used directly or indirectly for the implementation of the teaching and learning process. Because the facilities and infrastructure are one of the benchmarks that determine the quality of the school. The indicators of language laboratory facilities and infrastructure include: the availability of furniture, educational equipment, educational media, and equipment.

IV. CONCLUSION

Based on the results of data analysis, the researchers can conclude several things as follows.

The accountability of the head of madrasah has not been able to manage the facilities and infrastructure of the language laboratory at Madrasah Aliyah Negeri Jambi Province due to failures caused by human error factors or management errors that do not allow the language laboratory. language laboratories do not have laboratory assistants or technicians. This causes the language laboratory to be poorly maintained. Every minor damage could not be dealt with immediately so the damage became serious, and eventually the language laboratory was unable to function. The accountability of the head of madrasah in Madrasah Aliyah Negeri Jambid Province with the leadership style of the madrasah principal that is transparent, able to be responsible, able to control, able to respond, and willing to listen.

Language laboratory facilities and infrastructure at Madrasah Aliyah Negeri Jambi Province with the availability

of furniture, educational equipment, educational media, and equipment that have been realized, so that the attainment of facilities and infrastructure, especially in the language laboratory, is available and functioning properly.

The accountability of the head of madrasah in managing the facilities and infrastructure of the language laboratory at Madrasah Aliyah Negeri Jambi Province with the leadership style of the madrasah principal that supports all program activities aimed at improving the quality of learning, which in turn will improve the quality of madrasah. Language laboratory infrastructure in madrasah is available and fulfilled. The existence of a language laboratory can improve the achievement of students' language learning if the laboratory is properly utilized and managed.

V. IMPLICATION

Based on the results of research conducted by researchers, the accountability of the head of madrasah is implementing policies, transparency, being able to be responsible, able to control, able to respond, willing to listen, the process is implemented, and good performance. Where the accountability of the head of the madrasah is carried out to achieve the goals desired by the madrasah. The theory put forward by the figures above is true with what is implemented in the madrasah. As for the model proposed by Koppel, the researcher will describe a more complex model of research at madrasahs. The following is a model for developing the theory of Madrasah Principal Accountability in managing Language Laboratory Facilities and Infrastructure in Madrasahs.

The accountability of the Madrasah Head in managing the Language Laboratory Facilities and Infrastructure at Madrasah Aliyah Negeri Jambi Province needs to pay attention to several things, including: implemented policies, transparency, being able to be responsible, able to control, able to respond, and willing to listen, availability of furniture, educational equipment, media education, equipment, process achieved, and good performance.

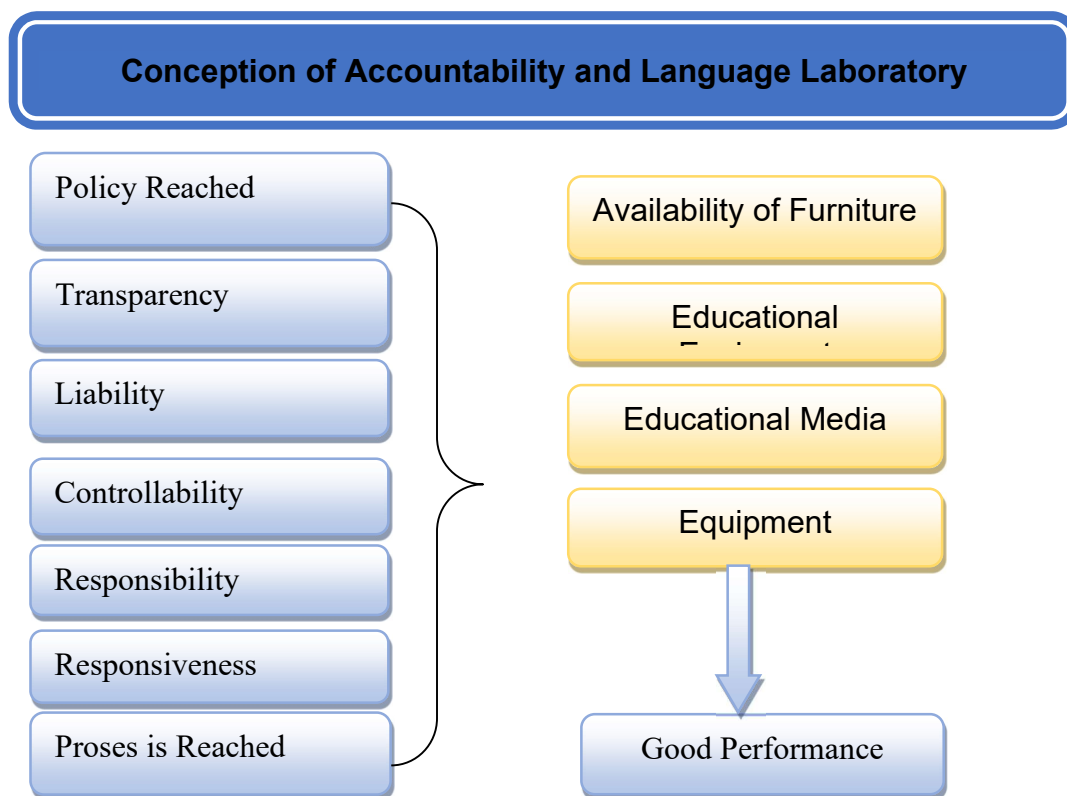


Figure 1. Conception of Accountability And Language Laboratory

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