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Principal Management in Improving the Work Culture of State Madrasah Aliyah Teachers in Jambi Province

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ABSTRACT: The research objective was to see the management of school principals in improving the work culture ofState Madrasah Aliyah teachers in Jambi Province. Management functions in the form of planning, organizing,implementing, and supervising in a productive teacher work culture.Descriptive qualitative research uses a studyapproach and data study with observation, interview, and documentation techniques. Place of research in MAN inJambi Province. Research subjects consisted of school principals, teaching staff, education staff and students.Theresults of the research are the management of madrasah principals in improving the work culture of MAN teachers inJambi Province according to their educational abilities and qualifications, in working and getting their subordinates towork with a clear and planned work pattern by paying attention to discipline, cooperation and obeying governmentregulations and having teaching competence. adequate. The school principal also supervises and evaluates the work ofteachers to ensure a positive culture of working in the madrasah environment. Based on the research findings, it wasrevealed that the management of madrasah principals in improving the work culture of MAN teachers in JambiProvince was not optimal because the attention and responsibility of madrasah principals towards various workculture developments still faced many problems from the madrasah head himself.

Keywords-Principal Management, Teacher Work Culture

I. INTRODUCTION

Entering the XXI century, Indonesians were faced with a variety of difficult challenges on a global scale. The challenge arises from the process of globalization that occurs thoroughly around the world that is expected to become more and more so in the centuries to come. Globalization not only encourages the transformation of world civilization through the process of modernization, industrialization and information revolution. Moreover, it will also cause changes in the life structure of the nations of the world, including the Indonesian nation. Where in the current century and the future Indonesia is expected to experience changes in various aspects of life with fast-paced, both changes in the social, cultural, economic, security, political and educational fields[1]. In addition, since 2003 Indonesia has entered the asean free trade era (AFTA) and in 2020 will enter the Era of Asia Pacific Free Trade (APEC). Both momentum of free trade gives rise to competition in the quality of products, services and services. Therefore, Indonesia needs reliable and professional human resources as actors (subjects) in the dynamics and economic relations between countries as well as cultural, scientific and technological transformation. In the momentum of the great challenges to the future in the era of globalization, Indonesia should be ready with various strategies in various aspects[2].

While the relative level of quality of goods or services is reflecting the high price assessment of goods or services, and the high quality of assessment based on the assessment of consumers who utilize such goods or services[3]. Squality mark is a standard set by the product producing institution to the quality of the products it produces to meet the expectations and needs of customers to the quality of the products they use[4]. Quality is in accordance with market needs, product user compatibility to meet and customer satisfaction, customer satisfaction is fully in accordance with the required or standardized[5]. In order to achieve quality that meets customer expectations, effective madrasah head management is required. Efforts to improve the quality of education in schools need to be supported by the managerial capabilities of the principal. Schools need to evolve year after year. The reality shows that the level of progress of the school is largely determined by the extent of progress in school management and administration. Management is always related to the life of a social organization where there is a group of people occupying various levels of leadership and a group of others whose main responsibility is to organize operational activities. This view is fundamental because the success of a person who holds a managerial position is no longer measured by his or her skills in organizing operational activities, but rather from his skills and ability to mobilize others in organisasi.

Educational institutions such as madrasas were formed with the aim of creating quality Human Resources (HR). The school is an educational institution that is highly trusted by the community, family and government. A school is inseparable from the presence of the principal as a leader, teachers as teachers, and students as a learning element. A principal in carrying out his leadership should use his knowledge, experience and leadership qualities, combined with skills and skills in managing the school.Positive and proactive activities that focus on finding best practices can be done in madrasah institutions. Madrasah is one of the formal educational institutions that aims to produce a ready-to-work workforce at the mid-level. As a formal educational institution, the head of madrasah is also responsible for improving, improving staff skills in producing quality*output*[6]. Graduates who have an attitude of respecting the differences and diversity of the Indonesian nation.

School management should be done professionally by the principal. Professional orientation is the individual's prowess that is central to his or her duties and not their organization, so they have the tendency to see the organization's demands as an emphasis or distraction, and they arelooking for ways toavoid them. However, at the moment it is not possible, since professionals must have an organization right they work for[7]. That access to quality education, improved quality of education management and *improved* teacher skills are now felt more open and accessible to all elements of society, including educational stakeholders, without discrimination[8].The objectives of school management in general are: a) Enabling organizations to acquire and maintain a capable, trustworthy and highly motivated workforce. b) Improving and improving the capacity owned by employees. c) Develop a high-performance work system that includes strict recruitment and selection procedures, compensation and insetif systems tailored to performance, management development and training activities assembled with the needs of organizations and individuals. d) Develop management practices and high commitment that realizes that educators and education workers are valuable internal *stakeholders* and help develop a climate of cooperation and mutual trust. e) Creating a harmonious working climate[9].

The concept of Islam teaches that businesses run either in the form of goods or services do not provide bad or unqualified, but rather quality to others. As Allah swt al-Quran surah Al-Baqarah verse 267 which means: "O you *who believe, spend of the good things you have earned, and of what we have produced from the earth for you, and do not choose the bad, and spend therein, and you will not take it but by squinting against it. And know that Allah is Rich and Praiseworthy.."*(QS: {267}).

This verse explains the good things and do not give bad, certainly in providing services to fellow human beings give good services to satisfy customers, customers feel comfortable and happy, and do not give bad or bad again do not guess that is not right promise and can not be trusted, when you do not like this action, then surely God is all-knowing and all-knowing. With the functioning of the role of the principal, it is believed that the school he leads will experience the development and improvement of the quality of education, as well as the fulfillment of school facilities and infrastructure. The active role of the principal has not been able to be carried out to the maximum, due to several inhibitory factors in the effort that may be constrained by technical implementation in the process of improving the quality of education. Leadershipis a process in which the leadership is described as being a member of orders or briefings, guidance or influencing the work of others in choosing and achieving the goals that have been set[10].

The management characteristics of the principal of a resilient Islamic educational institution are 1) Have a long-forward insight (vision) and know what actions to take (mission) and understand correctly about the way to be pursued (strategy), 2) Have the ability to coordinate and coordinate all available limited resources to achieve the goal or to meet the needs of the school (which is generally unlimited) , 3) Have the ability to make decisions skillfully (fast, precise, agile and accurate), 4) Have the ability to mobilize existing resources to achieve goals and who are able to inspire their followers to do important things for their school, 5) Have tolerance for differences in everyone and do not look for people who are similar to him, but are completely intolerant of people who underestimate the quality , achievements, standards and values and 6) Have the ability to combat anything that hinders the progress of institutions[2].

Principal management is the principal's efforts in carrying out the management function of school resources in achieving educational objectives[11]. The indicators of the principal's management are 1) planning, 2) implementation and 3) supervision of all activities programs in the school during one year of lessons. The principal must have the ability to plan work programs *(planing)*; realize and carry out the performance of an organization in the organizational structure or intansi he leads *(organization)*; move to set an example to subordinates before moving, working, carrying out the office work program that he led together *(actuating)* and after all goes and carried out properly as programmed then as a leader must control the performance of his subordinates whether to walk for a moment, or walk mediocre, or not walk *(controling)* and it is the duty of a leader to hold control / supervision if there is a problem in the field then the leader is also obliged to find a solution / solution / solution.

The headmaster as a manager must have brought the school he manages to achieve an ideal quality of education/standard. It means that a leader must not forget that whatever he does in carrying out the task of leadership never escapes the watchful eye of God, as God said thatartinya:"Whoever*doesgoodat leastdzarrahpun, he will see (his reward). And whoever does* an evil deeds at *once, He will see it."Az-Zalzalah:7-8).*This verse reminds

that there is nothing that can be covered up, all in the eyes of God. On the Day when every good and bad deeds will be paid in full. For a sharia-oriented leader this verse will realize about the need for *seft control* (personal control) in doing any job.*Seftcontrol* is also needed to ensure the institutions it leads are on the right track or of high quality. One of the steps that the headmaster can choose by managing his own institution.

Effective school management should include management of a productive work culture. Because a productive work culture can produce superior and innovative graduates. So the key is in teachers who have a high work culture. Today many education systems face daunting challenges in recruiting high-quality graduates as teachers,especially in remote areas,and retaining them once they are hired.How shouldthe state succeed in meeting the needs of high-quality teachers for their needs?How do they prepare teachers for priority subjects?Competitive compensation and other incentives,career prospects and diversity,and giving teachers responsibility as professionals are an important part of the strategy to attract the most talented teaching to the most challenging classes[12].Work culture needs to be instilled in teachers. Plural attitudes and respect for many cultures and ethnicities need to be instilled in religious educational institutions. Work culture is a system of values, perceptions, behaviors and beliefs embraced by each individual employee and group of employees about the meaning of work and its reflection in the activities of achieving organizational and individual goals[13].Work Culture as a philosophy based on the view of life as the values that become: nature; habits and driving forces and culture in the life of a group / organization that is reflected in attitudes and behaviors, beliefs and ideals. There are several understandings of work culture, namely: 1) there are patterns of values, attitudes, behaviors, initiatives and works, including all instruments, work systems, terknologies and languages used; 2) culture is closely related to the perception of its values and environment that gives birth to meaning and outlook on life, which will affect attitudes and behaviors in work; 3) culture is the result of life experience, habits and selection process (accepting or rejecting) norms that exist in the way of social interaction or putting itself in the middle of a certain work environment; and 4) in the cultural process there is mutual influence and interdependence both social and non-social[14].

Work culture is different from one organization to another, it is due to the foundation and attitude of behavior reflected by everyone in the organization is different. A positively formed work culture will be beneficial because every member in an organization needs to contribute suggestions, opinions and even constructive criticism of the scope of its work for the sake of progress in the institution, but the work culture will be bad if employees in an organization issue different opinions because of differences in each individual's opinion in issuing opinions , energy and mind, because each individual has his or her skills and expertise according to their respective fields[15].Organizational culture is the norm, values, assumptions, beliefs, philosophies, organizational habits, and so on (the content of organizational culture) developed over a long time by founders, leaders, and members of organizations that are socialized and taught to new members and applied in organizational activities so as to influence the mindset, attitudes, and behaviors of organization members in producing products, serving consumers, and achieving organizational goals. Organizational culture is a system of shared beliefs and values within the organization and directs the behavior of its members. Corporate culture, also known as work culture, is the dominant values disseminated within the organization and referred to as the employee's work philosophy.

Employees or employees as the drivers of organizational operations, if the performance of employees is good, then the performance of the organization will also improve. Many variables that affect employee performance are one of them is the culture of the organization. Organizational culture as a common perception owned by all members of the organization, so that every employee who is a member of the organization will have values, beliefs and behaviors in accordance with the organization. The lack of willingness of employees to work optimally indicates a lack of employee work commitment. This is supported by documentation of recapitulation data obtained regarding employee attendance rates that employees who are late in the office on average 56% and who are not present including those who have family affairs and without notice of 34%[16].

Organizational point of view, knowledge management consists of organizational activities to gain knowledge from organizational experience, policies and from each other's experience, to achieve organizational goals[17]. The activity is carried out by a combination of technology, organizational structure and cognitivebased strategies to gain knowledge and create new knowledge, by improving the cognition system (organization, human, computer, or combined human and computer systems) in the storage and utilization of knowledge to learn, solve problems and make decisions[18].Employees are required to work by providing the best service to users such as the community. Various efforts implemented by the government to improve education including administrative personnel which is one of the important components of the education process, it shows that the government is very concerned about the implementation of education. In accordance with the times and demands of the community's need for the results of education that is skinned, the development of education today is focused on its work to create quality education, both in terms of input, process and results, quality education is expected to produce human resources not only from the academic aspect but also in terms of arts, sports, discipline and skills.

The task of teachers is very large in addition to teaching as well as educating. Being a teacher is not an easy job, as some people imagine, just mastering the material and delivering it to students is enough. This cannot yet be categorized as teachers who have professional jobs, they must have a variety of skills, special abilities, love their

work, maintain the teacher's code of conduct, and many other things that need to be mastered by teachers. It is natural that all work must be done with expertise and expertise in educating and teaching must be owned by teachers, this is because teachers as a profession that must be done expertly. Improving teacher performance in the learning process cannot be separated from the role of the principal as the leader of an educational institution. As the headmaster has a great responsibility to smooth educational activities in the school he leads. Assuming that the principal's primary role lies in his ability to influence the environment through his dynamic leadership. The principal is a key person in the maintenance and development of teaching in the school. He as an instructional leader must be able to move his school to progress and be able to identify talents and human resources in the educational institutions he leads. The headmaster will therefore become a coordinator of his knowledge and personnel abilities, and he will strive for the development and advancement of the entire instructional program.

Administration of learning in schools is the application of administrative sciences in the operational activities of teachers in schools or as the application of administration in coaching, development and control of business and teacher work practices in schools as an Education unit[19].The success of the school is determined by the ability to appreciate differences and have an attitude of respect for all existing cultures, it is expected that the school can make: 1) Students are satisfied with the school services, i.e. with the lessons received, the treatment of teachers, leaders, satisfied with the facilities provided by the school or students enjoy the school situation well, 2) Parents are satisfied with the service to their children, the services they receive with reports on the progress of their children's learning and programs run by the school, 3) The users or recipients of graduates (PT, industry, community), are satisfied with receiving graduates with high quality and in accordance with expectations and 4) Teachers and employees are satisfied with school services, in the form of division of work, relationships and communication between teachers / leaders , employees, salaries/honors received and other services[20].Teachers as "educators who provide a number of sciences to students in school. Teachers are also experienced in their profession. With his knowledge, he can make students into intelligent people[21]." As amanager, the head of the madrasa is responsible for the teacher's work culture and he must be actively involved in the process of identifying and trying to meet their training needs[22].

Madrasah as one of the formal educational institutions must be able to answer the demands and needs of indonesian people who are culturally diverse.Amdrasahwas formed with the aim to create Human Resources (HR) thatappreciate many differences in other human beings. of course this is not an easy job and does not pay attention to the rules of implementation. Madrasah as an institution engaged in the development of human resources must be in carrying out institutional activities must consider many things, among others, the purpose of the school, policies born in the madrasahsystem, her planning in amadrasah,human resources development work procedures and the process of personnel administration in the school that all side with the culture.

Based on the work culture activities of MAN teachers in Jambi Province has not become a model for private madrasas. Therefore, the researchers intend to study the management ofthe principal inJambi Province to find the right pattern of work culture in MAN. In the initial findingsresearchers still found some problems of ineffective development ofteachers' work inman in the field, namely: first;there are still teachers who are less happy to be in the work environment for a long time, and every month there is always apermit. Then the communication between teachers and teachers is not smooth and effective. Second, there is still a lack of cooperation between madrasah heads and teachers in completing schooltasks. Third, low appreciation and motivation to teachers in work such as wages and the encouragement of working productively and innovatively.Based on the existing problems, the researchers are interested in discussing in the study of dissertations with the title: **Principal Management** in **Improving the Work Culture of Madrasah Aliyah Negeri Teachers in Jambi Province.**

II.   METHOD

In the aspect of research methodology using qualitative approach phenomenology. The approach used in this study concerns the management of the principal in improving the work culture of MAN teachers in JambiProvince.To realize a professional head, in this study, researchers seek to observe, understand and describe what is obtained in the field of research in accordance with reality. In qualitative research, the presence of researchers wherever possible is attempted not to change the existing atmosphere, with various data collection techniques conducted by researchers as reasonable as they are. The subjects in this study are human resources that can provide information about head management as the object of research accurately, the research subjects consist of 2 man heads, 2 MAN heads and MAN teachers. In determining the informant of this study using *snowball sampling* technique as explainedSugiyono is a sampling technique that was first a small number, then this sample was told to choose his friends to be sampled[23]. Sampling will stop if the researcher considers the data collected sufficient for the purposes of his research[24].The main data source of this study consists of three important parts, i.e. human data sources, documents and important events related to research subjects such as: 1) Human data sources, namely principals, teachers, administrative heads, employees, students and communities around the school, 2) Data sources in the form of documents, namely history, organizational structure, number of teachers and employees, curriculum, lesson schedules and school facilities, as well as documents related to the problems studied, 3) Data sources in the form of events, namely the management of principals

in improving the work culture of MAN teachers in Jambi Province. Data collection techniques in this matter use observation methods, interviews and documentation. Data analysis used in this study is a model of flowing data analysis, which according to Miles and Huberman which in principle this data analysis activity is carried out throughout the research activities (*during data collection*), and the most core activities includesimplifying data (data*reduction*), presentation ofdata (*data display*) and drawing conclusions(*making conclusion*)[25].Toobtain a level of data trust (trustworthiness) of course required techniques to check the validity of data based on a certain number of criteria. As it is known that in qualitative research, a researcher uses techniques to test the validity of data by means of extension of participation, perseverance of observation, triangulation, and peer discussion.

III. RESULT AND DISCUSSION
Principal Management in Improving The Work Culture of MAN Teachers in Jambi Province

Based on observations, interviews and documentation obtained information about the management of the principal improved the work culture of MAN teachers in Jambi Province in improving the work culture of MAN teachers in Jambi Province is pictured in Table 1 below.

Tabe. 1. Principal Management in Improving The Work Culture of MAN Teachers in Jambi Province

| Management Aspects	Research Location		
Planning	**MAN 1 Merangin**	**MAN 1 Kota Jambi**	**MAN 1 TanjungJabung Barat**
Develop a teacher work plan	there is already a working document	There are already work documents	there is already a working document
Have planning documents	Already put it together	Already put it together	Already put it together
Have school management information system program documents	Already have it	Already have it	Already have it
Planning an assessment of the teacher's work	Yes, the assessment instrument has been prepared.	Not prepared assessment instrument	Not prepared assessment instrument
Conducting continuous coaching planning to teachers	Yes, it is a complete and detailed document on this	No complete documents become evidence of coaching	No complete documents become evidence of coaching
Conducting training planning for teachers	Yes, there is already a program in writing	Didn't get the document	Didn't get the document
Encourage teachers to do further study to S2	Yes, I have.	There's no talk of that.	There's no talk of that.
Promoting teacher's work performance	Yes, there is	Yes, there is	Yes, there is
Pengorganisasian	**MAN 1 Merangin**	**MAN 1 Kota Jambi**	**MAN 1 TanjungJabung Barat**
organizing teacher work tools	Already organized work tools for target schools	Already organized work tools for target schools	Already organized work tools for target schools
Know the duties and functions of teachers	Already know	Already know	Already know
Have fixed working hours	Already have fixed working hours	Already have fixed working hours	Already have fixed working hours
Constructing his duties according to his provisions	Hasstrustrued his duties in accordance with his provisions	Hasstrustrued his duties in accordance with his provisions	Hasstrustrued his duties in accordance with his provisions
Working time settings	Yes already done the timing of the visit	Haven't made any visit timings yet	Haven't made any visit timings yet
Achievement of work targets	There has been an achievement of the visit target	No visit target yet	No visit target yet
Organize all devices	Already organized all work tools before the	not yet organize all work	not yet organize all work

Management Aspects	Research Location		
	visit	devices before a visit	devices before a visit
Pelaksanaan	**MAN 1 Merangin**	**MAN 1 Kota Jambi**	**MAN 1 TanjungJabung Barat**
Supervise the work of teachers	Already supervised the work of the principal	Already supervised the work of the principal	Already supervised the work of the principal
Collecting and processing teacher work culture data	Already collecting and processing data motivation of the principal	Already collected and processed the motivational data of the principal	Already collected and processed the motivational data of the principal
Carrying out a comprehensive analysis of surveillance factors	Have carried out a comprehensive analysis of the monitoring factors	Has not carried out a comprehensive analysis of the supervisory factors	has not carried out a comprehensive analysis of the monitoring factors
Provide intensive direction, assistance and guidance to teachers	Already Giving direction, assistance and guidance to the principal	Have not provided direction, assistance and guidance to the principal	Not Yet Provide direction, assistance and guidance to the principal
Innovativeand creative in encouraging teacher work	Not innovative and creative in encouraging the work of the principal	Not innovative and creative in encouraging the work of the principal	Not innovative and creative in encouraging the work of the principal
Become a consulting partner in working for teachers	Already a consulting partner in working for the principal	Already a consulting partner in working for the principal	Already a consulting partner in working for the principal
Provide advice and consideration to the teacher in solving problems	have given advice and consideration to the school in solving the problem	have given advice and consideration to the school in solving the problem	have given advice and consideration to the school in solving the problem
Achievement of work targets according to planning	It's been achieved	It's been achieved	It's been achieved
Teachers play a big role in school success	Yes, very large	Yes, very large	Doesn't have a big role
Supervision	**MAN 1 Merangin**	**MAN 1 Kota Jambi**	**MAN 1 TanjungJabung Barat**
Carrying out assessment, processing and analysis of data	Already carrying out assessment, processing and analysis of data	Already carrying out assessment, processing and analysis of data	Already carrying out assessment, processing and analysis of data
Get a complete picture of the teacher's work culture	Haven't gotten an idea yet	Haven't gotten an idea yet	Haven't gotten an idea yet
Follow up on the weaknesses of teacher work culture	Already follow up on the weakness of the principal's work motivation	Have not followed up on the motivational weaknesses of the principal's work	Have not followed up on the motivational weaknesses of the principal's work
Obtain information on the effectiveness of the implementation of teacher mentoring and training results	Have obtained information	Not Yet Informed	Haven't got any information yet
Describe the work performance of teachers personally and collectively in the semester cycle	Already	not yet	not yet
Collecting work performance data	Already Collecting work performance data	Already Collecting work performance data	Already Collecting work performance data

Management Aspects	Research Location		
Compile a surveillance report	Already compiled a surveillance report	Already compiled a surveillance report	Already compiled a surveillance report
Provide assessment materials to teachers in order to accredit the school	Already provide assessment materials to the school in the framework of school accreditation	Already provide assessment materials to the school in the framework of school accreditation	Already provide assessment materials to the school in the framework of school accreditation
Follow up on evaluation results	Already	not yet	not yet
Factors Affecting Principal Management	**MAN 1 Merangin**	**MAN 1 Kota Jambi**	**MAN 1 TanjungJabung Barat**
Commitment	The commitment of human resources who work is already high	The commitment of human resources working is still low	The commitment of human resources working is still low
Discipline	Teacher discipline is in accordance with the rules of work	Teacher discipline is in accordance with the rules of work	Teacher discipline is in accordance with the rules of work
Covid-19 Pandemic Regulation	It's maximum following the regulations	It's maximum following the regulations	It's maximum following the regulations

Table 1 above can be explained that at the level of planning and organizing has been achieved all that the head of MAN, it's just that on the implementation there are still many that have not been achieved and on the evaluation also that has not been achieved. So it can be explained in these three teacher performance data that these three MAN have a mature or optimal work planning or preparation and can maximize the field of work as well. It's just that the implementation is still not maximized, as well as the evaluation that has not all aspects of the maximum done. This situation can be caused by many factors that affect the achievement and not achieved by the culture of teacher performance in MAN in Jambi Province.

Principal Management Model in Improving The Work Culture of MAN Teachers in Jambi **Province**
The principal must have a standardized knowledge of the teacher's work culture within the school organization. The headmaster can build a work culture by speaking well, meek, polite, keeping each other's feelings, should not damage his human rights and trust each other and can trust, it will be realized that employees feel happy and at home with their work and employees feel proud to have a good-hearted leader. This research has proven the teacher's work culture was formed with productive principal management in accordance with the vision and mission of MAN in jambi province.
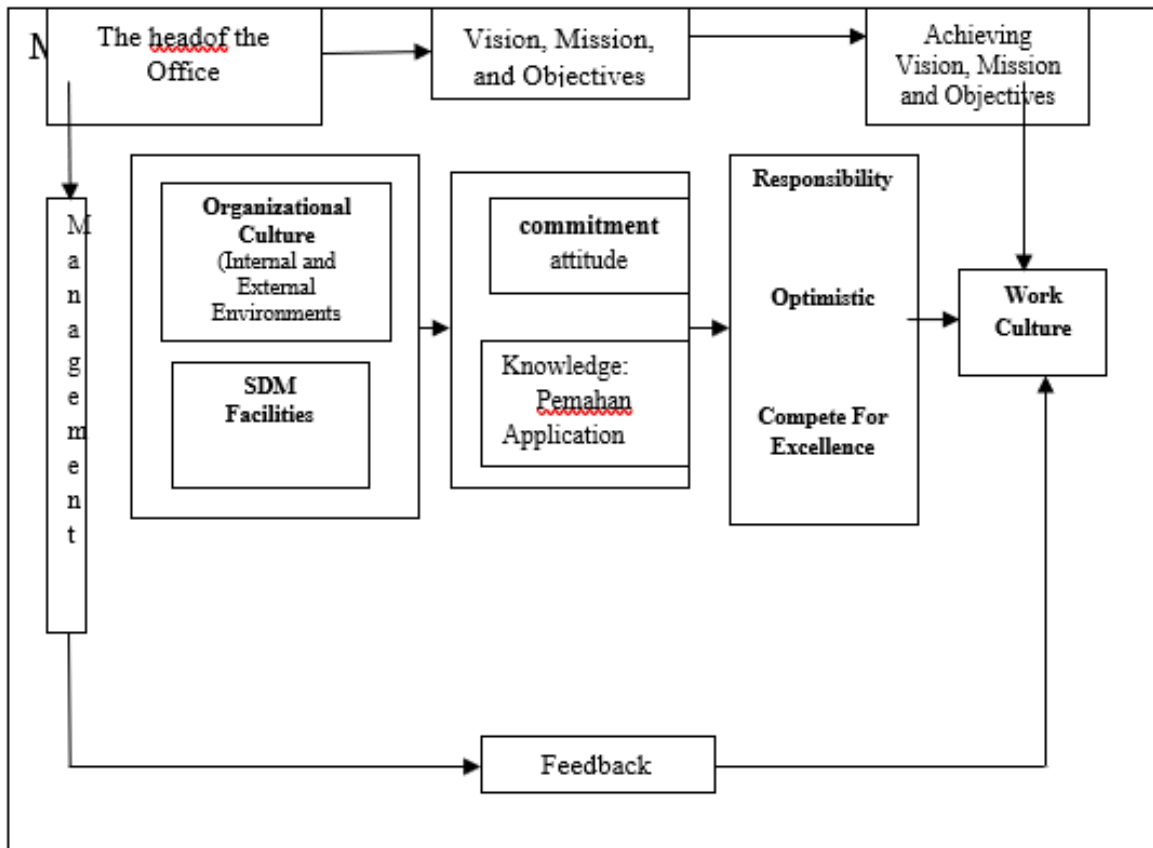
Gambar 1.Model theory of Improving Teacher Work Culture

The existence of a teacher work culture that provides high marks will awaken and foster teacher work commitments that will have a positive impact on the work or duties of a teacher, wherever / in whatever field the person works. Teachers who have a high commitment will have implications on the quality and professionalism of the teacher activity of a teacher who has a commitment and who does not have a commitment will look different. Teachers who have low commitment usually pay less attention to stakeholders, as well as the time and energy spent to improve the quality of learning is very little. While employees who have a high commitment usually have a high level of attention to stakeholders, as well as the time provided for the improvement of the quality of administration is very much. Highly committed teachers will work professionally and strive to be ideal employee figures. Aspects of teacher work culture are:

Vision and Mission leadership. The lack of understanding of teachers towards the vision and mission of this madrasah is more due to the lack of efforts of the leadership in explaining to them unequivocally and straightforwardly. In regular meetings conducted more focused on the problems of the learning process which is the main task of teachers for teachers. In addition to understanding the vision and mission of madrasah,understanding of the organization is also very minimal owned by the madrasah component.

*LeadershipApproach.*A formal and non-formal education leader should be able to lead faculty and other staff members. A leader's success will depend heavily on his or her leadership qualities in terms of influencing and cooperating with other roles/subordinates to achieve goals. This shows that in formulating the objectives and efforts of the emanation needs to be done by all members of the group who joined in this madrasahcitizens. The head of madrasah as *leader* must be able to provide guidance and supervision, improve the ability of education personnel, open two-way communication, and delegate tasks.In terms of charismatic madrasah head   can probably be said as a head of madrasah/charismatic leader. The approach used charismatic approach, he gave the spirit of awareness and togetherness in order to achieve the educational goals that socialized the alignment of staff in madrasah and then immediately coordinate the plan that will be realized for the sake of education personnel.

*Management of Conflict and DecisionMaking.*Visionary leadership style does not give a narrow scope to the freedom, creativity and initiative of subordinate parties, the average subordinate receives a policy fatwa from the leadership in carrying out its responsibilities as a servant. The influence of sngat leadership is strong so that the proposals and initiatives of the lower parties can be expressed. The proposal compared to the wisdom of the head of the madrasah does not mean, and if the lower party has high potential it is only to carry out the fatwa of the head of the madrasah. In other words, what the subordinates do does not dare to exceed the authority of the head of the madrasah let alone violate it. So does authoritarian leadership, which never gives space for initiative and creativity

to its subordinates. In carrying out leadership all are governed by the leadership without involving the participation of subordinates.

Communication System Design. Communication as one of the leadership techniques in written or oral form. In writing, the leader is required to communicate through writing, whether in the form of a report, paper, instructions, various drawings, descriptions and so on. This is where it is required the ability of a leader to be able to think and pour the fruits of his mind systematically, regularly decomposed and clear. While verbal communication can be in the form of meetings, discussions and individual communications, with subordinates, fellow colleagues and superiors, so that here more require human *skills* that are the embodiment of the ability to communicate, interpreted not only to convey information but also convincing to other parties, so that there can be a steady cooperation in terms of achieving the goals of the wider organization in the wider interests as well.

Analysis of Research Results

A work culture is needed in educational organizations, and madrasah heads can develop it with the right managerial approach. Management of madrasah head in developing work culture in MAN 1 Jambi city so far according to data in the field, namely:

*Planning.*The head of madrasah in Jambi Province has carried out the main task as an education manager, the task is to supervise the situation of a good working environment, so that teachers can work well. In carrying out these tasks the head of the madrasah has a dual function of carrying out the administration of madrasah so as to create a good working situation. In addition, the head of the madrasah also performs the supervisory function of the implementation of the work of teachers and other employees in the madrasah. Through this managerial function, madrasah heads can strive to improve the performance of educators. The supervision of madrasah heads in the entire educational process is an integral activity to the entire process of teacher work activities. The head of madrasah has tried to carry out the management of the work culture of MAN teachers in Jambi Province in accordance with their duties and functions, in order to achieve the goal that every teacher, student and other madrasah citizens can develop competencies appropriately and professionally in working in the framework of education and learning,even though existing work programs are still very common and not implementative.

*Organizing.*Organizing is defined as the activity of dividing tasks to people involved in educational cooperation. Because these tasks are many and cannot be completed by one person alone, they are divided into individual members of the organization. Coordination means keeping the divided tasks can be done according to the will of the one who does them only, but according to the rules of development towards the achievement of the goals that have been set and agreed. The head of madrasah has duties and responsibilities to the leadership as a formal official, to fellow colleagues or the environment and to subordinates. As the head manager of madrasah has the task of planning, organizing activities, directing, coordinating and carrying out supervision, evaluating activities, determining policy, holding meetings, making decisions and arranging the learning process to achieve organizational goals, while as the head of madrasah, he must be able to empower all community and environmental resources aimed at educating the nation's life, including its responsibility in distributing teachers / teachers man in Jambi Province. The head of the madrasah has not succeeded in carrying out his role as a person who is given the responsibility to perform the appropriate placement of teachers, because there are still teachers who are in charge in accordance with their educational qualifications and skills. The success of madrasah is the success of the head of madrasah, because the head of madrasah is a central force that becomes the driving force of madrasah life. The role and function of madrasah can be seen from various points of view and certain sides. On the one hand, the head of the madrasah can be seen as a formal official, the head of the madrasah as well as an educator and last but not least also serves as a staff.

*Actuating.*The head of the madrasah has the highest authority in the madrasah with its ability to try to influence, encourage, guide, direct and mobilize the personnel in the madrasah to work in order to achieve the goals that have been set. The process of mobilization and directing is a business activity, ways, techniques and methods to encourage the members of the organization to willingly and sincerely work as best as possible in order to achieve the goals of the organization with efficiency, effectiveness and economy. In a madrasah a madrasah head as a mobilizer, namely the efforts made by a leader to his subordinates by directing and giving instructions so that they want to carry out their duties well towards achieving the goals that have been set together.

*First,*menyinkronkan Interests and Objectives madrasah. The needs and expectations of the community for the quality of good education services are the main trigger factors of education management innovation. The institutional needs made by madrasah heads and staff to improve the quality of internal and external services will greatly influence the innovative decision-making process in the field of education management. Educational and teaching activities will only go well if supported by strong discipline with adequate management. The head of madrasah as a central figure should be aware that the formation of habits, attitudes, and behaviors in the context of madrasah culture is strongly influenced by his personal, leadership style, and the way he sees visionary future developments. The development of a better and healthier madrasah culture should start from the head of the madrasah. Madrasah head who is able to build a work team, learn from teachers, administrative staff and students,

open to communication lines with the environment, wide access to information will be able to develop a positive culture of madrasah in order to realize an independent madrasah that is above its own ability.

*Second,*prioritize group cooperation in achieving madrasah objectives. The head of madrasah holds the principle of working with sincerity in carrying out duties with responsibility, wisdom and discipline. With regard to this author has interviewed teachers, the madrasah committee says the head of the madrasah is wise and fair to subordinates.the head of the madrasa has done a good job. Even the head of madrasah always coordinates with the parties that are considered necessary. The head of the madrasah felt that the leadership was run by problems / obstacles in the form of lack of supporting facilities and infrastructure. He said the lack of adequate places of worship made the program of worship practice has not run optimally. The teachers and other components of the madrasah did not give information on the main issue of leadership run by the head of the madrasah,they said in favor of the leadership run by the head of the madrasah.Madrasah is the second party related in education affairs. And no less important than home or society. Even with the difference in time, place and other civilizational factors, the role of madrasah can be through the role of home and society.Madrasah carries out the task of education, namely realizing the goals to be achieved and participating in shouldering the general responsibility in preparing the righteous and building a more advanced generation.

*Third,*it has a sense of equal rights and equal obligations. The high awareness of MANteachers in Jambi Province in carrying out the duties and responsibilities imposed on him.The teachers at MANin Jambi Province with all sincerity have a high awareness to carry out their responsibilities properly. The results of the author's search and observation of madrasah documents related to the learning process prove thatmost teachers have carried out learning tasksin accordance with the time and hours of their duties. There are individual problems or tasks that cause them not to carry out the task in accordance with the specified time, has been carried out procedures through the permission of the head of the madrasah and replaced by the picket teacher on that day.

*Fourth,*take advice, opinions and criticism.Efforts that are no less important is to provide input and understanding in every meeting on the importance of meetings and cooperation and togetherness that must be realized between madrasah,parents and the community. Therefore, in meetings, all parents are given the opportunity and freedom to criticize, giving advice to then find a solution in the meeting. Efforts to make the impression and awareness that the parents have the same task as the teacher, a sense of belonging to madrasah in order to realize the educational goals of their children. The head of the madrasa also said that the teachers in charge of the task were the main supporters. The head of the madrasah also added to the great attention of the committee and the government. Although the attention and participation of parents for madrasah is lacking at all.Decision making can be seen as a key benchmark of performance as a madrasah head. All decisions of leaders will be a reference to thinking, behaving and doing for the entire madrasah community. Therefore, the head of madrasah as the central figure of madrasah needs to explore the principles, concepts and techniques of educational decision making that continues to develop. Included here as administrator is the head of the madrasa.

*Fifth,*give freedom to subordinates to serve and develop.MAN in Jambi Province strives to develop and improve madrasah achievements in the field of science and technology and IMTAQ. To realize the head of madrasah has determined the purpose of his leadership for madrasah, the head of madrasah conveyed 3 visions of leadership: a) to become a MAN in Jambi Province advanced and developed in accordance with the guidance in all fields, b) make the participants educators / teachers who are disciplined and full of responsibility finally become professional teachers, c) make the learners who excel in the acquisition of test scores, have faith taqwa, master science and technology and noble morals. Seeing his vision of leadership, it seems that the head of madrasah has thought thoroughly. His leadership has touched on the academic aspects of madrasas, teachers and students. The belief of the head of madrasah that MANin Jambi Province can achieve excellence in various fields is pursued by instilling confidence in teachers that madrasah can produce superior output by prioritizing a good learning process, even though the facilities are inadequate. The emphasis on improving a sincere work culture is open solely to material rewards.Work interactions are built according to the responsibility of each field to achieve harmony. Nevertheless, togetherness is still fostered by the head of the madrasah.

*Sixth,*use a deliberation approach. Characteristics of the type of democratic leadership there is deliberation. Madrasah continues to cooperate with parents as a form of parental participation in helping children's learning success in madrasah. I as a homeroom teacher give a message to parents through raport so that the child is considered for his learning and for those who excel to be further improved learning at home. Madrasah continues to work with parents as a form of parental participation in helping children's learning success in madrasah. As in this case where as a homeroom teacher gives a message to parents through raport so that the child is considered to learn and for those who excel to be further improved learning at home. Through a meeting on the acceptance of new students, the madrasah has the opportunity to discuss the condition of the madrasah such as what limitations the madrasah has or what advantages exist in the madrasah. Madrasah can also talk about all forms of efforts that can deliver children in the success of learning while in MANin Jambi Province.

*Controlling.*Supervision is a follow-up to mobilization activities. Supervision is carried out so that the planning that has been prepared can be carried out by teachers properly. This supervision is carried out from the moment the

planning is realized until it is completed. The head of the madrasah and the level of supervision for the teacher's work culture point to the teacher's own obligations. Starting with the teacher carrying out the task well, the teacher prepares the learning program, in the sense that the teacher reads a lot and develops his competence.In developing the work culture, the findings of the field based on the observation of the author found that supervision of these students was carried out by the head of the madrasah, the deputy head of the madrasah, the homeroom teachers, the teachers, and the administrative personnel. Supervision conducted by the head of the madrasah and his deputy is to once in a while go around to the classroom to control the course of learning.Another supervision given by the head of the madrasah and its representatives is with attention tothepotenthe underprivileged students to be developed to the maximum in student management.With strict supervision, the atmosphere of discipline is expected to be conducive because it is controlled through the supervision of madrasah heads against teachers. The head of the madrasah has scheduled supervision to the class once a month that has been stated in the initial plan of the lesson, it is the teacher feels motivated to carry out the task as best as possible in addition to it is also the duty and obligation of the teacher to be able to improve their respective performance.

The implementation of supervision on teacher performance in education is clearly intended as an effort to obtain information*(monitoring)*about the ongoing work in the organization or institution, whether it has reached the target or there are obstacles in the process. Therefore surveillance is necessary to detect the slightest possible error.The head of madrasah supervises the attendance and completion of teacher duties scheduled every month it is intended to know the complaints of teachers in carrying out tasks so that early on can be helped, if there are mistakes can be immediately overcome and to know the level of discipline of teachers in carrying out daily tasks in carrying out tasks already with learning planning or just origins only.

A leader must immediately transform from a bad culture to a good culture. Moreover, if the culture of pain is in the leader himself, then it is mandatory for the leader to clean himself first. If he is clean, the new leader will be able to abort the sick culture that exists in his subordinates. After that, transformation was carried out together to destroy the sick culture while fostering a healthy culture. In tackling the 'sick' culture, in general leaders can do the following: 1) Strive to always appear to provide good transparency in the presence of their subordinates, 2) Strive to always trace and conquer their own weaknesses to be overcome immediately; 3) Diligently instruct subordinate colleagues to provide input and suggestions on the leadership's objectives as soon as possible in order to make constructive positive changes; 4) Always try extra carefully not to repeat that sick culture; 5) Conduct a rigorous and continuous evaluation of his own behavior; 6) Take approaches to immediately eliminate the culture of pain among subordinates; 7) Make every effort to remove the culture of pain among subordinates; 8) Immediately change the sick culture to a healthy culture; and 9) Strictly control both the destruction of sick cultures and the growth of healthy cultures[26].

The formation of a work culture is influenced by many factors, including the teacher's enthusiasm in teaching and mastery of materials with all learning models, obeying the rules, high discipline, teacher attitude towards students, and leadership style of madrasah head. The head of the madrasah as a central figure should be aware that the formation of habits, attitudes, and behaviors in the context of the kereja culture is strongly influenced by his personal, leadership style, and the way he sees visionary future developments. The development of a better and healthierworkculturemust start from the leadership of the head of the madrasah. The head of the madrasah who is able to build a work team, learn from teachers, administrative staff and students, is open to communication lines with the wider environment, access to information will be able to develop a positive work culture in order to realize an independent madrasah that is above its own capabilities, it has not been carried out optimally.

Factors that affect the management of madrasah heads in developing a work culture for teachers in MAN in Jambi Province in the following forms:

Teacher Discipline. Education management is a form of cooperation of educational personnel to achieve educational goals. The general goal that will be achieved in the cooperation is the formation of the personality of the student in accordance with the national educational objectives and the level of development at the age of education. These objectives can be elaborated into curricular purposes, general instructional purposes and specific instructional purposes. With demkian in the planning, the head of madrasah should work with teachers in conducting madrasah schedule making activities and teaching programs. Program coaching is an improvement from previous teaching programs. The head of madrasah must supervise each party related to the discipline of MAN teachers in Jambi Province. The head of the madrasah has tried to be a role model for teachers and students in the madrasah. The head of the madrasah will try to set the best example that can be given in managing teacher discipline, such as by creating a teacher disciplinary watch list. This activity is a form of implementation of work discipline supervision. The head of the madrasah, he has the main task as an education manager, the task is to manage a good work situation. In carrying out these tasks the head of the madrasah has a dual function of carrying out the administration of madrasah so as to create a good working situation. In addition, the head of the madrasah also performs the supervisory function of the implementation of his work in the madrasah.

Teacher discipline if developed and applied properly, consistently and consequently will have a positive impact on the life and quality of teachers. Discipline can encourage them to work concretely and practice living in

madrasas on positive things: doing straight and right things, staying away from negative things. By enforcing discipline, teachers can work in a good environment, thus emerging self-balance in relationships with others. So, discipline organizes one's behavior in relation to it in the middle of its environment. Madrasah communication if developed and applied properly, consistently and consequently will have a positive impact on the work culture of MAN teachersin Jambi Province. Intensive communication can encourage them to build concretely and practice living in madrasas about positive things: doing straight and right things, staying away from negative things. By applying intensive communication can foster a good environment, so that self-balance arises in relationships with others. So, intensive communication can organize one's behavior in relation to the middle of his environment.Intensive teacher communication can be monitored both through the familiarity of madrasah heads and teachers as compliance in carrying out all teacher work programs. Intensive teacher communication is a concern of the head of madrasah as a reference for the implementation of learning activities. The intensive communication aspect of teachers is part of the implementation of manteacher work activities in Jambi Province, it's just that the intensity of communication is still lacking so that the head of madrasah receives little input from subordinates.

Management knowledge that exists in a person can grow due to various factors that affect it. It can be from internal factors (from within) or external factors (from outside the self). Management knowledge obtained through the learning and refraction process provides and opens the employees' insights about the world of management theoretically, with the provision of knowledge that has made employees become interested or interested to be motivated to work well. Knowledgeconsists of the creation of new knowledge, the acquisition of knowledge that is elsewhere, the creation of new ideas, the introduction of new patterns, interactions and synergies about different areas (separate*disciplines*), and the development of new processes. Knowledge generation can be the creation of new knowledge and acquiring existing knowledge from elsewhere. Creation of organizational knowledge is a continuous and iterative process. This process occurs in organizations, between and across organizations. Knowledge (or facts and information) can be obtained through activities such as *scanning*and interpretation of the external environment, capturingthe voice ofthecustomer,*undertaking*research and development, etc. The generation of the most valuable knowledge includes identifying problems and*suggesting*solutions to correct them. Knowledge generation requires *tools*that encourage individuals to think above the boundaries of the organization and its current functionality.

Knowledge representation is the process of changing knowledge in various forms, so that knowledge can be accessed, controlled and transferred *independently* without being bound by the individual existence of the knowledge owner. Representations may vary from formal codifications (such as policies, instructions, and procedures) to an archive of *tacit*elements (such as *narratives* and stories and lessons *learned* from certain experiences).*Tools* such as knowledge maps help direct where to find knowledge in and between organizations. Knowledge maps are designed to help people find what they need to know if this is a person, a place, or something. Knowledge maps are used to describe the flow of knowledge in a process. The motivation of achievement is a strong motivation of one's self to excel. People who have the motivation to excel will be more persistent and confident, willing to achieve what they want. Liking challenges and daring to take risks and independent.this is necessary to foster entrepreneurial interest for students because to be entrepreneurial requires people who have a strong motivation from themselves not because of compulsion, dare to take risks because entrepreneurship is filled with risks that not everyone wants and is able to take such risks. So, management knowledge, partially affects the motivation of achievement.

In addition to the culture of the organization at least to influence the commitment of teacher work also depends on the motivation of employees' achievements. High work commitment can lead to one's motivation to do something with sincerity. This is based on the assumption that working without motivation will quickly get bored, because there is no driving element to keep the spirit of work stable. Motivation is an indispensable commodity for everyone including employees. Motivation is needed to live life, lead a group of people and achieve organizational goals. The motivation of achievement is a growing and growing motivation from within the employee to do the best job possible so that the goal will be achieved. Motivation to excel can happen if employees have pride in success. Employee duty is a proud and challenging task, so employees should have the motivation to excel. People who have knowledge and believers according to Al-maraghi will get a special place in the side of Allah SWT, they will get a reward and pleasure that is doubled. People with knowledge will be given the ability to think and act to address life in this world, so that they find ease and solutions to life's problems faced. The better the education of a nation, the better the quality of the nation, that is the general assumption of a nation's education program[27]. The reality of life has also proven that the quality of education contributes to the quality of life.

Hadith of the Messenger of Allah concerning the love of Allah for the working personwhoartinya: "Surely*Allah loves a believer who works / works hard*." (H.R. Baihaqy).Communication as one of the professional techniques in written or oral form. In writing, the Head of madrasah is required to communicate through writing, whether in the form of a report, work paper, instructions, various drawings, descriptions and so on.There are 10 characteristics that, when mixed and matched, will become a work culture. The ten characteristics of the organization culture are as follows: a) Management Support. Management support is intended to the extent to which managers can provide clear communication or direction, assistance and support to subordinates. Management's

attention to subordinates (employees) greatly helps the smooth performance of a company and 2) Communication Patterns.The extent to which communication can be limited by a formal hierarchy of authority. Sometimes the hierarchy of authority can hinder the occurrence of communication patterns between superiors and subordinates or between employees themselves[28].

Organizational culture is a form of social values in an organization that can be a guideline in solving problems that occur both inside and outside the organization by planting values when the first employee joins the organization. The planting of organizational cultural values stems from how the founder of the company created a code of conduct that contains what kind of organizational culture will be developed in his organization. Organizational culture requires cultural development that can be done through the process of socializing organizational culture. Socialization includes an activity where members of the organization learn the ins and outs of the organization and how they should interact and communicate among members to carry out all organizational activities. Organizations should be able to invite employees, especially new employees, to make adjustments to the organizational culture that is a guideline in achieving high organizational commitments

Work commitment is a strong attitude of acceptance and confidence in the values and objectives of an organization as well as a strong drive to maintain membership in the organization in order to achieve the goals of the organization[29]. Related to the culture of the organization that will show how the willingness of an employee in continuing his work, loyal to his organization, put extra effort to achieve the goals and identification of employees in meeting the goals of the organization[30]. Employees with a strong commitment will be seriously involved in the work, loyal and always think positively about their organization. Organizational culture in anticipation of work commitments. This study states that there is a positive relationship between organizational culture and Mahmudah's organizational commitment[31]. Organizational culture can also negatively affect work commitments, meaning that applying a bureaucratic work culture will result in low work commitments because the culture greatly influences work commitments and engagement between employees. *Organizational silence,*occurs due to several other variables such as, effectiveness barriers, organizational commitment and employee performance[32].

These results are in accordance with the research conducted by[31]positive relationship between organizational culture and organizational commitment. Fromthe four dimensions of organizational culture, namely teamwork, communication, recognition and recognition, training and development of work commitments and finding that all four dimensions of organizational culture are determinants of the importance of work commitment[33]. The results of this researcher show that theoretically and practically the highest indicator lies in the adaptation indicator. This indicator shows that by doing good accruals within the organization such as adjustments between groups, rules or norms of the organization will greatly affect the application of workcommitments.The development of teacher culture aims, among others, to cover the "gap" between the skills of madrasah heads and the demand for positions, in addition to improving the efficiency and effectiveness of work in achieving work goals. Efforts of madrasah heads in MANin Jambi Province by improving the professionalism of madrasah heads in attending training.

Coaching work that affects the insight of the head of sekoh that boils down to the development of MAN in Jambi Province. As a madrasah head needs to have new insights every time to be able to improve the institutions he manages to be more accomplished, including in developing a religious work culture. One of the efforts to optimize the professionalism of the head of madrasah in developing the work culture of MAN teachersin Jambi Province by conducting comparative studies to other educational institutions in Jambi Province and outside Jambi Province to explore the progress of these educational institutions in developing a religious work culture. interviews with madrasah heads are known that madrasah heads have conducted comparative studies to Jakarta 2 times to review the development and progress of madrasah and other madrasahs there, including the teacher's workcoachingsystem.To become a professional madrasah head, it cannot be done with haphazard procedures where without a concrete effort from the head of the madrasah in order to work competently. In connection with the efforts of the head of MAN in Jambi Province, in this case it has been seen that the improvement of the competence of madrasah heads is carried out by participating in comparative study activities that have been conducted 2 times to Jakarta.The success of a pendiinstitutiondepends heavily on the leadership of the head of the madrasa.The head of madrasah as the leader in his institution should be able to bring his institution towards achieving the goals that have been set. He must be able to see change and be able to see the future in a better life of globalization. Allah says in the Qur'an: "AndWe have made among them leaders who guide by*Our command when they are patient. And they believe in Our signs."* (Q.S. 32: 24). The head of the madrasah must be responsible for the smoothness and success of all matters of formal management and management of madrasah to his superiors or optimally the head of the madrasah who has entrusted his students. In addition to being a leader, the head of the madrasah also serves as a manager. The head of the madrasah must have extensive knowledge as well as have the necessary perspective to keep directing all available resources in achieving the objectives, including in this case empowering teachers to achieve maximum performance. Organizational culture may be a factor that can positively or negatively affect the individual behavior of the organization. The positive and negative organizational culture can be a driver (that motivates) someone related to achieving the goals of the organization. In this case, employees should always conduct self-evaluation and want to

increase their commitment in work because with the higher and stronger work commitments that employees have, it will provide the strength that comes from within the employee itself to carry out a large responsibility, which is described in his work behavior in accordance with the standards desired by the office. Employees will always volunteer to apply in the work, trying to improve knowledge including management knowledge in performing the task given which has the effect of providing better results for knowledge / skills.

IV. CONCLUSIONS

Based on the findings of the research and answering the existing *grand quistion,* it can be concluded that the management of madrasah head in improving the work culture of MAN teachers in Jambi Province has not been optimal because the attention and responsibility of madrasah heads to various work culture development still faces many problems from the head of madrasah himself. Furthermore, the author can specifically conclude as follows:1) manajemenmadrasah head has not been optimal madrasah head still difficulty in putting together a work program. So in practice do not have achievements that meet the work standards of madrasah in accordance with public expectations or *user;*2) the culture of teacher work in MANin Jambi Province by putting forward work values in accordance with the vision and mission of existing madrasah. In practice teachers work in accordance with existing habits and have been implemented for a long time, such as teacher discipline; 3) management of madrasah head in improving the work culture of MAN teachers in Jambi Province in accordance with their educational abilities and qualifications, in working and familiarizing their subordinates to work with a clear and planned work pattern by paying attention to discipline, cooperation and obeying government regulations and having adequate teaching competence. The headmaster also supervises and evaluates the work of teachers to ensure the implementation of a positive culture in working in madrasah environment; and 4) the management model of madrasah head in improving the work culture of MAN teachers in Jambi Province shows that the principal has little knowledge according to the standards regarding the work culture of teachers in the school organization. The principal has difficulty working culture according to the vision and mission of the school.

V. ACKNOWLEDGEMENTS

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