THE DEVELOPMENT OF ORGANIZATIONAL CULTURE AT MADRASAH

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A B S T R A C T

The aim of this study is to investigate the development of organizational culture developed by the headmaster of MAN Binjai. This investigation uses phenomeno logical qualitative research. The data of this study is the result of observation and interview and the data sources are headmaster, teachers, students and the staff. The data is collected through observation and deep interview. To analyze the data, the researcher uses Miles, Huberman, and Saldana (2014): data condensation, data display, and verification. The results of this study are: 1) Focusing on the goals of the madrasah 2) Implement attitudes based on Pancasila and the 1945 Constitution 3) Socialize new ideas by holding meetings 4) Prioritize an attitude of discipline and teamwork.

Tujuan dari penelitian ini adalah untuk menyelidiki perkembangan budaya organisasi yang dikembangkan oleh kepala sekolah MAN Binjai. Penelitian ini menggunakan penelitian kualitatif logis fenomeno. Data penelitian ini merupakan hasil observasi dan wawancara dan sumber datanya adalah kepala sekolah, guru, siswa dan staf. Data dikumpulkan melalui observasi dan wawancara mendalam. Untuk menganalisis data, peneliti menggunakan Miles, Huberman, and Saldana (2014): kondensasi data, tampilan data, dan verifikasi. Hasil penelitian ini adalah: 1) Fokus pada tujuan madrasah 2) Menerapkan sikap berdasarkan Pancasila dan UUD 1945 3) Mensosialisasikan ide-ide baru dengan mengadakan pertemuan 4) Mengutamakan sikap disiplin dan kerjasama tim

INTRODUCTION

Edward Redalen (2012: 28) made the statement that if a leader wants to make change then the starting point is through culture. Otherwise, any change efforts made will never bring maximum results. And Donahoe (1998: 30) states that when culture changes, everything changes.

Revealed by Barth in Listiani (2014: 8) states that empowerment, assertiveness, learning attitude, and work team are some of the attributes of a strong organizational culture. Culture at this level is a real driver for superior employee productivity and a sure source of competitive advantage that is very difficult for competitors to imitate. Within the scope of educational organizations, the importance of the cultural position of school organizations does not seem to have attracted the attention of educational circles in Indonesia. One proof of this is the lack of literature in Indonesia that talks about school culture. There may even be some groups who view school culture as not something that is important and therefore does not need to be given excessive attention. Education circles pay more attention to educational policy and curriculum issues and are preoccupied with efforts to achieve academic achievement targets alone.

Therefore, this study would like to answer the following question: how does the headmaster of MAN Binjai develope organizational culture in madrasah ?

The aim of writing this paper is to find out
1. Organizational culture
2. Types of organizational culture
3. Implementation of efforts to establish organizational culture using a systems approach
4. Strategy for building Madrasah Culture

THEORETICAL ORIENTATION
Organizational Culture

Etymologically, culture comes from the Latin word, namely colere, which means to plow or cultivate the land, while terminologically the meaning of culture is a way of life that exudes a certain identity of a nation. Culture is a view of life that is mutually recognized by a group of people which includes ways of thinking, behavior, attitudes, values that are reflected both in physical and abstract forms. Organizational culture is a system that is shared by an organization that differentiates it from other organizations. This means that organizational culture is a shared experience, history, beliefs and norms that characterize the madarasah/school organization. Andrew D Brawn believes that organizational culture is a constellation of beliefs, habits, systems of values, norms, behavior, and is a unique way for each organization, then organizational culture becomes a pattern in carrying out activities and actions. within the organization.

Culture is a view of life that is mutually recognized by a group of people which includes ways of thinking, behavior, attitudes, values that are reflected in both physical and abstract forms. School/madrasah culture is something that is built from the results of a meeting between the values held by the teachers and employees in the school/madrasah. These values are built by human thoughts in the school/madrasah.

Characteristics of Organizational Culture

Susanto explained the characteristics of organizational culture including individual initiative, tolerance for risk, respect, integration, management support, supervision, identity, appreciation, tolerance for conflict and communication patterns. Robbins provides the following characteristics of organizational culture:

1. Innovation and courage to take risks (innovation and risk taking), is the extent to which the organization encourages employees to be innovative and dare to take risks. Apart from that, how the organization appreciates risk-taking actions by organizational members and generates members' ideas.

2. Attention to detail, is the extent to which the organization expects employees to show accuracy, analysis and attention to details.

3. Results oriented (Outcome orientation), is the extent to which management focuses attention on results rather than attention to the techniques and processes used to achieve these things.

4. People oriented, is the extent to which management decisions take into account the effect of results on the people in the organization.

5. Team oriented, is the extent to which work activities are organized around teams, not just individuals, to support collaboration.

6. Aggressiveness, is the extent to which people in the organization are aggressive and competitive to carry out the organizational culture as well as possible.

7. Stability, is the extent to which organizational activities emphasize the status quo as a contrast to growth.

Organizational Culture Implementation Strategy

The strategy for implementing a homogeneous culture can be carried out through socialization of organizational culture. In this strategy, madrasas/schools carry out cultural/perception manipulation actions. Things that are considered to have a bad influence on the organization's society will be directed to have a good influence, so that the results of these actions will provide the most ideal conditions that must be carried out by all members of the organization. Socialization includes an activity in which organizational members learn the ins and outs of the organization and how they must interact and communicate among organizational members to carry out all organizational activities. In the socialization process, the role of the leader is very necessary to provide appropriate support and coordination for the organization's community. A leader must be able to motivate his subordinates and give employees the freedom to be more involved in various activities.

Madrasah

The existence of Madrasah as it is widely known is a school that is held with Islamic distinctiveness under the jurisdiction of the guidance of the Ministry of Religious Affairs of the Republic of Indonesia, which includes Raudlatul Athfal (RA) education at the early childhood education level, Madrasah Ibtidaiyah (MI) and Madrasah Tsanawiyah (MTs) at the basic education level and Madrasah Aliyah / Vocational (MA / MAK) at the secondary education level. Based on the competency map of educational peculiarities, it can be formulated about the goals, directions and targets of madrasah development.

The general direction of madrasah education development is to make madrasah in order to be able to produce graduates who are Islamic, superior in science, independent and national-minded. With an implementation process that relies on the principles of good governance and community empowerment in order to be able to provide educational services for madrasah-age children.

METODS

In this research, researchers used phenomeno logical qualitative methods. This research method is a method that attempts to reveal the facts of an event, object, activity, process and person as they are at the present time or within a period of time that is still possible in the respondent's memory. This research was carried out at Madrasah Aliyah Negeri Binjai.

RESULT AND DISCUSSION

After analyzing the data about the implementation Organizational culture of the headmaster to improve the school quality, there are 4 findings in this research namely: 1) Focusing on the goals of the madrasah 2) Implement attitudes based on Pancasila and the 1945 Constitution 3) Socialize new ideas by holding meetings 4) Prioritize an attitude of discipline and teamwork.

CONCLUSION

Findings

After analyzing the implementation Organizational Culture of the headmaster to improve school quality, the research identified several key findings. These include the focusing on the goals of madrasah, implement attitudes based on Pancasila and the 1945 Constitution, Socialize new ideas by holding meetings, Prioritize an attitude of discipline and teamwork.

Comparison

Upon comparing the findings, it is evident that there are no new findings. The research has thoroughly examined the communication practices of the headmaster and has provided a comprehensive understanding of the existing communication patterns within the school. The study has effectively highlighted the communication strategies employed by the headmaster to address various issues such as teacher tardiness, policy implementation, and idea promotion. The research has successfully shed light on the communication dynamics within the school, offering valuable insights into the headmaster's approach to improving school quality through effective communication management. Therefore, while no new findings have emerged, the research has made significant progress in comprehensively documenting and analyzing the communication practices of the headmaster.

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