

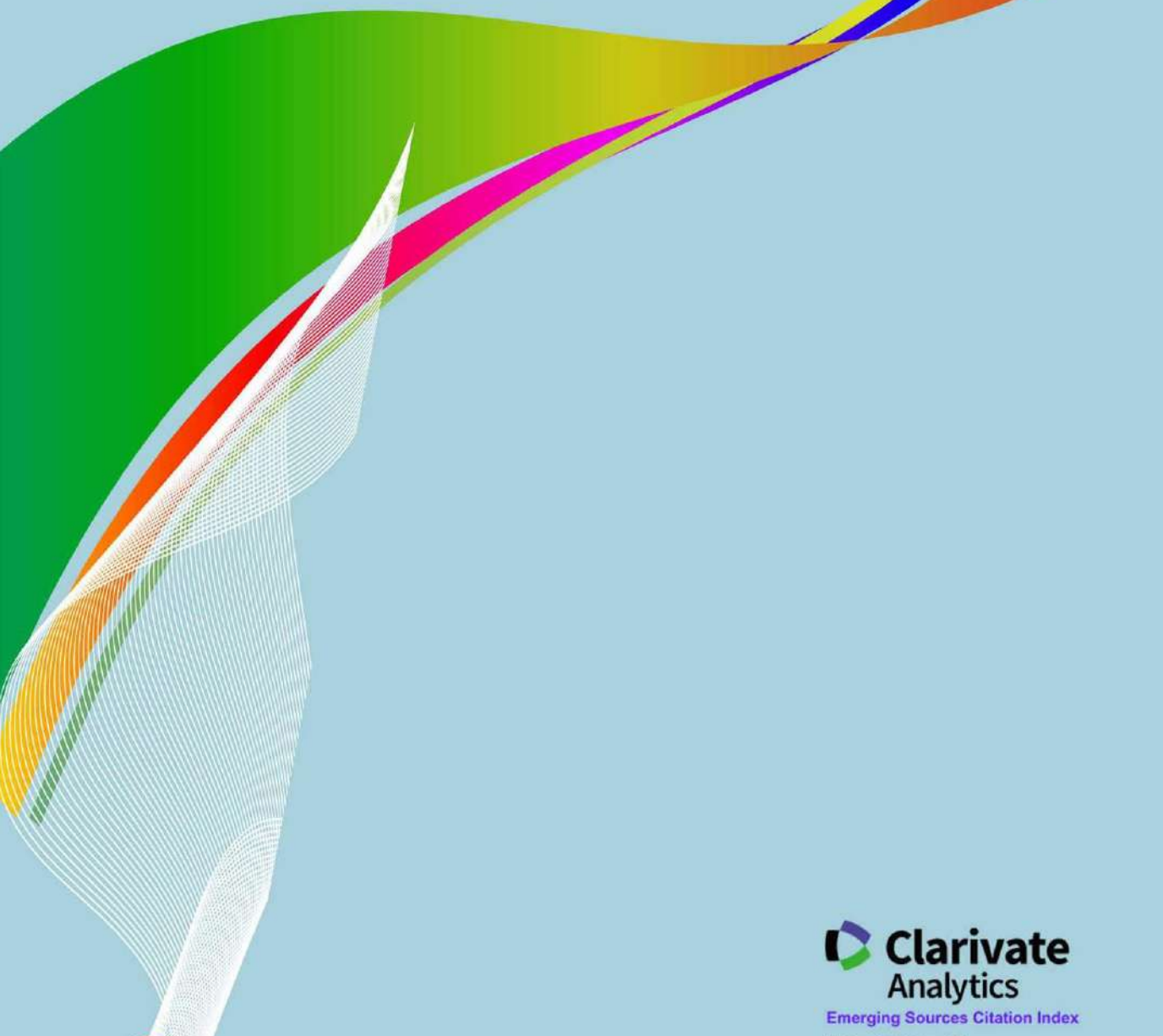
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**The Capability of Humanskill of the Madrasah Principal Leadership
in Managing Human Resources at Senior High School in West Aceh**

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THE CAPABILITY OF HUMANSKILL OF THE MADRASAH PRINCIPAL LEADERSHIP IN MANAGING HUMAN RESOURCES AT SENIOR HIGH SCHOOL IN WEST ACEH

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Abstract

The management of education units needs the human skills of madrasah principal leadership in organizing, mobilizing, and motivating human resources (HR). The purpose of this study was to assess madrasah leadership's human capability in managing human resources at a senior high school in West Aceh. This study used a qualitative method with an interactive naturalistic approach in analyzing the human skill capability of the madrasah principal in managing human resources. Data collection methods were through observation, structured interviews and document studies on reports of intra and extracurricular activities in madrasah. The results showed that the human skill capability of the madrasah principal leadership in managing human resources was well categorized, except for some aspects that were still weak and needed to be improved. First, the capability to cooperate included assisting and helping others, providing opportunities for innovation, and taking policies that benefited the madrasah apparatus. Second, the capabilities to build solid teamwork, including harmonious working relationships, maintaining mutual manners and rules, and smooth communication. Third, the capability to be empathetic included maintaining mutual feelings, being calm and comfortable, and building a bright future.

Keywords: *Human Skill Capability, Madrasah Principal Leadership; Human Resources.*



A. Introduction

As the head of the madrasah, the head of the government, the community and education stakeholders, must improve the quality of the education unit in a better direction and move forward (Kurniawan, 2011). Improving the quality of education units requires the leadership of madrasah principals who are intelligent and reliable in managing human resources (HR). Madrasah principal leadership is a skill in influencing, encouraging, guiding and mobilizing educators and education staff, madrasah committees, parents and other parties so that they play an individual and collective role in achieving educational goals (Djatkiko, 2006). Leadership success is strongly influenced by the ability of the principal to manage human resources, anticipate things that hinder change, correct deficiencies and make changes for the better and move forward (Kartono, 2006).

As a top manager, the head of the madrasah has a very high authority in making policy decisions, especially in predicting a better future, innovating towards change, creating innovative policies, finding educational resources, and controlling and monitoring educational processes and outcomes (Said & Said, 2018). Policy decision-making must be fast and on target so that the academic unit they lead can advance and shine in the future. Policy decision-making should be careful and responsible, as it can affect the quality of educational processes and outcomes in the eyes of the public.

Professional madrasah principals have strong human skill capabilities in organizing, mobilizing, motivating, monitoring and evaluating human resources so that they participate and play an active role individually and collectively in achieving educational goals (Sholeh, 2016). The human skill capability of madrasah leadership is a human skill in interacting and cooperating with the subordinates they lead. Madrasah principals with humanitarian skills can motivate educators and staff to work creatively and productively to improve educational processes and outcomes.

The human skill capability of the madrasah principal's leadership is very much needed for a madrasah head in HR management (Pidarta, 2004). Human skill capability in HR management is the skill or ability to manage

human resources so that they can play a role individually and collectively in organizing educational programs (Multazam, 2017). Human resource management can be interpreted as a science and art in managing the relationships and roles of the workforce so that they can work effectively and efficiently in achieving the goals of educational organizations (Hasibuan, 2011). Managing human resources is a form of influencing individuals or groups so that all parties can contribute actively and creatively to achieving the goals of educational organizations.

In an educational unit, human resources are human capital since human resources are capital in contributing to profitability. Now it is often referred to as intellectual capital because of the ability to provide bright ideas in the development of educational organizations (Suparwi, 2018). Human resource management is a broad concept covering the philosophy, policy, procedure and practice used to manage individuals through educational organizations. The utilization of HR management concepts and systems is a systematic control in the network process that is fundamental to educational organizations involving all individuals in educational organizations. "The human resource management system includes human resource planning, job design, staffing, training and development, compensation, workforce protection and the development of educational organizations (Stephen & Coulter, 2010).

Based on the results of initial observations at State Islamic Senior High School 2 West Aceh (Madrasah Aliyah Negeri 2), henceforth referred to as MAN 2 West Aceh, the human skill capability of the principal madrasah leadership is still categorized as weak in managing, fostering, and mobilizing teachers and education staff. This weakness can be seen in the lack of good cooperation with the madrasah apparatus, the lack of solid teamwork, and the attitude of empathy in managing human resources, which needs to be stronger. These weaknesses arise due to the poor quality of the human skill capabilities of the madrasah principal's leadership.

Previous research related to the capability of human skill leadership in managing human resources has been researched by Armizan and Ilyas, showing the results of the study that human skill capability (human relations abilities) carried out by school principals has shown a better direction in



managing human resources. Furthermore, once researched by Mohammad Issa Ghafel Alkhalwaldeh, the study results showed a statistically significant influence from the practice of leadership human skill capabilities in managing HR for achieving organizational goals (Alkhalwaldeh, 2022). Then research by Dwi Suzanna and Rizki Fauzan showed that school principal leadership has a positive relationship and significantly influences teacher performance (Suzanna & Rizky, 2022).

Based on the findings of the previous research results, what is new in this study is related to the research focus and focus on issues regarding the human skill capabilities of the madrasah head in building cooperation with colleagues and deputy head, building a solid work team, and empathetic behaviour in managing HR. For these three aspects of the problem, the researcher will try to find answers from respondents to analyze the human skill capability of the madrasah principal's leadership in managing human resources comprehensively.

This research is fundamental to do, considering the success of the madrasah head in managing and administering human resources is greatly influenced by the level of human skill capability of the madrasah head in his leadership. The human skill capability of the madrasah principal leadership must be able to build cooperation, form a solid work team and be empathetic towards teachers and education staff (Asiah, 2017). Proper regulation and management of teachers and education staff can encourage the madrasah administrative process to run smoothly and orderly and to implement quality academic and non-academic programs and activities.

The findings from this research will likely contribute to the heads of the district/ city Ministry of Religious Affairs offices and other relevant agencies in providing considerations, making policies and making decisions to improve the quality of education unit management. Furthermore, accurate data and information are used by madrasah/ school supervisors in building and fostering good cooperation, high solidarity and solid teamwork between the madrasah head and teacher and education staff. Further, for the head of the madrasah, it can be beneficial knowledge to improve and enhance the quality of his human skill capability leadership in managing the human resources he leads.

B. Method

This study uses a qualitative method with an interactive naturalistic approach (Wijaya et al., 2021), which reveals a genuinely reciprocal relationship to the human skill capabilities of the madrasah principal leadership in managing human resources at MAN 2 West Aceh, Aceh, Indonesia". This research was conducted from 20 February to 20 March 2022 at West Aceh. Primary data sources were obtained from the madrasah principal, deputy principals, educators and education staff at MAN 2 West Aceh. Data collection was carried out using observation, interviews and document studies on the results of reports on intra and extracurricular activities in madrasah.

Data processing techniques are carried out using data verification, data presentation, data reduction and concluding research results. At the same time, the data analysis technique is done by interpreting and carrying out an action plan on the research results. When conducting the research, researchers behaved humanely with the head of the madrasah, deputy head, educators and education staff to obtain appropriate, valid and comprehensive data and information. The weaknesses encountered in the field related to time constraints and the busy schedule of the madrasah head, teacher and education staff made it difficult for researchers to gather data and information from the respondents.

C. Result and Discussion

1. Result

To answer the objectives of this study, the researcher describes and analyzes the data from the research findings about the human skill capability of the madrasah principal leadership in managing human resources (HR) at MAN 2 West Aceh, as follows:

- a. The Capability to Collaborate with Colleagues and Deputy Principals
 - 1) Assisting and helping colleagues and deputy principals

Based on the results of interviews with the respondents, it was stated that the madrasah head's capacity to help and assist colleagues and deputy



heads was classified as good. The head of the madrasah has helped and assisted educators in preparing learning departures and overcoming the difficulties of educators in the learning process. Furthermore, the head of the madrasah has helped and assisted academic staff regarding procedural issues, work mechanisms, and technical instructions that educational staff must carry out in managing madrasah administration. Then the head of the madrasah participated in helping and offering solutions to problems faced by educators and education staff at work.

The results of observations at MAN 2 West Aceh show that the head of the madrasah always helps colleagues and deputy heads who experience difficulties and obstacles in their work. The assistance provided in the form of guidance and coaching to his subordinates, such as how to make monthly, quarterly and semi-annual reports and how to use applications and process data and information. Meanwhile, colleagues help and assist each other in preparing Learning Implementation Plans, compiling material teaching texts, designing learning media, and implementing student programs and extracurricular activities.

Referring to the research results above, the madrasah principal's capacity to help and assist colleagues and deputy principals can be categorized well in overcoming difficulties and obstacles at work. Difficulties and obstacles in working, always receive guidance, counselling and technical instructions from the head of the madrasah in carrying out their duties. The head of the madrasah also always helps to overcome the personal problems of his colleagues and deputy principals, even if it only provides solutions to reduce the burden of their problems.

2) Giving opportunities form innovation of primary duties and functions

Based on the results of interviews with informants stated that the capability of the madrasah principal to provide innovation opportunities to colleagues and deputy principals is considered procedural, especially in providing opportunities to innovate on the primary duties and functions they carry out. Providing opportunities to innovate on the primary duties and



functions is not only limited to designing work programs but also providing support in the form of funds and work facilities needed. The funds and work facilities needed as a result of the primary duties and function innovations are the commitment of the madrasah principal to include the work program in the Work Plan and Budget (*RKKA*) for the following year.

The results of the document study of the draft Work Plan and Budget (*RKKA*) at MAN 2 West Aceh show that the madrasah principal has accommodated the work program innovated by his subordinates. The innovative work program has already been submitted for funds in the next year's *RKKA* budget draft. Funds and work facilities needed by colleagues and deputy's heads have been accommodated in the Work Plan and Budget (*RKKA*) at the madrasah.

Taking into account the results of the research above, it can be interpreted that the capacity of the head of the madrasah in providing innovation opportunities to colleagues and deputy heads has been categorized as procedural, especially in innovating on the primary duties and functions carried out by his subordinates. The primary duties and functions given by the head of the madrasah are not only limited to designing work programs that will be carried out but also providing support in the form of funds and work facilities needed. The funds and work facilities needed are included in the Work Plan and Budget (*RKKA*) for the following year.

3) Covering each other's weaknesses and disgrace of colleagues and deputy heads

Based on the results of interviews with informants stated that the capacity of the head of the madrasah in covering weaknesses and disgrace with colleagues and deputy's heads could have been considered better, especially when interacting, communicating and coordinating with each other. Colleagues and deputy principals who experience weaknesses at work, the head of the madrasah, together with colleagues and deputy heads of madrasah, are not looking for solutions to cover weaknesses; they will look for each other's justification. The head of the madrasah needs to directly provide guidance and counselling to overcome the weaknesses of his colleagues and deputy heads. However, it is often followed up after a crucial problem arises. When



colleagues and deputy heads experience personal disgrace, the head of the madrasah often loses responsibility for finding solutions that will be taken by subordinates so that the madrasah's dignity can decrease.

The results of observations at MAN 2 West Aceh showed that the head of the madrasah, with his colleagues and deputy heads, often shared the weaknesses and strengths of each other. They do not cover each other's weaknesses in work and do not prevent each other from appearing these weaknesses. Suppose any of them experience a personal disgrace. In that case, their fellow men often exaggerate the problem, do not cover up each other and try to find a solution to maintain the dignity of the constitution.

Referring to the research results above, the capacity of the madrasah principal to cover weaknesses and disgrace with colleagues and deputy's heads has yet to be well characterized. This can be seen when interacting, communicating and coordinating with each other. Suppose any of them experience weaknesses in their work. In that case, the head of the madrasah only immediately seeks a solution by providing counselling and fostering to the subordinates they lead. Suppose they experience personal disgrace in their daily lives. In that case, the head of the madrasah does not feel responsible for guiding and finding solutions to be taken in order to maintain the dignity of the institution he leads.

4) Taking policies that benefit the madrasah apparatus

Based on the results of interviews with informants, it was stated that the madrasah principal's capacity to make policies that could benefit his colleagues, and deputy heads were considered good, especially regarding career development and the welfare of his subordinates. Colleagues and deputy heads are allowed to attend webinars, training and promotions. Likewise, his welfare always gets attention from the head of the madrasah, at least through incentives and convenience in promotions and available positions.

The results of observations at MAN 2 West Aceh showed that the head of the madrasah was very concerned about his colleagues and deputy's heads in terms of facilitating promotions and available positions. If any of them experience difficulties in the promotion and functional positions, then

the head of the madrasah always helps to overcome the problems experienced by their subordinates.

Responding to the data from the research above, it can be interpreted that the capacity of the head of the madrasah to take policies that benefit his colleagues and deputy heads has been well regulated, especially in terms of developing careers and improving the welfare of his subordinates. Colleagues and deputy's heads can always attend webinars, training and promotions. Likewise, the welfare of colleagues and deputy's heads always gets the attention of the madrasah principal through the provision of incentives and other facilities in the form of promotions and available positions.

b. The Capability to Build a Solid Team Work in Managing Human Resources

1) Harmonization of fellow teamwork

Based on the results of interviews with informants stated that the capacity of the head of the madrasah to build solid teamwork was quite harmonious. The madrasah principal continuously fosters a relaxed atmosphere, exchanges opinions, greets and stays in touch with fellow madrasah residents. In building harmonious relationships with fellow teams, the head of the madrasah always positions himself as a protector and advisor to his colleagues and deputy heads in maintaining the integrity of a solid team with fellow madrasah residents.

The results of observations at MAN 2 West Aceh show that the head of the madrasah always maintains a harmonious relationship with fellow madrasah residents. They always talk politely, be friendly and care for each other's feelings. Then, the atmosphere was safe and comfortable at the teacher council office meeting. No visible things could damage the harmonious relationship among members of the meeting at the madrasah.

Referring to the research results above, the interpnicipal's capacity to build solid teamwork has been categorized as pleasing and harmonious. The head of the madrasah, with his colleagues and deputy's heads, always maintain a harmonious relationship, greet each other and stay in touch with fellow madrasah residents. The head of the madrasah always positions himself as a



protector and advisor to his colleagues and deputy principals in maintaining the integrity of a solid team at the madrasah.

2) Obeying rules of conduct and performing good manners

Based on the results of interviews with informants stated that the capacity of the head of the madrasah to maintain good manners and rules of conduct was exemplary. In maintaining etiquette, the head of the madrasah always adheres to religious values and prevailing customs. The rules in the madrasah are always complied with and obeyed by all elements of the madrasah. All elements of the madrasah maintain each other's ethics and feelings to build solid teamwork. Solid teamwork is built by jointly maintaining the appropriate manners and rules.

The results of observations at MAN 2 West Aceh show that the head of the madrasah always maintains the manners and rules that apply. The madrasah principal's attitude and behaviour always respect and maintain feelings with fellow madrasah residents. Fellow madrasahs never harm each other but show respect and appreciation to fellow madrasah elements.

The data from the findings above show that the madrasah principal's capacity to maintain the appropriate manners and rules of conduct has been categorized as good. In maintaining the values of manners, the head of the madrasah always adheres to religious values and prevailing customs. Meanwhile, in maintaining the applicable rules, the head of the madrasah is very committed and obeys all the rules that apply at the madrasah. The head of the madrasah continuously maintains the appropriate manners and rules so that the development of solid work can be achieved.

3) Smooth communication

Based on interviews with informants stated that the capacity of the head of the madrasah to communicate with colleagues and the deputy's heads was always smooth and harmonious. The madrasah principal continuously builds good communication to influence subordinates to work genuinely. Communication is carried out in the form of individuals and groups as well as verbal and in writing.

The results of observations at MAN 2 West Aceh showed that the head of the madrasah was very fluent in communicating with the subordinates he leads. The communication built by the madrasah principal is quite harmonious when organizing and moving subordinates to complete work. The subordinates he leads are glad and proud as there is good communication with the head of the madrasah.

Referring to the research data above, the madrasah principal's capacity to communicate with colleagues and deputy principals can be very smooth and harmonious. The madrasah principal communicates with subordinates excellently and humanely to easily influence subordinates to be disciplined and work diligently and genuinely. The communication that is built is often in the form of individual and in groups, verbally and in writing, related to the primary duties and functions that colleagues and vice principals must complete.

4) Coordinate

The results of interviews with informants stated that the head of the madrasah's capacity to coordinate with colleagues and deputy heads needed to be stronger, especially when implementing educational programs and activities in the madrasah. The madrasah principal still needs to be more negligent in coordinating with subordinates, whether directly ordering subordinates to meet the leader in person or via Whatsapp and telephone to discuss everything they want to do and what will be carried out in the madrasah. Weak coordination between the head of the madrasah with his colleagues and the deputy's heads can decrease the quality of the implementation of intra and extra-educational programs and activities in the madrasah.

The results of observations at MAN 2 West Aceh show that the madrasah principal still needs to gain the ability to build coordination with related technical fields in the implementation of educational programs and activities. Implementing intra- and extra-educational activity programs is often coordinated before the activity is carried out. All of this happened because of the weak coordination between the areas of implementing the activities, so the impact needed to be integrated between one activity and another.



Referring to the data from the research above, the capacity of the head of the madrasah to coordinate with colleagues and deputy's heads still needs to be categorized as weak when implementing educational programs. The head of the madrasah still needs to improve in building coordination on implementing intra and extracurricular activities. Both coordination is carried out directly or through Whatsapp and mobile phones related to implementing activities to be carried out by colleagues and deputy heads. Weak coordination of madrasah principals has resulted in less integration between one activity and another.

c. The Capability to be Empathetic in Managing HR

1) Respecting the feelings of teamwork

Based on the results of interviews with informants stated that the capacity of the head of the madrasah to maintain feelings with fellow teamwork has been strong so far. The head of the madrasah and the teamwork have tried to maintain mutual feelings by respecting and caring for each other. Such attitudes and behaviors have been well preserved and maintained by fellow teamwork.

The results of observations at MAN 2 West Aceh show that the head of the madrasah, together with the teamwork, has shown attitudes and behaviors of mutual respect, appreciation, and care with fellow teamwork and school residents. They always speak politely, are friendly and respect each other's feelings. Then it does not appear that there are things that can damage the harmonious relationship among the teamwork in the madrasah.

Considering the research results above, the madrasah principal's capacity to maintain feelings with fellow teamwork has been considered good. The head of the madrasah, together with the teamwork, has taken care of each other's feelings by respecting each other, appreciating and caring for each other with fellow teamwork and school residents. Such conditions have been well preserved and maintained to build solid teamwork.

2) Creating a peaceful and comfortable working environment

The results of interviews with informants stated that the head of the madrasah's capacity to create peace and comfort was good. The head of the



madrasah has continuously tried to keep the team calm and comfortable at work. The madrasah principal always positions himself as a protector in creating calm and comfort for solid teamwork.

The results of observations at MAN 2 West Aceh showed that the head of the madrasah and his colleagues and deputy's heads had maintained peace and comfort at work. The working environment is always calm and comfortable when interacting and doing work activities. The commitment of fellow team members at the madrasah demonstrates such conditions.

In response to the research data above, the madrasah principal's capacity to maintain peace and comfort has been categorized as good. The head of the madrasah has tried continuously to maintain the calm and comfort of the team at work by preventing things that damage the peace and comfort of the team. The head of the madrasah always positions himself as a protector for team members in creating peace and comfort at work.

3) Building the spirit of solidarity at work

Based on the results of interviews with informants, it was stated that the madrasah head's capacity to build solidarity still needed to be improved for his subordinates. This can be seen from the attitude and behavior of the madrasah head, who still does not care about the daily difficulties experienced by his subordinates, including difficulties in solving the financial problem, living far away from the madrasah, and household affairs. Of these difficulties experienced by these subordinates, the head of the madrasah did not want to participate in overcoming them.

The results of observations at MAN 2 West Aceh show that the madrasah principal still needs to share togetherness with his fellow teamwork and madrasah residents. Where they are still reluctant to ask for help. Then the head of the madrasah is still less concerned with overcoming the difficulties that colleagues and vice principals find in everyday life.

Referring to the data from the research above, it can be interpreted that the capacity of the head of the madrasah to build the spirit of solidarity and togetherness is still categorized as weak. The principals of the madrasah cannot foster a spirit of togetherness and solidarity, so they are reluctant to



ask for help from the madrasah principal to overcome the difficulties they are experiencing. Such attitudes and behaviors prove that the principal of the madrasah is very weak in building a spirit of solidarity and togetherness against his colleagues and vice principals.

4) Building a bright future

Based on the results of interviews with informants stated that the capacity of the head of the madrasah to build a bright future has been good so far. The head of the madrasah has continuously created a bright future for the subordinates he leads. A bright future is built for subordinates through accelerated promotion and career development of colleagues and vice principals.

The results of observations at MAN 2 West Aceh show that the head of the madrasah always builds a bright future for the subordinates he leads. They always get the attention of the head of the madrasah to accelerate promotion and other facilities from the head of the madrasah. Then at the meeting, the head of the madrasah always reminds subordinates to immediately propose promotions for those who have met the requirements and continue to improve their professional abilities to improve their careers.

In response to the data from the research above, the madrasah principal's capacity to build a bright future for his subordinates has been categorized as good. The principal of the madrasah continuously creates a bright future for his subordinates. A bright future built for subordinates is in the form of accelerated promotions and career development.

2. Discussion

The data from the research findings show that the human skill capability of the madrasah principal leadership in managing human resources (HR) at MAN 2 West Aceh is categorized as good and some are not categorized as good. First, the capability of the madrasah principal in collaborating with colleagues and deputy principals who are well-appointed includes assisting and helping colleagues and deputy principals, providing opportunities to innovate on the primary duties and functions and taking policies that benefit



the madrasah apparatus. At the same time, the one that has yet to be categorized as good is less able to cover weaknesses and disgrace with colleagues and deputy heads of madrasah. Second, the capability of the madrasah principal to build solid teamwork in managing human resources is categorized as good, including establishing harmonious relationships with fellow teamwork, obeying etiquette and rules of conduct and communicating smoothly. In contrast, the one that needs to be adequately categorized is difficulty coordinating. Third, the capability of the madrasah principal to be empathetic towards human resources, which is categorized as good, includes respecting the feelings of fellow teamwork, creating a peaceful and comfortable work environment and being able to build a bright future, while the one that has not been categorized as good is not having the same spirit of solidarity and togetherness at work.

Based on the findings of this study, the madrasah head needs to improve and develop human resource capability in administering and managing human resources by the principles of human resource management. In working with co-workers, the madrasah principal must be able to cover weaknesses and faults with co-workers, maintain an attitude of mutual help with others, grow initiative and be creative in innovating on the main tasks and functions they carry out (Rumman et al., 2020). Furthermore, in building a solid work team, the madrasah head must build harmonious relationships with fellow work teams, maintain the etiquette and rules that apply and build exemplary communication, and easily coordinate between fields of work (Rimkeviciene et al., 2017). In terms of empathy towards co-workers, the head of the madrasah must take good care of it to maintain solidarity with fellow work teams, be comfortable and share the same goals at work (Çalışkan, 2010).

In practice, the leadership of the head of MAN 2 West Aceh shows successes and weaknesses in implementing human skill capability in managing human resources. The successes and weaknesses are due to the quality factor of the leadership capability of the madrasah head in administering and managing the human resources he leads. The higher the quality of the leadership capabilities of the madrasah head, the higher the quality of administering and managing human resources in the madrasah. Vice versa, the lower the



quality of the leadership capabilities of the madrasah head, the lower the quality of administering and managing human resources in the madrasah.

a. The capability to Collaborate

The success of the head of MAN 2 West Aceh in managing human resources (HR) must be connected to the leadership capability of the madrasah principal in organizing, mobilizing and motivating colleagues and deputy heads to work together. The head of the madrasah must seriously maintain this condition in managing human resources. "Good cooperation with colleagues and deputy's heads can facilitate the educational process and make it easier to achieve more optimal educational outcomes" (Farisi, 2021).

Weaknesses in the human skill capabilities of the leadership of the head of MAN 2 West Aceh in terms of fostering colleagues and deputy's heads to cover each other's weaknesses and disgrace, strengthen coordination and build a spirit of solidarity at work. This weakness must be separated from madrasah leadership's weak human skill capability in managing human resources (HR). Therefore, the leadership madrasah principal needs personal, professional, social and managerial intelligence in their leadership (Jabbar & Hussin, 2019). The leadership intelligence of the madrasah principal can make it easier for them to organize, mobilize and motivate colleagues and deputy principals to cover each other's weaknesses and disgrace, coordinate and build a spirit of solidarity in their work.

The human skill capability of madrasah leadership in covering weaknesses and disgrace with colleagues and deputy principals is very urgent for the madrasah principal in overcoming and preventing things that can decrease the dignity of the institution he leads. The head of the madrasah must be able to foster the mental attitude of colleagues and deputy's heads to cover personal and co-workers' weaknesses and disgrace together so that they do not seek each other out and expose the weaknesses and disgrace of fellow madrasah residents. Suppose there are weaknesses and disgrace among the madrasah residents. In that case, all elements of the madrasah are obliged to advise each other in order to maintain the personal dignity of their colleagues and institutions.

The human skill capability of the madrasah principal in working together can result in the value of a work culture of mutual help and assistance with colleagues and deputy madrasah principals (Nirmalawati, 2009). His attitude always provides opportunities for colleagues and deputy heads to innovate on their primary duties and functions and creates policies that benefit the madrasah apparatus (Gallagher, 2021).

The madrasah head's capability to actively work in a team can encourage subordinates to work wholeheartedly, be disciplined and be trustworthy in implementing educational programs (Leodevina & Batugal, 2019). Building good cooperation not only maintains feelings with fellow subordinates but is essential to pay attention to how to protect the rights of subordinates and their needs in carrying out their duties (Azbari et al., 2015). Good cooperation will be weak and damaged if the headmaster ignores what is right and the needs of subordinates in carrying out their duties.

b. The Capability to Build a Solid TeamWork

The human skill capability of madrasah leadership in building solid teamwork must be able to uphold harmonious attitudes and behavior with fellow team members, maintain appropriate manners and rules and quickly and smoothly establish communication with each other (Nirmalawati, 2009). These attitudes and behaviors must be a moral strength for colleagues and deputy heads in building a solid team at the madrasah. A solid team at work can strengthen and encourage madrasah officials to work in a disciplined, active and productive manner for the progress of the madrasah.

The human skill capability of madrasah leadership in coordinating with colleagues and deputy heads is something that must receive serious attention from the madrasah principal so that intra and extracurricular educational programs and activities can be coordinated and integrated into a unified whole between one activity and another and from one field to another (Kasmawati, 2017). The coordination and integration built are not only limited to integrating educational intra and extracurricular programs and activities but can also touch on work procedures, mechanisms and technical work instructions in an integrated service system in the madrasah.



A solid work team becomes more robust if the madrasah head can distribute tasks to his subordinates. The division of tasks according to the expertise of subordinates will undoubtedly form a solid work team (Liu & Werblow, 2019). A solid work team will be built if the tasks given are straightforward with authority and responsibility so that there are clear understandings between subordinates in carrying out their duties (Naqshbandi & Tabche, 2018). The work team will be solid if each subordinate's authority and responsibility keep and maintained it.

c. The Capability to be Empathetic

The madrasah principal's ability to be empathetic with colleagues and deputy principals is built on the values of a work culture that always maintains feelings with fellow team members, is calm and comfortable at work, and builds a bright future for the benefit of colleagues and the vice principal. These work cultural values must be imprinted in the souls of colleagues and deputy heads when communicating, coordinating, and interacting, as well as when carrying out work activities with fellow team members (Nuzulul Fatimah). Empathy with fellow team members can motivate colleagues and deputy heads to work earnestly and sincerely.

The human skill capability of the madrasah principal leadership in building the spirit of solidarity needs to be nurtured and fostered continuously by the madrasah principal so that the subordinates he leads always have empathy for their superiors and fellow colleagues. The spirit of solidarity possessed by colleagues and deputy's heads must result in compassion, brotherhood and help with fellow team members at the madrasah (Gallagher, 2021). These values become the moral strength for all elements of the madrasah in managing human resources (HR) in the madrasah.

The capability of the madrasah head to be empathetic to subordinates is not enough with a sweet voice, physical expression and a soothing soul, but what is essential to build is a sincere soul in reducing the burden on subordinates' lives and overcoming the difficulties of subordinates' assignments (Akhtar et al., 2017). All of that must be demonstrated with sympathy and agreement between superiors and subordinates and between

subordinates and subordinates in carrying out educational programs and activities (Sahito & Vaisanen, 2017). This empathy attitude can encourage subordinates to work actively and creatively in carrying out their duties.

D. Conclusion

Based on the explanation above, the madrasah principal's human skill capability has successfully managed human resources (HR). Several aspects need to be improved and developed in managing HR. Things that need to be improved by the head of the madrasah are related to success in building good cooperation by helping and assisting each other in overcoming difficulties and weaknesses, providing opportunities to innovate on primary tasks and functions and adopting good policies for the madrasah officials. Furthermore, it is related to success in building a solid work team by building harmonious working relationships with fellow teams, maintaining mutual manners and rules that apply and fluency in communication. Then related to success in being empathetic by maintaining feelings with fellow teams, being calm and comfortable at work and guaranteeing a bright future for subordinates. The thing that needs to be fixed by the madrasah head related to weaknesses in fostering colleagues is covering up weaknesses and faults with each other, strengthening cross-sectoral coordination and activities and building a spirit of shared goals in work.

The contribution to knowledge from these findings is the improvement and development of Human Resource Management (HRM) to achieve the academic unit's vision, mission and objectives. Human skill capability must be used to administer and manage human resources. Because through good human resource management, good cooperation, solid teamwork, and high empathy can be created to improve the performance of teachers and educational staff in madrasah. The findings of this study need to be further investigated by using other independent variables in analyzing the human skill capabilities of madrasah leadership in managing human resources in madrasah.



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