



## THE PRINCIPALS' LEADERSHIP IN MANAGING JOB DESCRIPTION AT MAN 2 BANDA ACEH

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**Abstract:** The leadership of the madrasa principal substantially plays a significant role in promoting the quality of an educational institution. Implementing *the job description* in specific departments should be carefully applied and fulfill the applied procedures. The objective of this study was to find out the process of *job description* application conducted by the principal of MAN 2 Banda Aceh. This study is categorized as qualitative research, employing observation, interview, and documentation as data collection techniques. The data were analyzed through several steps: data reduction, data display, and conclusion. The findings of this study indicated that the principal of MAN 2 Banda Aceh has administratively implemented job description management based on the existing regulation. Managerially, the principal held specific tests for the employees (teachers and staff) assigning the *job description*. In addition, conditions and criteria were established in deciding the *job description*, namely formation request, educational background, working experience, physical and mental health, age, social relationship, and so on. The principal of MAN 2 Banda Aceh faced some obstacles in placing the *job description* encompassing internal and external factors, namely the mindset and culture-set of employees. At the same time, externally, they were influenced by the complex skill and possible personal and political interests of personnel.

**Keywords:** Job Description, Leadership, Madrasah

**Abstrak:** Kepemimpinan Kepala Madrasah memiliki peranan penting dalam memajukan lembaga pendidikan. Penempatan *job description* di lembaga tersebut harus betul-betul terukur dan memenuhi syarat yang sesuai dengan ketentuan yang berlaku. Tujuan penelitian ini adalah mengetahui proses penempatan *job description* yang dilakukan oleh Kepala MAN 2 Banda Aceh. Penelitian ini termasuk penelitian kualitatif dengan menggunakan teknik observasi, wawancara dan dokumentasi untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa Kepala MAN 2 Banda Aceh secara administratif telah melakukan penempatan *job description* sesuai dengan prosedur yang berlaku, dan secara manajerial ikut melaksanakan seleksi kepada pegawai (guru dan staf) dalam penempatan *job description*. Adapun syarat dan kriteria yang ditetapkan dalam penempatan *job description* diantaranya permintaan formasi, latar belakang pendidikan, pengalaman kerja, kesehatan fisik dan mental, usia, hubungan sosial dan lainnya. Adapun hambatan yang dirasakan oleh Kepala MAN 2 Banda Aceh dalam menempatkan *job description* adalah adanya faktor internal berupa *mindset* dan *cultureset* pegawai, dan faktor eksternal berupa kemampuan *hardskill* dan adanya kepentingan tertentu dari pegawai.

**Kata Kunci:** Job Description, Kepemimpinan, Madrasah

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## INTRODUCTION

The principal is believed to obtain immense trust to organize the accomplishment of educational service and is responsible for guaranteeing an excellent education. The leadership of the madrasa principal undoubtedly influences the fluctuation in education, both in academic and non-academic aspects. The achievement of educational goals

depends on the competencies and wisdom of the madrasa principal as one of the leaders in the education setting. Based on the regulation of the Indonesian Ministry of Religious Affairs No. 58 Tahun 2017, the madrasa principal has to ensure the execution of education and management of the madrasa, which is effective, efficient, and accountable. Therefore, it is necessary to regulate the madrasa principal, including the duty, function, and responsibility owned by the principal.

According to Pidarta (2004), the madrasa principal plays a role and responsibility as a manager, leader, and administrator of education. Muslihat (2020) also stated that in the administration sector, tasks owned by the madrasa principal are categorized into the management associated with the management, employee affairs, students, building, and all management of the school and its relationship with society. Indeed, to run the errands and responsibilities, the head of the madrasa is demanded to master several competencies; one of them is the competence in supervising. Dini (2019) explained that the duty of a madrasa principal in terms of supervising encompasses giving guidance, supervision, and evaluation assistance to the issues associated with the technical maintenance and development of education and studies, which represent the improvement of programs and educational activities in order to create a better educational situation.

From many programs planned to be implemented in one madrasa, the *job description* program becomes the main fundamental program practiced by one madrasa. A *job description* is defined as the understanding of the description of tasks and jobs of employees or staff about tasks and authority, including the responsibility and details of the jobs. Pattisahusiwa (2013) study mentioned that *job description* and *specification* are significant for process performance. The analysis of the position would affect the professionalism of the apparatus and organization performance that led to the management system and human resources of excellent and effective apparatus. Supriyadi et al. (2020) added that a *job description* that is done effectively would provide satisfaction and certainly would share positive attitudes, for instance, the improvement of discipline and work spirit. In other words, job satisfaction will be achieved if there is support from good leadership in terms of effective and efficient *job descriptions* that suit the organization's objectives.

In an educational context, the duty of teachers has been regulated in Undang-Undang No. 20 Tahun 2003 about the National Education System. It says that obligation of educators (teachers) is to create a meaningful educational atmosphere, fun, creative, dynamic, and dialogic; to be committed professionally to improving the education quality; to set a role (example) and maintain the good name of institution, profession, and position following the trust given to them. In this study, the principal covers many roles for educational institution leaders. According to Machali and Hidayat (2008), one of the madrasa principals' roles is as the administrator, in which the principal madrasa functions do the planning, organizing, briefing, coordinating, and supervising sectors which support education, such as curriculum, students, office, staffing, equipment, finance, and library. As an administrator, the placement of *teachers and staff job descriptions* is considered an organizing matter.

However, the main problem in many educational institutions is the need for more implementation of teachers' and schools' or madrasa's staff management related to the functions and job responsibilities. Rao (2004) claimed that most principals often deal with issues associated with the policy and experience that appeared in fictional problems and the separation of teaching staff, which later will impact the school's vision and goals. Thoha (2017) also added that many educational institutions are considerably dissatisfied with the effort to improve quality due to a weak education management system. Maryati (2006), in her study, mentioned that good organization through the *job description* of teachers and staff at madrasa can improve the professionalism of teachers in fulfilling their duties in specific sectors. Generally, the success of one institution depends on the quality of the figures involved in it or the people performing those efforts (Thoha, 2017).

The researcher reviewed several studies on the principal leadership in preserving school or madrasa education quality in the Acehese context. A study from Mansur (2020) indicated that a principal's decision-making, interpersonal communication, and good role model signified teachers' teaching performance at MAN Sumbok, Nibong, Aceh Utara. Similarly, a study from Alimuddin (2020) also concluded that decision-making skills and communication became the two most influential competencies in succeeding the implementation of the curriculum development program at MAN Matangkuli, Aceh Utara. Hence, students' learning motivation could be enhanced, and the curriculum planning program and the facilities could be used optimally and effectively.

Moreover, Rahmi (2019), in her study, believed that the principle of SMAN 2 Lhoknga should have some roles, namely as an educator, manager, administrator, leader, and motivator in improving the work ethic of teachers at school as a manager supervision management is one of the criteria the principal should cover. Munawir (2021), in his study, revealed that the principal's management of academic supervision was necessary to improve teachers' teaching quality at MTsN 1 Aceh Timur encompassing the plan, implementation, and evaluation.

Another interesting study from Rahmiq, Nurussalami, and Yani (2019) suggests that the principal at SMA Negeri 1 Darul Imarah embodied two leadership styles which were charismatic and democratic. Both charismatic and democratic leadership styles could attract and influence teachers and staff to maximize their performance in harmonic professional relationships. In short, most of the studies the researcher found discussed the principal's leadership and managerial role in positively influencing the role of teachers and staff at school or madrasah. A limited number of studies focused on the principal competency in managing the job description of teachers and school administrators.

Based on the explanation above, the researcher felt it was necessary to discuss the leadership phenomena played by the madrasa leaders in Aceh. Considerably, Aceh province is widely recognized for its Islamic teaching embedded into society and performed formally in every department and institution, including the madrasa. MAN 2 Banda Aceh is one of the Islamic educational institutions accredited by "A" and has been widely recognized for many achievements. This reputation made MAN 2 one of most parents' favorites to get their children enrolled. Many students at MAN 2 Banda Aceh

would undoubtedly lead to many managerial and administrative tasks for authorized figures. It would challenge the principal as the leader at the madrasa to preserve and persist the school's reputation in the middle of countless working loads. Therefore, this study also indirectly aimed to obtain the record and story of how madrasa in Aceh, especially at MAN 2 Banda Aceh, preserve the status of good madrasa that is considered to be the agents or representatives of Islamic values implementation in educational sectors. From the considerations mentioned above, the researcher attempted to develop this issue into research.

## **LITERATURE REVIEW**

### **The Leadership of Madrasa Principal**

The term leadership is often associated with organization and management. The one who leads a particular organization is trusted to lead the organization to achieve its goal. Robbins and Sanghi's (2006) popular definition of leadership was the ability to influence something or someone (group) to find a way to achieve the organization's objectives. Additionally, leadership is a social process in which someone can identify the assistance and support from other people in achieving together goals. It is agreed that leadership involves a process and social influence where an individual emits the influence needed by others to structure the activities and relations in one group of people or organization (Djunaidi, 2017).

Concerning this Madrasa Principal, according to the PMA (Regulation of Indonesian Ministry of Religious Affairs) No. 58 of the Year 2007, the principal is defined as the leader of the madrasa. The regulation also stated that the primary job desk of the principal is to do the managerial and supervision task for teachers and teaching staff, besides other tasks such as teaching and guiding to support the needs of teachers at the madrasa. Based on this regulation, the role of the madrasa principal as manager and supervisor has been clearly defined. Hence, the head of the madrasa is given the authority as a decision-maker to do some ability, namely predicting the future of the madrasa; making innovative and creative actions through many activities for the bright future of the madrasa; creating strategy or policy that could succeed those innovative ideas; managing plans, both strategic plan, and operational plan; discovering learning sources and proving learning facilities and infrastructure; and making control and monitoring towards the implementation of education and its outcomes (Machali & Hidayat, 2018).

Meanwhile, the supervision task of the madrasa principal could be seen as how he/she could provide assistance, guidance, and advice for teachers in facing obstacles. It is necessary because the supervision given by the head of the madrasa could improve the quality of and madrasa's learning outcomes and simultaneously improve the performance of teachers and teaching staff (Dini, 2019).

From the explanation above, the role of the madrasa principal as the leader of the madrasa should cover managerial and supervision tasks in which the head of the madrasa is not only given the authority to decide what to do in the madrasa but also to fulfill and support the needs of teachers and teaching staff for the sake of realizing madrasa's objectives.

### **Job Description**

Generally, the *job description* is a written or stated statement stating and declaring the authorities, responsibilities, work conditions, and other aspects of a particular position or job. Sedarmayanti (2017) also mentioned that a job description is a systematic way about jobs and responsibilities of specific positions based on the facts (why, how, when, and where) the jobs are done and the qualification assigned to the figures. Additionally, Ardana, Mujiati, and Utama (2012) defined a job description as a document of written information about the duties, responsibilities, and line relationship between employees, employers, or higher positions. They added that job description functions to minimize the confusion amongst employees about their job desk and to give them understanding in executing their work. Based on the definition above, a job description in an educational institution certainly will manage the roles and job desks of teachers and teaching staff at school to realize the school's objectives.

### **RESEARCH METHODOLOGY**

The researcher used qualitative description for this study. The qualitative study attempted to search and describe the data obtained narratively from activities and experiences experienced by the object of study (Anggito & Setiawan, 2018). Naturally, a qualitative study wants to provide, highlight, explain and describe critically one phenomenon or event as the result of social interaction in society to find out the meaning of the actual context (Yusuf, 2017). This study attempted to find out and describe the madrasa principal's experience in managing one educational context's job description.

The data collection techniques for this study were Observation, Interview, and Documentation. During observation, the researcher directly came to the field to observe the activities done by the madrasa principal and teachers at MAN 2 Banda Aceh. The interview session was conducted to answer the research problems experienced by the madrasa principal in managing the *job description* at MAN 2 Banda Aceh. Furthermore, the researcher used a documentation technique. In this case, the researcher obtained the data from the madrasa principal's annual program, the madrasa curriculum, teachers' data, facilities, and infrastructures.

The data analysis uses analysis formulated by Miles, Huberman, and Saldana (2005), which is (a) Data Reduction, which is the summary activity to select the main items and focus on essential data so that the data that had been reduced would provide the precise description and ease the researcher in collecting the following data and looking for necessary assistance; (b) Data Display, after reducing the data, the next step is to display and present the data, in which through data display or presentation, the data would be organized in its relation to the pattern. Hence the data would be easily understood; (c) Conclusion, the final step after reducing and displaying the data. The process of concluding the data analysis of a qualitative study should be supported by valid and consistent shreds of evidence when the researcher returns to the field to re-collect the data, so the conclusion mentioned by the researcher would be credible and could answer the research problems that have been outlined (Sugiyono, 2009).

## FINDINGS AND DISCUSSION

### Findings

This study aimed to determine the strategies, requirements (steps), and challenges experienced by the principal in managing the *job description* for the teachers and staff at MAN 2 Banda Aceh. The placement of the *job description* is an activity done by the madrasa principal to ensure the continuity of administration and teaching and learning process and improve the quality of human resources and output of one educational institution. The findings of this study were collected from the interview session. The result of the interview was then explained in several subtopics below.

### **Strategies Applied by the Principal at Madrasa in Managing the *Job Description* at MAN 2 Banda Aceh.**

Based on the interview result, organizing the *job description* done by the principal of MAN 2 Banda Aceh corresponded with the existing procedure and regulations. Administratively, the placement of the staff candidate in *the job description* was decided based on the background and educational qualification. The candidate of staff and employee placed in one *job description* must have the ability encompassing the knowledge factor, skill and ability, and behavior and attitude:

So far, we have positioned the staff based on their educational background and experience. Significantly, the official position of staff was based on a reference or letter of a statement (SK) from their previous school or workplace. We also evaluate the need to add a new *job description* for a particular division here at our school to have sufficient human resources that can work efficiently and effectively (**Principal of MAN 2 Banda Aceh, 2021**).

Managerially, the madrasa principal gave the test and examination for every teacher in managing the *job description*. It was done to decide where the teacher and staff should be placed and what kind of duties should be given to them, and to examine their appropriateness and performance:

In deciding the *job description* in the madrasa, we first conducted a series of tests, including medical test evidence and interview. In interviewing the candidates, we asked several questions about the theory and practice of these skills, and indeed, we had a (marking) criteria. We carefully selected our new teachers and staff for their specific *job descriptions* at school (**Principal of MAN 2 Banda Aceh, 2021**).

The principal of MAN 2 Banda Aceh also conducted the selection related to the teachers and staff competencies and skills in operating the computer and other media technologies that could support the educational quality and the service of the madrasa:

It was essential to evaluate the progress of human sources here at our madrasa towards their ability in the recent use of technology in education. We often sent our staff and teachers to participate in workshops, seminars, and training to update their skills and knowledge. After that, we ask them to implement what they have learned from the training here at our madrasa. Moreover, if it is successful, we will give them appreciation and rewards (**Principal of MAN 2 Banda Aceh, 2021**).

### **Requirements and criteria set by the Principal at Madrasa in Managing Job Description at MAN 2 Banda Aceh**

To fulfill the steps of positioning the *job description* above, the MAN 2 Banda Aceh principal certainly had set the requirements and criteria. It was necessary to do to obtain a good standard of human resources. The conditions and criteria set by the principal of MAN 2 Banda Aceh were also based on the existing procedure and regulations. There were some conditions and criteria: *the formation request, previous work experience, physical and mental health, age, and attitude*:

In deciding on a job description for our staff and teachers, we should refer to official documents and subjective evaluations. Firstly, we consider their educational certificate and their previous relevant working experience. Secondly, we also evaluated the attitude of our teachers and staff, especially in handling one specific task and their attitude in giving the service to students and parents. Importantly, we also should see their physical and psychological condition proved by medical condition statements from a doctor. Furthermore, lastly, we monitor their relationship and attitude amongst other staff and teachers here **(Principal of MAN 2 Banda Aceh, 2021)**.

Similarly, one of the teaching staff working as head of the administration (KTU) at MAN 2 Banda Aceh also added:

As head of administration, I was responsible for ensuring that every staff and teacher with a particular position at the madrasa worked based on their primary duties and functions (*tupoksi*) because this would affect the performance allowance (*tunjangan kinerja*). Moreover, the shreds of evidence for the report were the letter of the statement (SK Pembagian Tugas) and the proof of their relevant activities and jobs **(Head of Administration at MAN 2 Banda Aceh, 2021)**.

Besides the conditions and criteria mentioned above, the MAN 2 Banda Aceh's principal also observed the employee's social interaction (staff and teachers). They showed that they had a sense of responsibility and could provide solutions. More importantly, the future staff recruited had never been involved in legal cases.

### **Challenges Faced by the Principal in Organizing the Job Description at MAN 2 Banda Aceh**

There were challenges in deciding and implementing the job description of staff and teachers at MAN 2 Banda Aceh. When the researcher interviewed the principal of MAN 2 Banda Aceh, generally, there were internal and external factors causing this issue:

So far, one major obstacle for us here to implement an adequate job description was the mindset and culture of our staff and teachers. There needed to be more sensitive in improving and updating themselves with positively constructive desires. Even worse, some staff and teachers were still indisciplined **(Principal of MAN 2 Banda Aceh, 2021)**.

In addition, the head of the administration (KTU) also expressed their experience working with staff and teachers related to their unsatisfying performance:

It was deeply regretted that most of our staff often carried their problems from outside (their family) at school, which could affect others negatively. If the problem was about teachers' non-updated skills, we could make an effort by sending them to any workshop or training here. Even worse, there was also a gap between a particular group of teachers and staff here at school, which could cause disintegration among us (**Head of Administration of MAN 2 Banda Aceh, 2021**).

### Discussion

From the interview and findings above, it was found that the principal of MAN 2 Banda Aceh has implemented the job description for teachers and staff based on the official and standardized procedure. All the procedure was done to realize the future effective and efficient school administration at MAN 2 Banda Aceh. Gomez-Meija et al. (2012) mentioned that the organization of a *job description* requires specific job details and description, the summary of the tasks, obligations, and responsibilities to manage complicated and specific things, which results in job effectiveness and efficiency. In carefully and adequately selecting the staff and teachers' job description, the principal considered several aspects: reference and letter of a statement (SK), educational background, and previous working experiences.

Then, it was significant to conduct tests and evaluations to recruit and position the staff and teachers based on their job descriptions. Teachers were tested, and they must be relevant to the subject they taught. However, in general, teachers must have the essential ability to manage and organize the learning design and materials (lesson plan and syllabus), design an exemplary process of learning, evaluation of students' learning performance, and the ability to use the learning method and strategy that were innovative, creative that could improve students' learning outcomes. In doing so, it is highly suggested that the principal optimize the competence as supervisor. A study from Nurmalina (2018) outline some aspects that should be supervised by the principal, namely the completeness of learning sources such as syllabus development, annual program, a semester program, minimum scoring criteria (KKM), lesson plans, administration required by the classes, teaching strategies and material delivery in the classes.

Furthermore, to recruit the employees that fit the needs, it was necessary to select in the form of written and oral tests. However, sometimes at one particular institution, employees could be recruited internally through promotion or mutation (Mulyasa, 2019). Pattisahusiwa (2013), in his study, mentioned that a leader needed to analyze the position, which became the procedure to ensure that *job descriptions* could be established for all staff with their proper qualification. Moreover, it also needs the assessment of character and attitude for all teachers and staff. It should have been executed productively, but the madrasa principal only observed the madrasa's daily activities based on the reliable and trusted written report.

Moreover, for the formation request, the principal of MAN 2 Banda Aceh must be well-informed about the formation required or had been left empty previously. It was necessary to ease the selection of future employees assigned the *job description* in that



madrassa. Suryani (2018) argued that the lack of availability of human resources could impede the management of *job descriptions* because, indeed, the workload given had exceeded the number of workforces. Additionally, the educational background becomes one of the benchmark standards in placing the *job description* because this educational background would become the qualified figure in achieving the educational goals. Carefully considering the educational background also becomes the standard for someone to be professional in his or her field.

The factor of working experience becomes one of the aspects and benchmarks of teachers and staff in running their errands that have been given. Maqsood, Sohail, Qureshi, and Kausar (2017), in their survey, revealed that teachers and staff that owned longer working experiences would provide work satisfaction, and they could be emotionally healthy in handling the challenging and complicated situations of academic workload. In other words, the more experience owned by the employees in many sectors, the better the result that the teachers and staff could contribute in running their tasks in every sector because they were already experienced in their fields.

Physical and mental health are also influential in managing the *job description*. If the health of teachers and staff is unstable, it also negatively affects the continuity of the teaching and learning process, management, and administration. Teachers and teaching staff with disturbing physical health usually would only be placed in a few super busy positions like the section of administration managing school curriculum and teachings.

Similarly, character and attitude factors become another essential factor in ensuring the continuation of the educational process. Attitude and character could be reflected through respect and appreciation among staff and teachers. The targeted works, duties, and responsibilities could be optimally realized if this could be reached. The age factor must be addressed because the age of employees will keep increasing throughout the years. Civil servants or official governmental officials have determined age limitations for applying and retiring.

Nevertheless, the age factor will only sometimes affect *job description* management because older or more mature employees can still contribute productively. However, Siswanto (2010) mentioned that age influences someone's productivity, in which older staff usually have a lower productivity rate than younger staff. In this case, the madrasa principal also encouraged the staff and teachers to constantly be updated on the development of knowledge and technology affected by the rapid era of transformation.

In executing specific works, obstacles become standard in every organization, including the educational institution, where the figures face many challenges in achieving particular objectives. A supervisor there would be some obstacles for the principal in supervising the process of school management, for instance, the unmatched schedule between the conduction of supervision, lack of supervising skill and knowledge from the principal, and teachers' readiness towards the supervision process (Nurmalina, 2018).

At MAN 2 Banda Aceh, there were two problems in organizing the *job description*, namely internal and external factors. For the internal factor, the challenges encountered by the principal were the *mindset* (way of thinking) and *culture set* (the culture of working). *The mindset* here is how an individual thinks (teachers and staff). However, the

head of MAN 2 Banda Aceh, admitted that some employees still have a way of thinking that is not visionary and advanced.

Meanwhile, the *culture set* refers to the working culture as some employees were still indisciplined regarding time and job sensibility. Solving these issues requires a *reward* system. Suryadilaga, Musadieq, and Nurtjahjono (2016) mentioned that *reward* was given based on the sacrifice made for time, energy, and thoughts which was furtherly aimed to attract and motivate people who had the capability and skills and to improve the operational consistency of employees. Additionally, the leadership value from the principal expectedly could minimize indiscipline by giving motivation. Gaining teachers' motivation could be done through the setting of a physical work environment. A conducive physical work environment could motivate teaching staff to optimize their job responsibility (Nurmalina, 2016).

On the other hand, external factors cover the employees' skill in operating some equipment and media (technology) to support their work. In this case, it was suggested for the principal of MAN 2 Banda Aceh to involve and register the teachers and staff for a seminar and workshop (training) and form the MGMP, just like what had been done by the head of MAN Pamekasan (Thoha, 2017). Additionally, the factors of interest shown by the employees and personnel at the institutions were frequently carried into the madrasa, which resulted in disharmony amongst staff and negatively affected employees' performances.

## CONCLUSION

This study aimed to find out strategies, criteria and challenges faced and implemented by the principal in organizing the *job description* at MAN 2 Banda Aceh. Administratively and managerially, the principal of MAN 2 Banda Aceh managed the *job description* suitably with the existing procedures and regulations based on the employees' qualifications and backgrounds. Knowledge and skill of the future employees (teachers and staff) would also be highly examined. Knowledge encompasses the level of understanding owned by the employees towards teachers' preparation in preparing learning media. The ability or skill refers to how teachers and staff skillfully used various forms of media technology that could support the learning outcomes.

In addition, the principal of MAN 2 Banda Aceh also set the requirements and criteria in placing the *job description* encompassing the *formation request*, *previous work experience*, *physical and mental health*, *attitude*, *age*, *social interaction*, and *out-of-criminal records*. Finally, the challenges faced by the principal of MAN 2 Banda Aceh in organizing the *job description* covered both internal and external factors. Internal factors refer to the *mindset* and *culture-set*, while external factors refer to the *complex skill* of employees' interests.

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