

Madrasah Head Leadership Strategy in Improving the Quality of Islamic Education in the Madrasah Ibtidaiyah Negeri Fakfak

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Abstract : *This research uses qualitative field study research to analyze the leadership, strategies, and impact of madrasa head leadership in improving the quality of Islamic education located at MIN Fakfak. Data was collected through observation, interviews, and documentation. Data analysis in this research is data reduction, data presentation, and conclusion. The results show that: 1) The leadership of the Madrasah Principal at MIN Fakfak applies a participative leadership approach, has a democratic, straightforward, and open leadership style, prepares time to communicate with student teachers and school residents, emphasizes teachers and school residents to fulfill the norms learning norms with high discipline, monitoring students' learning progress, holding meetings actively, regularly and continuously with the school committee, teachers and school community, guiding and directing teachers in solving problems and being willing to assist proportionally and professionally, allocating the necessary funds to guarantee the implementation of learning programs, conduct class visits to observe learning activities. 2) The leadership strategy of the Madrasah head in improving the quality of Islamic education at MIN Fakfak, quality educational input, and an effective learning process, can produce the output expected by the school. 3) The impact of the Madrasah head's leadership strategy on improving the quality of Islamic education at MIN Fakfak can be seen from the impact on input, process, and output where the quality of education is getting higher.*

Keywords: *Madrasah Head Strategy, Education Quality*

INTRODUCTION

Education has a close relationship with human life in creating enjoyable learning activities to develop personal abilities, so that they have good morals, personality, and intelligence, to prepare humans to carry out and fulfill all the needs in their lives. Education, as stipulated in Law No. 20 of 2003 on the National Education System, involves a deliberate and organized endeavor aimed at establishing an environment and process conducive to learning, allowing students to actively unfold their potential in developing religious and spiritual strength, self-discipline, personality, and a sense of belonging to the nation and the state society.¹

Education is also the key to development for the present and the future because it is hoped that every individual can improve their quality in the field of education both in terms of knowledge or insight and in terms of skills so that every individual can participate in the development movement. Providing education is an activity that involves a group of people in a collaborative process as well as the equipment used. Therefore, it is necessary to have arrangements in such a way that the collaborative process in carrying out teaching and learning activities runs in an orderly, systematic, integrated manner so that they are related and mutually support each other to achieve educational goals. The intentional, organized endeavor aims to steer the growth of both physical and spiritual capabilities, transferring from a teacher to a learner, to attain maturity and self-sufficiency.²

Schools are educational institutions by their mission, namely carrying out teaching activities to achieve educational goals. For this teaching and learning activity to proceed without issues, the institution's components must be met and function effectively. These components encompass sufficient facilities and infrastructure, the presence of high-quality educational staff, a well-organized organizational structure, and the crucial leadership role of the madrasa head. Therefore, if each component in the educational institution

¹ Nur Kholis, Paradigma Pendidikan Islam dalam Undang-Undang Sisdiknas 2003, *Jurnal Kependidikan II*, No. 1. (2014), h. 71–73.

² Amiruddin Candra Wijaya, *Ilmu Pendidikan Konsep, Teori, Dan Aplikasi*, (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019), h. 4.

operates effectively, the execution of teaching and learning activities will proceed smoothly toward the intended objectives.³

Madrasah is an institution that organizes learning activities in an integrated and systematic manner. The educational procedures are arranged in such a way, that there are teachers, there are students, and there is a lesson schedule that is guided by the curriculum, syllabus, and Learning Implementation Plan (there are certain hours for studying, and is equipped with educational facilities and equipment, both hardware and software).⁴ The Madrasah is an Islamic educational institution with a long history. Islamic education is closely linked to the emergence of Islam and initially started with home-based religious education. During that period, Islamic teachings took place in dwellings called *Dār al-Arqām*. As Islam progressed, these teachings shifted to mosques, which were referred to as halaqah. The resurgence of madrasas marked the commencement of a structured institutional system for Islamic education.

Educational institutions such as madrasas are challenged by two competing demands: the need to meet societal expectations and the need to align with the requirements of the business world. These demands pertain to addressing the issues of inadequate educational standards and the necessity to cater to the evolving societal needs in an era characterized by industrialization and globalization. Madrasah is also a living environment after home, where children live for a few hours, a place where children generally live during their development period, and an educational institution and place that functions to prepare children to face life.⁵ Madrasa education is responsible for adapting to current developments so that the presence of madrasas will be seen by the community as a suitable educational institution for their children. The existence of madrasa educational institutions aims to foster attitudes and enthusiasm in carrying out and practicing Islamic teachings, instilling faith and good morals in students, as well as increasing attitudes of tolerance between fellow believers by mutual understanding of the nobility of each religion.⁶

³ M. R. Simarmata, Analisis Pengaruh Stres Kerja dan Disiplin Kerja terhadap Kepuasan kerja (Studi pada Pegawai PT Angkasa Pura II (Persero) Kantor Cabang Bandara Husein Sastranegara Bandung). *Jurnal Ilmiah Manajemen Sumber Daya Manusia*. 5(1), (2021), h. 39

⁴ H. G. Adilah & Y. Suryana, Manajemen strategik dalam meningkatkan mutu pendidikan Madrasah Ibtidaiyah. *Jurnal ISEMA: Islamic Educational Management*, 6 (1), (2021), h. 87-93

⁵ H. G. Adilah & Y. Suryana, h. 94

⁶ Lukman Asha, *Manajemen Pendidikan Madrasah – Dinamika dan Studi Pendidikan Madrasah dari Masa ke Masa*, (Bantul: Azyan Mitra Media, 2020), h. 27

The quality of education in schools or madrasas must always be improved so that madrasas become of higher quality and have high competitiveness. This is a challenge that must be responded to positively by Islamic education institutions, schools or madrasas must always make continuous improvements to face the demands of the global world to prepare quality human resources. The high level of community participation in sending their children to madrasas is also one of the efforts to achieve quality education. The inhibiting factor for increasing the quality of education is also the lack of support and participation from the community. Apart from support from the community, high commitment is needed from all staff of educational institutions. High commitment is the main requirement. for educational institutions to realize quality education.⁷

The quality of education, whether high or low, isn't solely dependent on teachers and their skills. The effectiveness of the madrasah head in leading and empowering all members of the madrasah community, including the growth of teachers and staff, also impacts the attainment of educational excellence. Consequently, it can impact the success or failure of educational quality in madrasah institutions. Because quality educational institutions are one of the considerations for parents in choosing an educational institution for their son or daughter, it becomes a challenge for an educational institution to continue to improve the quality of its education.⁸

The leadership of skilled madrasah administrators is crucial for effective education and they must be professionals. Capable administrators can effectively manage and enhance a madrasah, playing a vital and strategic role in achieving the madrasah's vision, mission, and objectives. These professionals are dedicated to implementing strategies for improving quality to ensure excellent outcomes. The level of professionalism demonstrated by the madrasah head will directly influence the madrasah's performance. The various types of leadership created by each leader become the ways and views regarding a problem that become the power of a person's leadership. So there can be no doubt that being a leader has very heavy responsibilities and roles. But this problem can be overcome if he has good methods and strategies that are appropriate to the conditions. In Kartono's view, leadership revolves around the connections and impact between the leader and the followers. Leadership takes

⁷ M. Churdaini, Implementasi Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Pendidikan Di SMP Negeri 17 Purworejo. *Cakrawala: Jurnal Manajemen Pendidikan Islam dan studi sosial*, 4(1), 2020, h. 21-33

⁸ Mohamad Fahri, A. zainuri. (2022). *Moderasi Beragama di Indonesia*. Intizar, 25(2).

shape and evolves through natural engagements between leaders and their followers. Leadership operates by utilizing the leader's ability to encourage, sway, and motivate others to take action to accomplish specific objectives.⁹

According to E Mulyasa, "school principals must be able to carry out their work as educators, managers, administrators and supervisors (EMAS)".¹⁰ To meet the demands of society and current trends, leaders of madrasahs should possess the skills to serve as managers, visionaries, inspirers, and business people within their institutions. Therefore, within the new educational management framework, madrasah leaders need to be competent in roles such as educators, supervisors, administrators, managers, and motivators.¹¹ The quality of a madrasah is an indication of its effectiveness and is closely connected to management challenges within these institutions. This can be linked to the assertion that "Deficiencies in management are the root cause of organizational quality issues".

The leadership activities of madrasah heads in formulating strategies cannot be separated from the application of strategic management concepts. The formulation, implementation, and evaluation of cross-functional decisions that can guide an organization to achieve its objectives is known as strategic management. The Madrasah principal as a leader plays an important role in helping teachers and employees. The primary focus of education in madrasahs is on learning activities to accomplish its objectives, ensuring that all school organizational activities contribute to achieving efficient and effective learning. The head of the madrasah is the person who is responsible both internally and externally. The madrasah head is responsible for empowering teachers, staff, technicians, and students. Meanwhile, The school users hold the head of the madrasah responsible, and he is accountable to higher authorities. As a result, the head of the madrasah must continually enhance the performance efficiency of the staff and the academic standards of the students.¹² R

When fulfilling his responsibilities as a madrasah head, several factors impede the attainment of effective leadership in a madrasah due to the underperformance of the head. From practical experience, it is evident that, on

⁹ Kartini Kartono, *Pemimpin Dan Kepemimpinan*, (Cet XXI: Jakarta: Raja Grafindo Persada, 2016), h. 6

¹⁰ E. Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar*, (Jakarta: Bumi Aksara, 2021), h. 98

¹¹ Robbins, Stephen P. dan A. Timothy Judge, *Perilaku Organisasi*, Edisi. Ke-12, Jakarta: Salemba Empat, 2020

¹² Rahmat, P. S. (2019). Strategi Belajar Mengajar. In Scopindo Media Pustaka (Vol. 6, Issue 2).

average, madrasa heads lack academic proficiency, self-drive, passion, and work ethic, and have limited perspectives. This situation is attributed to inadequate screening processes that do not assess competencies properly, lack of procedural rigor, transparency, competitiveness, and internal factors that hinder the growth and progress of a proficient madrasa head. The shortage of professionals has a direct impact on the diminished effectiveness of madrasa heads in enhancing the quality of education.¹³ To improve the quality of education, attention is needed to matters relating to teacher skills, implementation of teaching methods, mastery of material or curriculum, utilization of infrastructure, implementation of learning, evaluation and curricular, extra-curricular, student affairs, and educational services. To improve the quality of education, attention is needed to matters relating to teacher skills, implementation of teaching methods, mastery of material or curriculum, utilization of infrastructure, implementation of learning, evaluation and curricular, extra-curricular, student affairs, and educational services.

Improving the quality of education will be achieved if the strategies implemented are truly effective and efficient and in line with the abilities and knowledge of the madrasa head. The head of the madrasah is the main point in the process of realizing the quality of madrasah education as a whole, even in various aspects which are indicators of the realization of the direction of quality education.¹⁴ Hence, madrasah leaders need to focus on their responsibilities and skills as capable leaders, while also fostering a supportive environment and effectively managing the madrasah to achieve optimal performance. Enhancing the standard of education is a key objective in the national education sector and is fundamental to enhancing the quality of human resources across Indonesia.¹⁵

Hence, madrasah leaders need to focus on their responsibilities and skills as capable heads, as well as establish a supportive madrasah environment and effectively manage the institution to achieve maximum efficiency. Improving the standard of education is a key objective within the national education sector and forms a crucial part of endeavors to enhance the quality of human resources throughout Indonesia.

Based on initial observations, the author tries to find out more about the leadership of the head of Madrasah Ibtidaiyah Fakfak. The results of initial

¹³ Erjati Abas, *Magnet Kepemimpinan Kepala Madrasah Terhadap Kinerja Guru*, (Jakarta: Kompas Gramedia, 2019), h. 29

¹⁴ Kusnandi, "Konsep Dasar dan Strategi Penjaminan Mutu Pendidikan: Sebagai Review Kebijakan Mutu Pendidikan", *ijemar*, Vol.1, No. 2, (2017), h. 2

¹⁵ Kusnandi, h. 3

observations were also carried out by the author, namely conducting a direct interview with Mrs. Rima Pratika Sari, S.Pd. as one of the teachers at Madrasah Ibtidaiyah Negeri Fakfak, as follows:

The madrasa head has implemented several leadership duties, one of which is implementing a participative leadership approach, especially in the decision-making process, and the madrasa head often makes class visits, holds teachers' council meetings no later than once every two months, involves teachers in upgrading to improve the quality of teachers, not only Civil servants but also non-civil servants. However, several things are not being implemented, namely, there are still students who are not achieving enough, students who have not reached the KKM, the implementation of Islamic activities is not optimal, teachers' teaching patterns are not optimal, there is a lack of use of teaching media and so on.¹⁶

The leadership of the head of the Madrasah at Madrasah Ibtidaiyah Negeri Fakfak is very important because he has to make important policies that are constructive in nature. The policy in question is a strategic effort by the head of the madrasah to improve the quality of education at the Madrasah Ibtidaiyah Negeri Fakfak. This is due to several shortcomings as mentioned in the results of the previous interview and the existence of competition between several school institutions in the area around Madrasah Ibtidaiyah Negeri Fakfak, namely SD Inpres Kayu Merah, SD Yapis Merapi Fakfak and SD YPPK ST Yusuf Sorpeha. So the Madrasah Ibtidaiyah Negeri Fakfak needs the leadership role of the madrasa head to carry out leadership strategies to improve the quality of education so that this Madrasah becomes a superior school and becomes the main goal for parents in the surrounding area to send their children to this Madrasah.

Apart from that, in reality, several teachers at Madrasah Ibtidaiyah Negeri Fakfak are not yet skilled in preparing syllabi and planning the implementation of learning. In reality, teachers who are not yet skilled, in preparing syllabuses and learning implementation plans are still not optimal. This can be seen, for example, by a mismatch between learning materials and the methods to be used, a lack of synchronization between basic competencies and the learning objectives to be achieved, and indicators and learning objectives that do not match. In addition, it was discovered that teachers lacked expertise in carrying out learning implementation plans during the learning

¹⁶ Rima Pratikasari, S.Pd (29 Tahun) guru Kelas Madrasah Ibtidaiyah Negeri Fakfak, *Wawancara*, Fakfak 02 Juli 2024,

process. A disparity exists between the prepared learning implementation plan and its actual implementation; for instance, the learning method and media used during the learning process differ from those outlined in the plan.

Another fact at Madrasah Ibtidaiyah Negeri Fakfak is that there are several teachers whose teaching methods are still monotonous, only sticking to one textbook so that students' thinking patterns are limited because they don't have other reference books, don't use varied learning methods such as using in focus, no use learning media during the teaching and learning process. This is also one of the roles of the head of the Madrasah Ibtidaiyah Negeri Fakfak which is needed to improve so that the quality of education becomes better because the head of Madrasah Ibtidaiyah Negeri Fakfak the driving force for implementing quality education management. The problem to be revealed in this research is the strategy of the head of the Madrasah Ibtidaiyah Negeri Fakfak in improving the quality of Islamic Religious Education learning at the Madrasah Ibtidaiyah Negeri Fakfak. What actual strategy does the head of Madrasah Ibtidaiyah Negeri Fakfak implement as a leader to enhance the quality of Islamic education, ensuring the smooth running of Islamic education in schools and the attainment of goals.

The willingness and abilities of an individual in a leadership role within a work unit to impact others, particularly their subordinates, to encourage positive thinking and behavior that contributes significantly to reaching organizational objectives is the definition of leadership.¹⁷

The willingness and abilities of an individual in a position of leadership within a work unit are what defines leadership. This individual can influence others, particularly subordinates, to think and behave in a manner that contributes positively to achieving the goals of the organization.¹⁸

The following are signs of strong leadership in a madrasah head:

1. Apply a participative leadership approach, especially in the decision-making process.
2. Have a democratic, straightforward, and open leadership style.
3. Prepare time to communicate openly with students' teachers and other school members.
4. Emphasize teachers and all school members to fulfill learning norms with high discipline.

¹⁷ N. Aedi, *Manajemen Sarana dan Prasarana Sekolah*, (Yogyakarta: Gosyen Publishing, 2019), h. 22

¹⁸ Wahjosumidjo, *Kepemimpinan yang Efektif*, (Yogyakarta: Balai Pustaka, 2019), h. 83

5. Keep track of students' progress in learning by communicating with teachers frequently, using data on learning achievements whenever possible.
6. Actively, periodically, and continuously convene meetings with the school committee, teachers, and other school community members to address pertinent topics.
7. Guide and direct teachers in solving work problems, and be willing to assist proportionally and professionally.
8. Allocate the necessary funds to ensure the implementation of learning programs according to priorities and designation.
9. Conduct various class visits to observe online learning activities.¹⁹

The evaluation of how well a product fulfills specific standards, criteria, or benchmarks relates to quality. Within the realm of education, consensus on the definition of educational quality harks back to established benchmarks or formulations, including educational policies, teaching and learning methods, curriculum, amenities and infrastructure, learning resources, and educational personnel, as agreed upon by stakeholders. The characteristics of quality education are that it can produce output, namely superior school performance by the expectations of the school and society. Then there is a quality, effective, and efficient learning process with strong school principal leadership, a safe and orderly environment as well as professional teaching and education staff, teamwork that is compact, intelligent, and dynamic, authority and independence, and high participation from the school community and society, openness (transparency), having the ability to change and evaluate improvements on an ongoing basis, and having good communication, especially between school members and the school community.

Thus, it can be concluded that the characteristics of quality education are that it can produce output, namely superior school performance by the expectations of the school and society. Then there is a quality, effective, and efficient learning process with strong school principal leadership, a safe and orderly environment as well as professional teaching and education staff, teamwork that is compact, intelligent, and dynamic, authority and independence, and high participation from the school community and society, openness (transparency), having the ability to change and evaluate improvements on an ongoing basis, and having good communication, especially between school members and the school community.

¹⁹ E. Mulyasa, *Menjadi Guru Penggerak Merdeka Belajar*, h. 20

The author has analyzed previous research related to the discussion in this research. The following are research results that are relevant to this research:

1. Ahmad Azhari's thesis, 2007, entitled: Principal Leadership Patterns in Improving the Quality of Education, Case Study at MAN Malang II in 2007. The results of this research show that the Principal of MAN Malang II carries out socialization both inside and outside the school, especially with teachers, students, education staff, parents, and school committees. All educational components should be invited to come together and merge into one entity to enhance the quality of education within the context of developing MAN Malang II, making it more effective and providing greater prospects for graduates to contribute to society. What this thesis has in common is that both research the leadership of school principals and the quality of education, both using qualitative research. The difference lies in the research location.²⁰
2. Moh. Word. In 2022 with the thesis title Principal Leadership in Teacher Professional Development at SD IT Az-Zahra Sragen. The research results found that a) Teacher professional development planning is structured in long-term planning for 2020-2025 and annual planning by making a SWOT analysis. b) Organization for teacher professional development is structured in the school organization along with activity coordinators. c) Driving teacher professional development includes developing pedagogical competence, developing personality competence, developing social competence d. For professional development, controlling the professional development of teachers at SDIT Az-Zahra Sragen is carried out by supervising the learning process to control teachers' pedagogical and professional competencies, while supervision for non-academic activities is carried out to control the process of developing teachers' social personality competencies. Then routine evaluations and follow-ups are carried out. The author's research and this thesis both focus on studying the leadership of school or madrasah principals. However, Moh's thesis differs in its specific focus. Firman is on teacher professional development, while the research the author conducted is on the quality of education. The research location is also different from these two theses.²¹

²⁰ Ahmad Azhari, Pola Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan-Studi Kasus di MAN Malang II Batu, *Tesis* (Malang : PPs UIN Malang, 2007), h.1

²¹ Moh. Firman. Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalitas Guru Di SD IT Az-Zahra Sragen, *Tesis* (Surakarta : UIN Raden Mas Said, 2022) h. 162

3. Gusniarti Nasution. Year 2022. Thesis title "Implementation of Madrasah Head Leadership in Improving the Quality of Education at Madrasah Ibtidaiyah Amal Ikhlas Pekanbaru. The research findings suggest that: 1) The education quality at Madrasah Ibtidaiyah Amal Ikhlas Pekanbaru does not meet the standards outlined in Republic of Indonesia Government Regulation Number 32 of 2013; 2) The madrasa head's leadership plays a crucial role in enhancing education quality through effective leadership functions; and 3) Factors that support the implementation of the madrasa head's leadership in improving education quality at MI Amal Ikhlas Pekanbaru include: a) Community participation and involvement of students' parents in enhancing education quality; b) cohesive teamwork. Both Gusniarti Nasution's thesis and the researchers' work focus on the leadership of madrasa heads and education quality, utilizing a qualitative approach. The difference lies in the location where the research took place.²²

RESEARCH METHODS

The research proposed involves field research, specifically focusing closely on examining the context of the current situation and the dynamics among society, individuals, groups, institutions, and society.²³ The approach used in this study is qualitative, focusing on observing and collecting data related to phenomena through methods such as interviews, observations, documentation, and other supportive research techniques. The participants in this research include all personnel at Madrasah Ibtidaiyah Negeri Fakfak, such as the principal, teachers, and staff.

The sampling method employed is non-probability sampling, which means that it does not offer an equal opportunity for elements or members of the population to be chosen as samples. In contrast, the sampling was selected using a purposive sampling technique. In this technique, samples are determined with certain considerations. The sample was selected from a total population of 27 people. Primary data sources are madrasa heads, teachers, and staff at the Madrasah Ibtidaiyah Negeri Fakfak. Secondary data is observation, interview documentation, and archives contained in the Madrasah Ibtidaiyah

²² Gusniarti Nasution, Implementasi Kepemimpinan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan Di Madrasah Ibtidaiyah Amal Ikhlas Pekanbaru, *Tesis*, (Pekanbaru: PPs Universitas Islam Negeri Sultan Syarif Kasim Riau, 2022), h. 113-114

²³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2014), h. 1

Negeri Fakfak. Literature data is data used as a theoretical framework which is the basis for this research.

The research utilizes three data collection methods: observation, interviews, and documentation. Observation involves directly observing the condition or situation of the research subject.²⁴ The initial observation aims to explore data on the leadership strategy of Madrasah heads in enhancing the quality of Islamic religious education at Madrasah Ibtidaiyah Negeri Fakfak. Interviews are conducted to obtain information directly from respondents through questioning.²⁵ The documentation method involves gathering data about variables in the form of notes, transcripts, books, newspapers, magazines, and other sources.²⁶

The data analysis technique in this research utilizes the Miles and Huberman model, encompassing data reduction, data display (presentation), and conclusion drawing/ verification.²⁷

DISCUSSION

A. Leadership of the Head of the Madrasah at Madrasah Ibtidaiyah Negeri Fakfak

In researching this scientific work, to find out how the leadership of the madrasa head at Madrasah Ibtidaiyah Negeri Fakfak is, the author uses the indicator theory of effective madrasa head leadership by E Mulyasa (2013). Indicators of madrasa head leadership include the following:

- a. Applying a participative leadership approach, especially in the decision-making process. Participative leadership is a leadership model that complements each other and is fully formed as a leadership identity in a network of brotherhood between school principals, teachers, students, education staff, supervisors, government, and committees which integrated with the Participative leadership model the aim that Participatory leadership can have a significant influence towards the success of the educational management implementation process so that leaders (principals) in elementary schools always provide an open attitude towards each other, respect each other, maintain good communication and

²⁴ Amir Hamzah, *Metode Penelitian & Pengembangan Research & Development*, (Malang: Literasi Nusantara Abadi, 2019), h. 123.

²⁵ Joko Subagyo, *Metode Penelitian dalam Teori dan Praktek*, h. 39.

²⁶ Suharismi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Bumi Aksara: Jakarta, 2013), h. 104

²⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, ..h. 270

relationships and always build brotherhood with all members in the school so that there is good coordination.²⁸

To find out how the participative leadership of the head of Madrasah Ibtidiyah Negeri Fakfak is, the author interviewed the head of the madrasah directly and he provided the following information:

In making decisions regarding madrasa policies, I always involve all elements of this madrasa. This is so that all parties can be part of the process of developing this madrasah better in the future.²⁹

The participatory leadership of the head of Madrasah Ibtidiyah Negeri Fakfak was confirmed by one of the teachers in his interview with the author as follows:

The madrasa head involves us teachers in formulating policies related to this school. Usually, we are involved in meetings related to development, activities, and other important matters. I feel proud to be involved because it means that the father (Head of the Madrasah) believes and is willing to accept the input, and participation of teachers and staff at this madrasah.³⁰

In line with the teacher's explanation above, another teacher added:

That's true, in whatever activity he wants to do, he always invites discussion and participation from us teachers. Sometimes students are even given space for participation, such as how students and teachers collaborate in community service and so on.³¹

From the information above, it can be concluded that the head of the Madrasah Ibtidiyah Negeri Fakfak has carried out participative leadership in carrying out his duties as leader of the madrasah.

b. Have a democratic, straightforward, and open leadership style.

The leadership style of a madrasah principal that is democratic involves seeing oneself as part of a community consisting of school stakeholders, parents, and the general public. In this approach, the principal does not unilaterally make decisions and policies but instead engages in consensus-building through deliberation and dialogue. A democratic madrasah head

²⁸ Dedi Achmad Kurniady, *kepemimpinan partisipatif kepala sekolah* (Purbalingga: CV.Eureka Media Aksara,2022)h. i

²⁹ H. Jiono,S.Pd.I (52 Tahun), Kepala Madrasah Ibtidaiyah Negeri Fakfak, *Wawancara*, Fakfak 02 Juli 2024,

³⁰ Sultanah Alkatiri,S.Pd.SD. (54 Tahun) Guru Kelas Madrasah Ibtidaiyah Negeri Fakfak, *wawancara*, Fakfak 02 Juli 2024,

³¹ Saepudin, S.Pd. (54 Tahun) guru PJOK Madrasah Ibtidaiyah Negeri Fakfak, *Wawancara*, Fakfak 02 Juli 2024,

acknowledges being a member of a collective, maintains an open demeanor, and encourages educational staff to actively participate in planning, decision-making, and evaluating their performance. Acting as a guide, director, and provider of support to the educational staff is a central aspect of the leadership of a democratic madrasah head. Consequently, in madrasah meetings, the head is directly engaged and openly communicates with the educational staff, participating in various school meeting activities. The author interviewed the madrasah head to determine if he implemented democratic leadership in fulfilling his responsibilities, and obtained the following insights:

We now live in modern times and there is no longer an iron fist system in governing or leading an institution. I also always apply democracy in running this madrasa. As always involving all elements of education in participating in developing this madrasa. All suggestions and suggestions from each teacher during the meeting are always listened to and then we all agree on which one is best. I always do this at this madrasa.

The author tried to confirm the above statement from the head of the madrasah and received the following statement from one of the teachers:

The leader of this madrasah is highly approachable and eager to listen to the ideas and goals of the staff. While he may make decisions independently, they are likely made at a higher level. From my perspective, he is constantly receptive to input from individuals such as teachers, parents, and other staff members who have recommendations for the improvement of the school.

A similar explanation was given by one of the staff at Madrasah Ibtidayah Negeri Fakfak as follows:

The leader is receptive to our input. As a team member at this organization, I am particularly attentive to welfare and job-related matters. He was open to hearing our grievances and collaborating on finding resolutions to current issues through discussion.

The explanation provided indicates that the principal of the Madrasah Ibtidaiyah Negeri Fakfak has embraced a democratic and open leadership style in leading the madrasah.

- c. Prepare time to communicate openly with students' teachers and other school members.

Establishing effective communication between leaders and subordinates plays a crucial role in the successful progress of an organization, particularly in educational institutions. When managing an educational

institution, it is essential to foster strong communication between the leadership, such as the madrasah principal, and the subordinates, including teachers and staff. In addition to leaders and subordinates, a madrasah principal must cultivate effective communication with students, parents, school committees, and relevant educational authorities overseeing the institution. The importance of this communication was that the researcher tried to find further information from the head of Madrasah Ibtidaiyah Negeri Fakfak and received the following answer in an interview with him:

Yes, I agree that communication is very important in running an educational institution. Therefore, as a leader, I always make time to communicate with anyone related to this school. Communication does not only take place face-to-face or through meetings but can also take place via social media or online.

Next, the author interviewed several teachers to ask for information regarding the communication patterns of madrasa heads and received the following explanation:

Communication with the head of this madrasah is not difficult, if he was in the madrasah environment we could meet him directly and discuss the problems at hand. But when he's outside, we usually only contact him via cell phone.

As explained by the teacher above, other teachers then added it:

The headman was very active in communication. Usually, if something happens, he always coordinates and checks progress, especially regarding the tasks he gives to us, both teachers and staff.

Some of the interview results above show that madrasa heads have a high level of concern regarding taking the time to communicate with teachers and staff, both face-to-face and by telephone.

- d. Ensure that teachers and all school staff prioritize meeting learning standards with strict discipline.

It is essential to enforce discipline in learning standards to enhance the quality of education. Therefore, the head of the madrasah must strongly emphasize guiding and cultivating the residents to adhere to learning standards with utmost discipline. This approach does not mean the madrasah head becomes authoritarian and inflexible but rather focuses on guidance and supervision. Inquiring about the implementation of disciplined learning standards, the author sought information from the

head of Madrasah Ibtidaiyah Negeri Fakfak and was provided with the following explanation.:

Well-supervised implementation is crucial for successful learning outcomes to be achieved. If supervision is lacking, the learning objectives may not be met. If this is not achieved, the quality of education will automatically decrease. So my job as a supervisor is to supervise and guide so that all learning norms are implemented with discipline and high awareness.

After confirming the supervision of the madrasa head, the author received the following statement from the teacher:

During every teaching and learning activity, we are under the supervision of the madrasah head. The supervisor may visit the class in person or request a report from the teacher involved. As teachers, we must ensure that we are not neglectful in delivering lessons, and the madrasah head expects us to maintain discipline during teaching and learning activities.

The madrasa head's emphasis on enforcing discipline is not only emphasized on teachers but is also applied to educational staff as explained by the madrasa operator, as follows:

The headmaster of the madrasah always supervises me, especially when it comes to collecting school data. Beliau always emphasizes that you should not be late in entering student data and other data in EMIS and other applications related to this madrasah.

Based on the given information, it can be inferred that the principal of Madrasah Ibtidaiyah Negeri Fakfak is highly committed to upholding educational standards at the Madrasah.

- e. Keep track of students' learning progress through teachers regularly using data on learning achievements.

Supervising and monitoring the progress of students' learning is a key responsibility for the head of the madrasah. The methods for oversight can involve direct observation or reviewing educational reports submitted by teachers. It is essential to constantly supervise and monitor students' learning accomplishments to enhance the educational process and ensure the quality of education in the madrasah. To understand the responsibilities of the head of Madrasah Ibtidaiyah Negeri Fakfak in monitoring students' learning achievements, the author interviewed the head of the madrasah, who provided the following explanation:

As a leader at this madrasa, I always monitor and supervise the development of student achievements. This must be done considering that learning achievement is one indicator of

quality education. Without monitoring, the process of achieving student learning achievement may not meet the expected targets. I always get the progress of students' development from the teachers and I also check directly in the classroom.

The madrasa head's explanation above was later confirmed by one of the teachers as stated below:

We always report the progress of students' learning achievements at this madrasah to the head of the madrasah. This achievement is not only achievement in studying at school but all the achievements that can be achieved by our madrasa students such as winning competitions and so on.

One of the teachers the author interviewed also agreed with the explanation above, as stated below:

Our students have achieved many achievements. I see the role of the head of the madrasah as very big because he is always there and involved when there are competitions in which there are participants from this madrasah. He also wants to work directly to develop children's achievements.

It can be concluded that the head of Madrasah Ibtidaiyah Negeri Fakfak always monitors students' learning progress both directly and through teacher reports.

- f. Arranging frequent and ongoing meetings with school committees, teachers, and other members of the school community to address important issues.

The leadership of a good madrasah head should always carry out active interactions with fellow education implementers in the madrasah. Regular, periodic, and continuous meetings are held to facilitate reciprocal interaction, allowing the head of the madrasah to stay updated on the school's progress and promptly address any obstacles encountered by teachers during the teaching and learning process. The importance of holding this meeting is explained by the head of Madrasah Ibtidaiyah Negeri Fakfak in the following interview:

So it's like this, mother. To find out how educational developments are taking place in the madrasah and at home, we have to hold regular meetings for both internal madrasahs and external parties such as the school committee and students' parents. With these meetings, we can share information regarding the development of students as well as the latest developments related to learning, the latest curriculum and

other policies handed down from the Ministry of Religion and the Fakfak education office.

The existence of regular meetings between madrasa heads and teachers then becomes a medium for exchanging information both between teachers and madrasa heads and between fellow teachers. Regarding this routine meeting, one of the teachers thought that:

This regular meeting with the head of the madrasah is very important because this is the medium for us to express ideas and input regarding all developments in the school. This also serves as a medium for evaluation regarding the learning process and a medium for friendship between fellow teachers. Through this meeting, the head of the madrasah also usually conveys information coming from the National Education Department and the Ministry.

One of the teachers also explained that apart from meeting with teachers, the madrasa head also held regular meetings with the school committee every semester. Therefore, the head of Madrasah Ibtidaiyah Negeri Fakfak has consistently conducted meetings to gather input from lower levels and communicate directives from higher levels.

- g. Assist and support teachers in addressing work-related issues, and be ready to help fairly and professionally.

One of the good leadership characteristics of a madrasa head is being able to guide and direct teachers in solving problems faced by teachers. The leader of the madrasa plays a key role in offering guidance and support to subordinates while maintaining professionalism and balance. The head of the madrasah needs to be capable of delivering appropriate solutions and motivation. This is as explained by one of the teachers as follows:

We were greatly helped by the principal's policy of always assisting us if there were problems in our work at school. He was also very quick to respond when we contacted him to ask for a solution to the problem we were facing.

The madrasa head also provides proportional assistance to teachers and students who need help, as stated by one of the teachers below:

The leader of the madrasah consistently puts in effort to discover solutions for the issues we encounter at this madrasah. He acts professionally and is not picky in assisting us, even with students.

From the explanation provided, we can infer that the madrasah's leader consistently offers support to the school community in a fair and skilled manner.

- h. Allocate the necessary funds to ensure the implementation of learning programs according to their priorities and designation.

As the budget manager of the madrasah, the head has the responsibility to distribute funds for educational programs following the principle of priority. Effective financial management is essential for the leadership of a madrasa head to ensure efficient allocation of resources. The madrasah head plays a crucial role in overseeing and managing finances transparently, considering the predetermined routine and other expenses in budget management. Confirmation of this role was later given by the head of the madrasah:

The existing school funds are managed well so that all the school's needs can be met. We can't just play shopping without clear planning and accountability. We bring together all these needs and discuss them together with teachers and staff so that with the existing funds we can meet the proposed priority needs. Indeed, the funds managed by this madrasah cannot meet all needs, but as efficiently as possible we try to fulfill them all.

The author interviewed teachers to confirm whether the management of education funds had been managed well, and received the following answers:

As far as I know, when it comes to school budgets, there is usually a spending plan, and we together with all elements of the Kitong school (all of us) have a deliberation to propose what we want to spend on the existing budget.

In line with the teacher's statement above, the following was added by another teacher below:

Talking about school budgets, this is a sensitive issue. So the result is a principle of transparency from all budget users. We, the teachers and staff who make proposals, must also prioritize, not just accept the proposal. Likewise, there must be clear accountability so that no one is harmed at school. The leadership role of the madrasa head is extremely crucial in this instance.

From the explanation above, it can be concluded that in managing school funds, madrasah heads are very open and adhere to the principles of transparency and meeting needs by the principle of priority.

- i. Conduct various class visits to observe online learning activities.

Supervision of learning is one of the main duties of a madrasa head, this is done primarily in observing and overseeing the learning process both

offline and online. The head of Madrasah Ibtidaiyah Negeri Fakfak always conducts class visits, as stated by the school's head:

It is my duty as the head of the madrasah to visit classes and supervise the learning process. I can carry out this supervision directly or online so that it is even more effective.

One of the teachers the author interviewed regarding this matter provided the following information:

The head of the madrasah typically conducts class visits to oversee and supervise the learning process that we conduct with the students. Whenever there are mistakes or errors in the learning process, he offers direct suggestions and input to enhance and improve the quality of our classroom learning. Additionally, he regularly monitors online activities, especially during the Covid-19 pandemic.

Based on the explanation above, it can be concluded that the leadership duties of the madrasa head regarding supervision, especially classroom visits and online supervision, have been carried out by the head of the Madrasah Ibtidaiyah Negeri Fakfak.

After we have obtained various information regarding the leadership of the head of the Madrasah Ibtidaiyah Negeri Fakfak, we can conclude that the leadership implemented by the head of the Madrasah Ibtidaiyah Negeri Fakfak has implemented an effective leadership pattern by the theory of effective leadership indicators proposed by E. Mulyasa.

B. Madrasah Head Leadership Strategy in Improving the Quality of Islamic Education in the Madrasah Ibtidaiyah Negeri Fakfak

Determining plans by top leaders, focusing on the long-term goals of the organization, is the process of strategy. Alongside this, there is the development of a method or effort to achieve these goals. Strategy is an incremental (always improving) and continuous action that is carried out based on the perspective of what customers expect in the future. Therefore, strategy almost always begins with what could happen and not what did happen. The speed of new market innovation and changes in consumer patterns necessitate core competencies.

The realm of education defines strategy as a plan, method, or sequence of activities intended for a specific educational objective. Likewise, leadership is the capacity and preparedness of an individual to influence, motivate, invite, guide, propel, and if needed, compel others to accept that influence and then take action to help achieve a specific purpose or goal.

The need for strategic leadership arises from the requirement for leaders to adapt to unforeseen circumstances and possess the capacity to envision the future. Strategic leadership involves the skillful concentration on long-term objectives and policies, blending both art and science. From the given definition, it can be inferred that a leadership strategy refers to a leader's plan or approach to attaining a specific objective. In this context, the school principal's leadership strategy aims to advance the educational institution.

Meanwhile, the definition of leadership strategy in Islam is the same as the definition of leadership strategy in general, but when we talk about leadership strategy in Islam it will lead to Islamic principles which are guided by the common benefit (good) of humanity. So every plan, decision, and way of working must never depart from Islamic norms or corridors. The implementation of a leadership strategy in Islam involves the planning and execution of methods by a caliph (leader) to fulfill the goals set by Islam, which is the betterment of humanity. In an educational setting such as a school or madrasah, the individual in charge is known as the Principal/Madrasah, and holds full responsibility for the success and shortcomings of the institution. Thus, every School/Madrasah Principal devises a strategy or approach to enhance the overall quality and characteristics of the institution.

Madrasah Ibtidaiyah Negeri Fakfak is an Islamic-based educational institution that has good quality to compete with other schools in Fakfak Regency, both public schools, namely elementary schools, and religion-based schools, namely MIN/MI. Mr. H. Jiono, S.Pd.I am the Head of the Fakfak State Ibtidaiyah Madrasah. He led this institution and was able to bring the institution he now leads into a good institution and continues to improve itself in improving the quality of education. There are several steps or strategies implemented by Mr. H. Jiono, S.Pd.I in improving the quality of education at Madrasah Ibtidaiyah Negeri Fakfak, namely:

- a. Quality educational input such as having clear quality policies, goals and objectives, resources available and ready and competent, etc.

The head of Madrasah is currently seeking an effective strategy for enhancing the learning environment at Madrasah Ibtidaiyah Negeri Fakfak. Their approach to improving the quality of education at the initial stage involves implementing various policies, such as those related to the registration process, mapping tests, graduation reports, and announcements.

- b. Effective learning process. Namely a teaching-learning process that is highly effective.

During the process stage, the Head of the Fakfak State Ibtidaiyah Madrasah explained the activities students are involved in during their six years at the school or madrasa. This process also encompasses the management of human resources in an educational institution, which includes Educational Personnel such as Madrasah Heads, Teachers, Employees, Administration, Gardeners, cleaning services, Security, and all those involved in the institution, along with the facilities and infrastructure. Madrasah Ibtidaiyah Negeri Fakfak, as an Islamic educational institution, has undertaken this process as an essential path to ensure the delivery of quality education. Through its human resources, Madrasah Ibtidaiyah Negeri Fakfak has prepared a capable and skilled educational staff. This is evidenced by the intensive workshops, training, seminars, and other developmental activities provided by the Madrasah heads to teachers and other educational staff in the fulfillment of their duties.

- c. Can produce the output expected by the school. namely, school achievement resulting from the learning process at school.

The head of the madrasah implements the final strategy to enhance the educational quality at Fakfak State Ibtidaiyah Madrasah. Efforts by the madrasa head focus on improving the quality of graduates and ensuring high-quality education for students. Evidence of success lies in the consistent 100% pass rate for 6th-grade students in the National Examination during the years of the head's leadership.

After knowing and reviewing some of the information above, we can conclude that the leadership strategy of the head of Madrasah Ibtidaiyah Negeri Fakfak in improving the quality of education in the output process has been implemented, namely by carrying out debriefings, tryouts, practicing exam questions for students to achieve the target of 100% pass. Apart from that, teachers also have their capacity, capabilities, and competencies strengthened so that their quality improves because teachers become ambassadors for the school outside. Lastly, there is a program to increase interest and talent so that madrasah students not only excel in academics but also other fields.

Overall, the madrasa head's leadership strategy in improving the quality of education at the Madrasah Ibtidaiyah Negeri Fakfak has been implemented and starts from an easy and selective admission process for new

students, an effective learning process that takes into account the factors that influence learning, to fostering students' interests and talents as well as provision. students in the final period of their studies so it is hoped that it can increase the output of quality graduates. The focus of the principal's strategy is not only on the students but also on the teaching and education staff in this madrasah.

C. The Impact of the Madrasah Head's Leadership Strategy on Improving the Quality of Islamic Education in the Fakfak State Ibtidaiyah Madrasah.

As discussed in the previous discussion, a leadership strategy has been implemented by the head of the madrasah to improve the quality of education at the Madrasah Ibtidaiyah Negeri Fakfak by using 3 indicators as stated by Umaidi, namely input, process, and output. The impacts resulting from the implementation of the madrasa head's leadership strategy include:

a. In the input process

- 1) The impact of the strategy found in the student registration process is that by making it easier to accept new students without being charged a registration fee, this will further increase public interest in sending their children to the Fakfak State Madrasah Ibtidaiyah. This is proven by the increasing number of students registering, so the school has taken the policy of increasing the study group for class 1, which previously only had 2 groups, now has become 3 groups. Apart from that, students who live in the school zone are given priority so that students are not too far away from school. This right can save students' time and energy so that students' energy and concentration are not drained just to go to school. Another strategy is to prioritize prospective students who can read and write, both Latin and Arabic so that it will be easier for students to develop their knowledge.
- 2) Recruiting experienced teachers and education personnel with high competence and good morals is another strategy to enhance the quality of education. This strategy involves input processes aimed at improving education quality. As a result, having well-qualified teaching and educational staff will lead to effective learning and the establishment of quality education.
- 3) Leadership strategies for madrasah heads in enhancing the quality of education involve enhancing facilities and infrastructure to support the learning process, as well as striving to boost school accreditation. This

will result in the presence of educational facilities and infrastructure that facilitate the learning process. Consequently, learning in madrasas can be effectively carried out due to the availability of supportive facilities, thereby enhancing the quality of education.

- 4) One of the approaches madrasa leaders are taking to enhance educational quality input is striving to boost madrasa accreditation. The higher the school's accreditation, the better the education quality. The goal is to upgrade all necessary prerequisites to enhance madrasa accreditation even further. By elevating madrasa accreditation, it is anticipated that the education quality will also see an improvement.

b. Learning process

- 1) Facilitating the provision of facilities and infrastructure to enhance the learning process to attain higher quality education. The impact is the availability of supporting learning infrastructure so that teachers can teach more freely because everything is available and students can learn comfortably.
- 2) Keep track of students' academic and non-academic progress to help them enhance their competence and improve the quality of their education. Continuous monitoring of both academic and non-academic learning processes allows for better control over the quality of education.
- 3) Implementing effective learning involves considering various factors that influence learning effectiveness, both internal and external. By paying attention to these factors, the madrasa head's strategy can enhance the effectiveness of the learning process and improve the quality of education.

c. Output Process

- 1) There are additional tutoring, provision, and tryouts of national exam questions for class VI students. The impact is that students become better prepared mentally and in their knowledge to face the national exam and increasingly realize the target of passing 100% of Madrasah Ibtidaiyah Negeri Fakfak students in the national exam.
- 2) There is guidance and development of talent interests for students. The impact is that students excel not only in academic fields but also in non-academic fields and can make the madrasah's name proud. The quality of education will improve as it addresses both academic and non-academic aspects, resulting in a more comprehensive educational

experience.

Based on the information provided earlier, it can be inferred that the leadership approach of the principal of Fakfak State Madrasah Ibtidaiyah has resulted in enhancing the educational standards of the institution. The effects of incorporating this leadership strategy by the madrasa head are evident in terms of its influence on input, process, and output, ultimately leading to improved education quality.

CONCLUSION

The head of Madrasah Ibtidaiyah Negeri Fakfak has enacted a leadership model based on E. Mulyasa's effective leadership principles, including: a) Employing a participatory leadership style, particularly in decision-making; b) Demonstrating a democratic, transparent, and open leadership approach; c) Making time for open communication with students, teachers, and other staff members; d) Stressing the importance of teachers and all staff adhering to learning standards with strong discipline; e) Regularly monitoring students' learning progress through teachers based on achievement data; f) Conducting active, regular, and ongoing meetings with school committees, teachers, and staff to address pertinent issues; g) Providing guidance and support to teachers in addressing work-related challenges in a professional and proportionate manner; h) Allocating necessary funds to support the prioritized implementation of learning programs; i) Conducting various classroom visits to observe online learning activities.

The leader of the madrasa has implemented a strategy to enhance the standard of education at Madrasah Ibtidaiyah Negeri Fakfak. The strategy begins with a straightforward and discerning enrollment process for new students, followed by an efficient educational approach that considers various aspects affecting learning. Additionally, it encompasses nurturing students' passions and aptitudes and offering them opportunities for further education. End of their studies so that it is hoped that it can increase the output of quality graduates. The focus of the madrasa head's leadership strategy is not only on students but also on the teaching and education staff in this madrasah.

The implementation of the leadership strategy by the principal of Madrasah Ibtidaiyah Negeri Fakfak has effectively elevated the standard of education within the school. This strategy's influence is evident in its effects on input, process, and output, resulting in improved educational quality.

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