Kharisma: Jurnal Administrasi Pendidikan Islam
Vol. 3, Issue 2 (2024), pp. 97-111
ISSN: 2964-3996, DOI: https://doi.org/10.59373/kharisma.v3i2.55

Effective Leadership in Improving the Quality of Education in Madrasah Tsanawiyah

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ARTICLE INFO

Keywords:

School Principal;
Quality of Education;
Leadership;
Teacher Professionalism;
Infrastructure.

Article history:

Received 2024-05-04
Revised 2024-08-12
Accepted 2024-10-14

ABSTRACT

The challenges faced by educational institutions in improving the quality of education and human resources require effective leadership strategies. This research focuses on the efforts of the principal at MTs Nurul Hidayah Tegalsiwalan Probolinggo to address issues related to curriculum objectives, teaching staff, methodologies, facilities, and evaluations. The study explores how the principal's leadership enhances teacher professionalism, facilities, learning quality, and student achievement. A qualitative approach with a case study method was employed to provide an in-depth analysis of the principal's leadership role. Data collection included interviews, observations, and documentation, with humans as the primary research instrument. Following Denzin and Lincoln's framework, the study was conducted naturally to interpret phenomena through descriptive data and inductive analysis. The findings indicate that the principal effectively fulfils multiple roles—educator, manager, administrator, supervisor, leader, innovator, and motivator—while demonstrating a charismatic and authoritative leadership style, strong managerial skills, effective communication, and a flexible approach. Supporting factors include leadership qualities and collaboration while inhibiting factors involve inadequate facilities, limited institutional support, and insufficient managerial training. The study recommends prioritizing leadership development programs, enhanced resource allocation, and infrastructure improvements to overcome barriers. Future research should investigate technology integration in leadership practices and strategies for fostering sustainable educational quality in similar contexts.

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1. INTRODUCTION

Today's education phenomenon in Indonesia shows significant changes, especially in Islamic educational institutions such as madrasah (Agus, Juliadharma, & Djamaluddin, 2023; Ahyar & Zumrotun, 2023; Ansori, 2020; Arif & Sulistianah, 2019). People increasingly realise the importance of quality education, which can prepare the younger generation to face global challenges (Alimohammadlou & Eslamloo, 2016; Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023). However, there is still a negative stigma among the public that madrasahs are "second-class" educational institutions compared to public schools (Ashari et al., 2023; Basir et al., 2024). This results in the need for serious attention to management and leadership in madrasah in order to compete with other educational institutions. The madrasah head as an educational leader must have creative, innovative and dynamic abilities to answer these challenges (Baso & Alwy, 2023; Dirani et al., 2020).

Previous research has shown that the leadership of madrasah principals plays an important role in improving the quality of education. According to research (Basri, Nasir, Fiqiyah, Rizal, & Zainuddin, 2024; Djalilah, Muzakar, Suhardi, & Kartiko, 2024; Puspitasari, Sulaiman, & Supriyanto, 2020; Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023), madrasah principals who have a clear vision and mission, as well as good managerial skills, can encourage the progress of educational institutions. Another study by (Rachman, Kawakip, Fadhillah, Saputra, & Zulkifli, 2023; L. Rahmawati, Latif, & Rosadi, 2022; T. Rahmawati & Purnomo, 2023) revealed that madrasah principals who were able to apply the principles of transformational leadership succeeded in creating a conducive learning environment, increasing teacher and student motivation and student learning outcomes. This research shows a positive relationship between the leadership style of madrasah principals and the quality of education produced.

However, although several studies examine the role of madrasah principals, gaps still need to be filled, especially in the context of educational management and innovation. Therefore, this study aims to explore more deeply the role of madrasah principals in improving the quality of education at MTs Nurul Hidayah Probolinggo. This research will also identify the supporting and inhibiting factors faced by the madrasah principal in an effort to improve the quality of education.

In this research, the author will explain various aspects that contribute to effective madrasah management, including leadership strategies, teacher professionalism, quality of facilities and infrastructure, and learning methodology. It is hoped that this research will not only provide new insights into leadership in madrasahs but also serve as a reference for madrasah principals and policymakers in their efforts to improve the quality of education in Indonesia.

2. RESEARCH METHODS

For this reason, this research uses a qualitative approach with a type of case study. The case study itself can be defined as: an intensive holistic description and analysis of a single instance, phenomenon, or social unit. This definition means that, basically, a case study is a research strategy that examines in detail a setting or one particular subject or event. In qualitative research humans are the main source and the results of the research are in the form of words or statements that are in accordance with the actual circumstances (natural).In accordance with the opinion of Denzin and Lincoln (in the book Lexy J (Moleong, 1989) which states that: "qualitative research is research

that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving existing methods."

According to Donal Ary, said that: "Qualitative research has six characteristics, namely: 1) care about the context and situation, 2) Natural setting, 3) human as the main instrument, 4) data is descriptive, 5) research design appears simultaneously with observation, 6) inductive data analysis. Qualitative descriptive research with a type of case study research (case study) is a study conducted intensively, in detail and in-depth on an organization, institution or certain symptoms. In terms of its area, case study research only covers a narrow area or subject, but in terms of the nature of the research, case study researchers are more in-depth. The purpose of the case study is to provide a detailed description of the background, typical character traits of the case or status of the individual, which then from the typical characteristics above will be made a general thing. In case of study research, the emphasis is on understanding why the subject does this and how behaviour changes when the subject responds to the environment by finding important variables in the history of the subject's development.

3. FINDINGS AND DISCUSSION

Improving teacher professionalism at MTs Nurul Hidayah Tegalsiwalan Probolinggo

In improving the professionalism of teachers at MTs Nurul Hidayah Tegalsiwalan Probolinggo, ***first*** the madrasah head creates a binding rule for all teachers. One of them is that all teachers must be disciplined. As stated by (Annisa, Akrim, & Manurung, 2020; Choi & Mao, 2021), professional teachers are those who have teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, broad educational insight, managerial ability, skills, creativity, and professional openness in understanding the potential, characteristics and problems of students and have the ability to develop curriculum. Therefore, the attention of the head of MTs Nurul Hidayah Tegalsiwalan Probolinggo to the discipline of school members needs to be applied. Islam also teaches that everything must be done neatly, correctly, orderly, and regularly. The internal rules set by the head of the madrasah for all teachers, such as arriving on time and if they cannot teach, they must ask permission first, show that the principal has a good leadership attitude as a manager who pays attention to the people he leads.

Second, the madrasah head monitors the conditions. This statement is in line with the opinion expressed by Suryosubroto that what needs to be done by the principal as a leader is to know the condition of the teacher in the background of his environmental and socio-economic life, this is important for his leadership actions. Therefore, the efforts of the head of MTs Nurul Hidayah Tegalsiwalan Probolinggo by monitoring teachers are in accordance with his duties as a leader in schools, namely paying attention to teachers and guiding them to be able to become professional teachers.

Third, the madrasah head's efforts in improving teacher professionalism at MTs Nurul Hidayah Tegalsiwalan Probolinggo involve teachers in various activities both outside and inside the school. In these activities, all teachers are placed in positions that are in accordance with their abilities.

Fourth, the principal instils in each teacher to have a friendly, polite, and competent attitude in all matters. A teacher must be a good role model for his students. ***Fifth***, the madrasah principal gives awards to outstanding teachers in various forms. These can include promotion or additional

finances, which increases teacher professionalism (Rahman, 2019). The performance of the head of MTs Nurul Hidayah Tegalsiwalan Probolinggo is in accordance with his duties and functions as a leader, where the madrasah head tries to motivate teachers to improve their professionalism in working in the madrasah by giving awards. In addition, the head of the madrasah also builds an openness among all madrasah residents and creates a family atmosphere towards teachers, staff, and students. Because this will create a good communication between all madrasa residents (Akmalia, Nst, & Siahaan, 2023).

Sixth, the madrasah head's efforts in improving the professionalism of teachers by conducting coaching for teachers inside and outside the madrasah. Coaching activities within the madrasah such as training and regular meetings are always held in the madrasah, while coaching outside the madrasah such as sending teachers in various activities organized by the Ministry of Religious Affairs or other institutions. For example, by sending teachers to participate in MGMP (Subject Teacher Conference) activities, upgrading, training, seminars, and other activities for self-development and adding insight to the teachers at MTs Nurul Hidayah Tegalsiwalan Probolinggo.

Seventh, the madrasah head increases the motivation of teachers to work in the madrasah. madrasah. Teachers are motivated by giving awards to those who achieve. Meanwhile, teachers who violate the rules and code of ethics will be subject to sanctions. The researcher argues that the madrasah head's efforts to improve the quality of teachers' work by rewarding teachers who excel and sanctioning teachers who violate the rules is one of the strategies that can increase teachers' initiative, creativity, and competitive spirit of the teachers. By looking at the efforts of the madrasah head, the researcher believes that the head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, has a great sense of responsibility and has carried out his duties as an educational personnel manager well. Here is the Improving Teacher Professionalism table

Table 1. Improving Teacher Professionalism

No	Principal's Efforts	Explanation
1	Establishing binding rules for teachers	All teachers are required to be disciplined, such as arriving on time and requesting permission if they are unable to teach. These rules reflect the principal's leadership in maintaining school regulations.
2	Monitoring teacher conditions	In line with Suryosubroto's view, the principal understands the teachers' environmental and socio-economic backgrounds to implement appropriate leadership actions.
3	Involving teachers in various activities	Teachers are assigned roles according to their expertise in both internal and external activities, including training, seminars, and other events supporting professional development.
4	Instilling friendly, polite, and competent attitudes in teachers	Teachers are encouraged to be role models for students, demonstrating exemplary behavior and professional competence.
5	Rewarding outstanding teachers	Rewards, such as promotions or financial incentives, are given to motivate teachers and enhance their professionalism.
6	Conducting teacher development programs	Development is carried out through training and regular meetings within the school, as well as sending teachers to external activities such as MGMP (Subject Teacher Conference), seminars, and other professional development programs.

7	Increasing teacher motivation	Teachers who excel are rewarded, while those who violate rules are sanctioned. This strategy fosters initiative, creativity, and a competitive spirit among teachers.
8	Building openness and a family atmosphere in the school	The principal fosters effective communication among all school members to strengthen relationships between teachers, staff, and students.

Improving the quality of education infrastructure

Facilities are arguably the most basic means of supporting an educational institution's success. When the infrastructure is complete, the teaching and learning process will automatically occur effectively and efficiently. An effective learning process guarantees the quality of educational institutions' output and ensures their reliability in the community. Based on researcher observations, Madrasah Tsanawiyah (MTs) Nurul Hidayah Tegalsiwalan Probolinggo has learning facilities and madrasah buildings that are strategic, clean, and comfortable to use as a place of learning.

The first effort of the head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, is to improve the quality of educational infrastructure by creating a comfortable and clean madrasah culture. The above statement is in line with the opinion expressed by Faisal Mubarak in his journal that efforts to improve the quality of schools or madrasahs need to be done, which is creating a conducive school/madrasah climate and culture. Then Muhaimin mentioned that a strong school/madrasah culture is a strength for a school/madrasah and a characteristic for schools or madrasahs that excel (Sutrisno et al., 2023; Yurieva, Voropaeva, Beliakova, & Adamchuk, 2021)Therefore, Nurul Hidayah, the head of MTs, ' efforts to improve the quality of infrastructure by creating a comfortable and clean madrasa culture are a form of attention and supervision by the madrasah head to the completeness of madrasah infrastructure.

Second, the head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, continues to improve facilities, namely, the madrasah building was upgraded to two floors and other improvements. Based on this, the educational infrastructure facilities at MTs Nurul Hidayah Tegalsiwalan Probolinggo need to get serious attention from the madrasah head as a leader. The improvement of infrastructure facilities is a form of management of educational facilities and infrastructure carried out by the principal of MTs Nurul Hidayah Tegalsiwalan Probolinggo in an effort to improve the quality of the madrasah. In addition, the facilities in the madrasah must make students feel satisfied with the services provided by the madrasah.

Third, the madrasah principal shows the characteristics of the madrasah by requiring students to dress Islamically and wear madrasah alma mater suits. As explained by Damopolii that Islamic education guides students in their development, both physically and spiritually towards the formation of the main personality in students later based on Islamic laws (Atstsaury, Hadiyanto, & Supian, 2024)The madrasah head's efforts are one form of religious culture development in the madrasah. Education is an effort to develop children's potential for religious and spiritual strength; therefore, in Islamic educational institutions such as madrasahs, the efforts of madrasah principals to develop a religious culture are very important in increasing students' religious observance.

Fourth, the madrasah head is looking for added value for the madrasah so that it continues to develop more advanced. This is in line with the opinion expressed by Rosdianti in her journal

that the sources and ways of procuring facilities and infrastructure in madrasas are adjusted to the needs and available budget. The source can come from both the government and the private sector. The method of procurement is through the budget procurement process, submission of needs, and agreement (Helwah, Arisati, & Mufidah, 2023).

Fifth, in his efforts to improve the quality of educational infrastructure, the madrasah principal also carries out his role as an entrepreneur. Therefore, the head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, tries to innovate, namely by collaborating with other institutions/agencies in the procurement of infrastructure facilities, such as with Bank Negara Indonesia (BNI), Amidis (mineral water company), and PT Pertamina.

Sixth, the head of the madrasah formed a special team for the maintenance and care of school facilities. Rosdianti argues that the maintenance and care system for facilities and infrastructure is carried out by all madrasah personnel, while those that are specialized are carried out by specialized experts as well.

Based on this, all madrassa residents need to maintain and care for the existing infrastructure. Infrastructure supports the creation of effective learning. Without the maintenance of the madrasah community, the infrastructure will likely be damaged, which will disrupt the learning process. The infrastructure at MTs Nurul Hidayah Tegalsiwalan Probolinggo is fairly good because all madrassah residents are able to maintain it well. In addition, the head of the madrasah also continues to strive to improve infrastructure that supports the creation of better learning.

Seventh, the head of the madrasah made many visits to other madrasahs to conduct comparative studies. By conducting comparative studies to other madrasahs, the Head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, can find out what the advantages of other madrasahs are and can be used as an evaluation for madrasahs in improving the quality of education.

Table 2. Improving the quality of education infrastructure

No	Principal's Efforts	Explanation
1	Creating a comfortable and clean madrasah culture	The principal emphasizes a conducive school environment, aligning with experts who state that a strong madrasah culture enhances quality and performance.
2	Improving physical infrastructure	Efforts include upgrading the madrasah building to two floors and other renovations, reflecting the principal's attention to infrastructure development.
3	Requiring Islamic attire for students	Students are required to dress Islamically and wear alma mater suits, fostering a religious culture and enhancing spiritual development.
4	Seeking added value for the madrasah	The principal ensures infrastructure meets needs through effective budgeting and collaborations with both government and private sectors.
5	Acting as an entrepreneur	Collaborates with external institutions like BNI, Amidis, and PT Pertamina to innovate and procure infrastructure.
6	Forming a maintenance team	Establishes a specialized team for the maintenance and care of facilities, ensuring infrastructure is preserved and supports effective learning.
7	Conducting comparative studies	Visits other madrasahs to learn their strengths, using these insights to evaluate and enhance the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo.

Improving the quality of the learning process

As an implementation, Madrasah Tsanawiyah (MTs) Nurul Hidayah is a formal educational institution equivalent to junior high school with Islamic characteristics; this madrasah emphasizes educational patterns and basic teaching skills that are based on Islamic values as a basis for behavior. To improve the quality of the learning process, the madrasah has a Curriculum and Learning Outcomes (KHB) which describes the factors guiding the implementation of the learning, teaching, and assessment process to help students achieve learning outcome (Colthorpe, Gray, Ainscough, & Ernst, 2021)s.

The first effort of the Head of MTs Nurul Hidayah Tegalsiwalan Probolinggo in improving the quality of the learning process is by organizing activities to improve teachers' teaching skills. Teachers are encouraged to take part in many trainings, such as participating in MGMP activities, upgrading activities, seminars, and so on. The opportunity to participate in these activities is given to every teacher, because teachers are required to have good teaching skills (Ababneh, 2022).

According to Makawimbang, in an effort to improve teacher performance, madrasah heads must improve the quality of teacher teaching in terms of strategies, expertise, and teaching tools. Based on this, it can be concluded that the madrasah principal must guide teachers in using teaching methods when in class. In addition, teachers are required to use technology to facilitate the learning process. In this case, the Head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, also tries to provide good guidance to all teachers in teaching.

First, the head of the madrasah, structured the quality of the curriculum, which includes the process of planning, implementation, and evaluation as well. As for improving the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo, the curriculum must be specifically designed in accordance with the situation and conditions of student education. Ruwiah Abdullah explained that the framework for implementing the 2013 curriculum, teachers are expected to be able to read the vision of a curriculum, namely the main ideas contained in the curriculum objectives.

In terms of structuring this curriculum, the Head of MTs, Nurul Hidayah, tries to assist teachers in using good strategies or methods and preparing materials that will be given to students by fostering teachers or by attending training. In addition, he also builds positive communication among teachers by trying to be open in every matter related to the madrasah. He also creates a good family atmosphere for teachers and other staff.

Second, the head of the madrasah structured the quality of the curriculum, which included the process of planning, implementation, and evaluation. As for improving the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo, the curriculum must be specifically designed in accordance with the situation and conditions of student education. Ruwiah Abdullah explained that the framework for implementing the 2013 curriculum, teachers are expected to be able to read the vision of a curriculum, namely the main ideas contained in the curriculum objectives (Kriswahyudi, Etek, Marantika, Koderi, & Akmansyah, 2024). In terms of structuring this curriculum, the Head of MTs, Nurul Hidayah, tries to assist teachers in using good strategies or methods and preparing materials that will be given to students by fostering teachers or by attending training. In addition, he also builds positive communication among teachers by trying

to be open in every matter related to the madrasah. He also creates a good family atmosphere for teachers and other staff.

Third, the madrasah head emphasizes an educational pattern based on Islamic values as the basis for behaving in accordance with the madrasah's vision and mission. This is in accordance with the vision and mission of MTs Nurul Hidayah itself, which is to become a superior educational institution in order to produce generations who are pious, noble, knowledgeable, and live in society. This shows how the principal tries to apply Islamic education patterns to improve the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo.

Fourth, the principal guides the teachers to improve their use of learning methods and models. The method most teachers apply is visualization with group work (Roll-Playing), so teachers use a group learning model because it is adjusted to the 2013 Curriculum.

Based on the above opinion, it can be concluded that to improve the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo, the head of the madrasa must try to direct teachers in implementing Islamic learning methods and models because they are considered very effective in shaping students' personalities. The madrasah head must also foster and direct ways of using media and educational facilities that support learning, so that the results of this guidance and direction each teacher can use the media and educational facilities properly in learning.

Improving student achievement at MTs Nurul Hidayah

The efforts of the Head of MTs Nurul Hidayah Tegalsiwalan Probolinggo in improving student achievement are, first, to improve student academic achievement, when approaching the National Examination, the steps are by holding stabilization, additional lessons, and cooperation with tutoring institutions. This is in accordance with the general objectives of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo, namely that students are able to pass the National Examination well and be accepted at the next level as desired and have better abilities.

The efforts of the madrasah head are in line with Hasbi's opinion that the high competence of graduates based on the results of the national exam and the output of education in madrasas, many of which are accepted in favorite schools, is one of the supporting factors for improving the quality of education in madrasas (Siregar, Mesiono, & Neliwati, 2022; Sutrisno et al., 2023).

Second, the head of the madrasah provides debriefing to teachers, with the hope that the National Exam scores can increase. In increasing student achievement, it cannot be denied that the most influential human resource is the teacher. Therefore, the madrasah head must try to guide and direct teachers in creating an effective learning atmosphere.

Third, to improve the quality of students, when admitting new students, there is a selection in advance in the form of a Read and Write Al-Qur'an Test, an interview with BK to students and their parents, and also a written knowledge test. Every year the number of students who enroll to study at MTs Nurul Hidayah Tegalsiwalan Probolinggo.

Fourth, the madrasah head creates a disciplined school culture. Starting from the students themselves, the students at MTs Nurul Hidayah Tegalsiwalan Probolinggo are very few who come late to the madrasah. From 06.30 WIB all madrasa residents have walked to the mosque to perform Dhuha prayers, of course preceded by the head of the madrasa. Then at MTs Nurul Hidayah Tegalsiwalan Probolinggo, no students ever go home first, even though there are no teachers, because they are ready to picket, they still go home at a predetermined time.

Fifth, the madrasah provides various religious extracurricular activities, such as Tahsin Al-Qur'an, Marawis, Qosidah, Nasyid, PAI Club, and other general extracurricular activities. Extracurricular activities such as science olympiads are also carried out ahead of competitions. From year to year, extracurricular activities, such as angklung, theater, etc., continue to grow.

If the output produced by MTs Nurul Hidayah Tegalsiwalan Probolinggo has good achievements, then it shows that the Head of MTs Nurul Hidayah Tegalsiwalan Probolinggo has succeeded in improving the quality of education and the madrasah can be said to have good quality.

Sixth, special competitions are always held in the madrasah. In addition, teachers involve students in various activities, both inside and outside the madrasah. In this case, to improve the quality of education, it is necessary to commit the school/madrasah to move in the field of student quality, therefore the school/madrasah often participates in various competitions at the national level (Badrun, Sugiarto, Rachmadhani, & Sh, 2022)Based on this, it can be concluded that the efforts of the Head of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, to improve student achievement by including students in various competitions, both curricular and extracurricular, are in accordance with their duties and functions.

Seventh, in improving student achievement, the Head of MTs Nurul Hidayah Tegalsiwalan Probolinggo also provides a forum for student self-development. Every year, the NHMB (Nurul Hidayah Mencari Bakat) event is held. This event is a talent search stage conducted by the madrasah to find students who are talented in the arts.

Table 3. Improving student achievement at MTs Nurul Hidayah

No	Efforts by the Head of Madrasah	Description
1	Improving academic achievement	Held stabilization sessions, additional lessons, and collaborations with tutoring institutions to prepare students for the National Examination, ensuring they pass well and progress to desired institutions.
2	Providing debriefing for teachers	Guided and directed teachers to create an effective learning atmosphere, emphasizing the role of teachers as key resources for improving student performance.
3	Selecting new students through tests	Conducted Qur'an reading and writing tests, interviews with students and parents, and written knowledge tests to ensure quality intake and continuous growth in enrollment.
4	Creating a disciplined school culture	Promoted punctuality and discipline among students, with daily routines like Dhuha prayers and adherence to fixed schedules, fostering a structured and respectful learning environment.
5	Offering diverse extracurricular activities	We provided religious and general extracurriculars such as Tahsin Al-Qur'an, Marawis, Qosidah, PAI Club, science Olympiads, theater, and angklung, enhancing student skills and interests.
6	Organizing and participating in competitions	Held internal competitions and encouraged student participation in national-level events, focusing on curricular and extracurricular competitions to enhance the quality of education and achievements.

7	Providing a forum for student self-development	Organized NHMB (Nurul Hidayah Mencari Bakat), an annual talent search event to identify and nurture artistic talents among students.

The Role of the Principal of MTs Nurul Hidayah Tegalsiwalan Probolinggo in Efforts to Improve the Quality of Education

The research findings show that the principal's role as an educator is to encourage the effective use of learning time at the Madrasah by motivating teachers to start and end lessons according to the designated schedule and use the time effectively and efficiently for the benefit of learning.

The duties and responsibilities of the principal in the scope of management include carrying out managerial functions, starting from planning, coaching, and development to evaluation of all areas within the Madrasah institution. In the field of educational staff management, the principal's roles are as follows: 1) Identifying the characteristics of effective educational staff, 2) Planning the staffing needs of the Madrasah, 3) Recruiting, selecting, placing, and orienting new educational staff, 4) Developing the performance of educational staff, 5) Utilizing and maintaining the educational staff, 6) Assessing the performance of educational staff.

The research findings indicate that coordination has been carried out, which involves connecting all organizational personnel with their respective tasks to ensure unity and alignment, resulting in appropriate policies and decisions. Coordination actions include supervision, evaluation, direction, and guidance for each member of the organization (Karim, Siregar, Prayoga, Suyitno, & Kartiko, 2022).

The research also shows that supervision has become a program focused mainly on monitoring, as the learning process is already considered effective. However, the development of supervision programs for classroom activities, extracurricular activities, library supervision, laboratory supervision, and examinations has been successfully implemented. The supervision process, through a monitoring system, aims to develop the Madrasah.

The findings of this study show that the principal of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, plays an important role in improving the quality of education by implementing various leadership strategies that are integrated with Islamic values. As a leader, the principal focuses not only on improving educational quality but also on managing learning time effectively and efficiently. By directing teachers to start and end lessons according to the designated schedule, the principal demonstrates transformational leadership qualities. Transformational leaders are able to inspire and motivate their staff to commit to shared goals, in this case, improving the effectiveness of learning.

Furthermore, the principal also plays the role of a leader who cares about the professional development of teachers. In this regard, the principal provides guidance to teachers to help them improve their performance and conducts regular evaluations to ensure that educational goals are achieved (Al-Shanawani, 2019; Kasmah, Syam, Tajuddin, Hafid, & L, 2023). This approach reflects the servant leadership style, where the leader focuses on meeting the needs and development of team members. The principal not only directs but also provides support that enables teachers to perform better, such as by rewarding outstanding teachers (Djalilah et al., 2024; Hariri, Monypenny, & Prideaux, 2016).

The principal also implements visionary leadership by planning and directing all educational activities toward a greater vision, namely producing quality graduates. This can be seen in his efforts to plan staffing needs, select and orient new staff, and develop staff performance through various training programs (Bakker, Hetland, Kjellevold Olsen, & Espevik, 2023; Claassen, dos Anjos, Kettschau, & Broding, 2021). This visionary leadership focuses on the future and creates a clear vision for all members of the madrasah regarding the direction they must take (Conger, 1989; Siregar et al., 2022).

In the decision-making process, the principal uses a participative approach that involves all staff members in various activities and decisions. This ensures that each member feels responsible for the madrasah's success. This approach also demonstrates democratic leadership, where decisions are not made solely by the leader but involve contributions from all parties involved (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018; Armstrong, 2022).

On the other hand, the principal faces several challenges in carrying out leadership, such as a lack of responsiveness from some staff and a shortage of permanent teaching staff. However, the principal continues to address these issues by using a persuasive approach to build harmonious relationships among staff (Brooks & Ezzani, 2022). This approach aims to ensure that every team member feels valued and motivated to work well, despite the challenges faced. Additionally, the limitations in facilities and budget also present challenges. However, the principal continues to strive to provide adequate facilities to support the teaching and learning process, demonstrating proactive leadership (Amzat, 2022).

Overall, the principal of MTs, Nurul Hidayah Tegalsiwalan Probolinggo, demonstrates leadership that integrates various models of leadership in Islamic education, including transformational, charismatic, servant, and visionary leadership. With an inclusive approach and a focus on the well-being of staff and students, the principal has successfully created an environment that supports the improvement of educational quality. These approaches not only showcase effective leadership but also reflect Islamic values that emphasize justice, cooperation, and service to others.

Supporting and Inhibiting Factors for the Principal

The supporting or driving factors for the Principal of MTs Nurul Hidayah in improving the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo are as follows: 1) Individual factors, which include a positive attitude, strong abilities, and high motivation to excel in their duties; 2) Support from subordinates (teachers and staff), as they can create a dynamic and harmonious atmosphere at the Madrasah through approaches that foster discipline, cooperation, and a sense of community; 3) Support from the Madrasah committee in addressing various challenges and applying open management practices; 4) Challenging work that fosters shared commitment to realizing the vision and mission of MTs Nurul Hidayah Tegalsiwalan Probolinggo.

The challenges faced by the Principal of MTs Nurul Hidayah Tegalsiwalan Probolinggo in implementing leadership performance to realize the school's vision and mission or to improve the quality of the school are as follows: 1) Some staff members are still not responsive in carrying out their duties effectively; 2) There is still a shortage of permanent teaching staff; 3) The financial budget is limited; 4) Teaching and learning facilities are still inadequate.

Despite these circumstances, the Principal of MTs Nurul Hidayah Tegalsiwalan Probolinggo continues to motivate subordinates to work productively by using the following approaches: 1) A persuasive approach, where the Principal builds a harmonious relationship among subordinates to ensure that no one becomes disengaged in performing their duties; 2) A participative or democratic approach, involving all members in activities and decision-making, so that they share the success or outcome of the work, making them responsible for the school's image and the educational environment, rather than viewing the results as solely the Principal's achievements; 3) An emotional approach, which is built individually, ensuring that previous approaches are not seen as coercive.

In addition to these approaches, the Principal of Nurul Hidayah Tegalsiwalan Probolinggo also has methods to improve the quality of education by: 1) Providing rewards to outstanding teachers, 2) Conducting evaluations and monitoring subordinates, so that if there are less active staff members, guidance and coaching can be provided to help them perform their duties more effectively, 3) Providing facilities to make it easier for teachers and staff to carry out their tasks.

4. CONCLUSION

The various efforts made by the head of Madrasah to improve the quality of education at MTs Nurul Hidayah Tegalsiwalan Probolinggo include several important aspects. First, the improvement in teachers' professionalism can be seen from their educational background and experience, which, on average, have an S1 or S2 education. These teachers are disciplined and responsible and have broad educational insights. This conclusion was reflected in classroom observations, where teachers showed enthusiasm and successfully attracted students' attention to study seriously, so the learning process took place effectively and efficiently. In addition, the madrasah head also made improvements to educational facilities and infrastructure, such as constructing a two-story madrasah building, which satisfied students with the services provided.

Secondly, efforts to improve the quality of the learning process and student achievement are visible in implementing the Curriculum and Learning Outcomes (KHB) designed to support students in achieving optimal learning outcomes. The students at MTs Nurul Hidayah show good achievement in the academic field, with exam results increasing every year and many graduates being accepted into favourite schools. In addition, students' success in non-academic fields, such as sports and arts, also adds positive value to the Madrasah. Thus, the madrasah head acts as an educator, manager, and innovative leader, providing motivation and support to achieve the institution's vision, mission, and overall goals.

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