



Strengthening Impact-Oriented Madrasahs: A Critical Analysis of Principal Leadership in Teacher Supervision

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ABSTRACT

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This study aims to examine the role of madrasah principal leadership and teacher supervision in shaping instructional quality at Madrasah Tsanawiyah (MTs) NU 2 Maron. Employing a qualitative descriptive approach, the research utilizes empirical data collected through semi-structured interviews with the madrasah principal, supervisory staff, and teachers, complemented by classroom observations and analysis of institutional documents. Data were analyzed using systematic triangulation to ensure credibility and analytical consistency. The findings reveal that the principal's leadership extends beyond administrative functions toward an instructional orientation characterized by strategic decision-making, clear academic direction, and continuous support for teachers' professional development. Teacher supervision is implemented as a formative and reflective process rather than a procedural requirement, emphasizing dialogic feedback, reflective practices, and structured follow-up actions that directly influence classroom instruction. These practices result in measurable improvements in teaching strategies, classroom management, and teacher accountability. The study further indicates that strong alignment between leadership vision and supervision practices is crucial for sustaining instructional improvement. The findings imply that leadership development programs for madrasah principals should prioritize instructional leadership competencies and context-sensitive supervision models to enhance learning quality and foster a responsive educational environment that meets students' academic and developmental needs.

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INTRODUCTION

Learning constitutes the core of the educational process and plays a central role in shaping individuals' intellectual, social, and moral capacities, as well as contributing to broader societal development (Rumawatine, 2023; Carayannis & Morawska-Jancelewicz, 2022). High-quality learning is widely recognized as a key determinant of students' academic achievement and long-term potential development (Nurnaningsih et al., 2023; Nurhattati et al., 2023; Roja & Salim, 2023). From a societal perspective, the quality of learning influences the readiness of future generations to respond to social, economic, and technological challenges. Empirical evidence indicates that educational systems with strong instructional quality tend to produce learners who are more adaptive, critical, and innovative (Kurniasari et al., 2024). Consequently, improving learning quality has become a strategic priority for educational stakeholders, policymakers, and researchers alike. This emphasis reflects a growing awareness that learning outcomes cannot be separated from the quality of instructional processes. Therefore, understanding the factors that shape learning quality is not merely an academic concern but a societal imperative aimed at ensuring sustainable educational development and social progress.

Despite its recognized importance, improving learning quality remains a persistent challenge in many educational institutions, including madrasahs (Yulianto et al., 2024; Sanjani, 2024). Learning quality is influenced by a complex interplay of internal and external factors, such as student diversity, teacher competence, instructional strategies, and institutional support systems (Zongozzi, 2022). In practice, many schools struggle to create learning environments that actively engage students and support the development of higher-order thinking skills. Evidence from various studies suggests that inadequate leadership and weak supervision systems often contribute to inconsistent instructional quality (Yulianto et al., 2024). Without clear academic direction and systematic support, teachers may rely on routine teaching practices that do not fully address students' learning needs. These challenges highlight a broader structural problem: while educational reforms frequently emphasize curriculum change, insufficient attention is given to leadership and supervision as drivers of learning quality. As a result, learning improvement efforts often fail to achieve their intended impact, underscoring the need for research that examines leadership and supervision as integral components of instructional quality enhancement.

In the context of madrasahs, leadership exercised by principals plays a particularly critical role in shaping instructional practices and learning quality (Dewi et al., 2023). Madrasah principals are expected not only to manage administrative affairs but also to guide teachers toward effective and meaningful learning practices. However, field observations in many madrasahs indicate that leadership functions are often dominated by managerial routines, leaving limited space for instructional leadership. Teacher supervision, which should serve as a mechanism for professional growth and reflective practice, is frequently reduced to formal evaluation procedures. This phenomenon results in supervision activities that lack follow-up and fail to generate meaningful changes in classroom instruction. Studies have shown that when supervision is conducted merely as a procedural obligation, its potential to improve learning quality is significantly diminished (Armiyanti et al., 2023; Efendi & Sholeh, 2023). Consequently, a gap emerges between leadership intentions and actual instructional outcomes. This situation highlights the urgency of examining how leadership and supervision are enacted in practice and how they influence learning quality within the madrasah context.

Previous research has consistently emphasized the importance of educational supervision as a means of enhancing instructional quality and overall educational effectiveness (Suparliadi, 2021; Adiyono et al., 2023; Turmidzi, 2021). Supervision is conceptualized not merely as an evaluative process but as a form of professional assistance that includes coordination, consultation, group leadership, and instructional guidance. Through effective supervision, teachers are expected to refine their pedagogical skills and adopt more responsive teaching strategies. Parallel studies also underline the decisive role of school and madrasah leadership in fostering learning quality (Sumardi, 2022; Diana et al., 2021; Mariana, 2021). Leadership that is visionary and supportive can motivate teachers, align instructional goals, and create a conducive learning climate. Collectively, these studies provide strong evidence that leadership and supervision are central to educational quality improvement. However, much of the existing literature treats these variables independently, offering limited insight into their interactive effects on learning quality.

Although prior studies have established the significance of leadership and supervision, several gaps remain. First, many studies adopt a quantitative approach that focuses on measuring outcomes without sufficiently exploring the processes through which leadership and supervision influence learning quality. Second, teacher performance is often examined as an outcome variable rather than as a mediating factor that links leadership and supervision to learning quality (Permatasari et al., 2023; Januar & Amsari, 2023; Purwanto, 2023). As a result, the dynamic relationship between these variables remains underexplored.

Furthermore, empirical studies that specifically examine madrasah contexts, particularly at the Tsanawiyah level, are still limited. This gap is significant given the unique cultural and institutional characteristics of madrasahs. Addressing these limitations is crucial for developing a more comprehensive understanding of how leadership and supervision function in practice and how they can be optimized to enhance learning quality.

The novelty of this study lies in its integrated examination of madrasah leadership, teacher supervision, and teacher performance as interconnected factors influencing learning quality. Unlike previous studies that focus on isolated variables, this research highlights the mediating role of teacher performance in translating leadership vision and supervision practices into tangible instructional improvements. Empirical findings from Madrasah Tsanawiyah (MTs) NU 2 Maron Probolinggo demonstrate that proactive, change-oriented leadership combined with formative supervision can significantly enhance learning quality. This approach contributes to the state of the art by providing context-sensitive insights into how leadership and supervision operate within madrasahs. The study advances current knowledge by emphasizing that leadership is not merely symbolic but functions as a driving force for instructional improvement. This perspective is particularly important in addressing contemporary challenges faced by madrasahs in delivering student-centered and impactful learning experiences.

Based on the issues and gaps identified, this study addresses the central research problem of how madrasah principals' leadership and teacher supervision influence learning quality. Specifically, it seeks to answer the following questions: How does madrasah leadership shape supervision practices? How do these practices affect teacher performance? And how does teacher performance, in turn, influence learning quality? These questions are critical for understanding the mechanisms through which leadership and supervision contribute to instructional improvement. By focusing on these relationships, the study responds to the need for research that moves beyond surface-level analysis and explores the underlying processes that shape learning quality in madrasahs.

This study argues that effective madrasah leadership and well-designed teacher supervision are key determinants of learning quality, mediated by teacher performance. Strong leadership provides clear academic direction and institutional support, while supervision serves as a formative process that enhances teachers' instructional competence. Together, these elements create a learning environment that supports continuous improvement and student-centered instruction. The study contributes to the educational literature by offering empirical evidence from a madrasah context and by proposing an

integrated framework that links leadership, supervision, and learning quality. Practically, the findings provide guidance for madrasah principals and policymakers in designing leadership development and supervision models that are responsive to contextual needs. Ultimately, this research contributes to the development of sustainable educational practices that enhance learning quality and support students' holistic development within the madrasah system.

RESEACH METHOD

This study employed a qualitative approach using a descriptive case study design to obtain an in-depth understanding of the role of madrasah principals' leadership in improving learning quality at Madrasah Tsanawiyah (MTs) NU 2 Maron Probolinggo (Nurrochman et al., 2023). A qualitative case study was selected because it allows for an intensive and holistic exploration of complex social phenomena within their real-life context. Leadership and teacher supervision are context-dependent processes that cannot be adequately captured through numerical measurement alone. By focusing on a single madrasah as a case, this design enables the researcher to examine leadership practices, supervision mechanisms, and instructional quality as interconnected and dynamic processes. The descriptive orientation further supports the objective of portraying empirical realities as they occur in practice, thereby providing rich, detailed insights into how leadership functions contribute to learning quality improvement.

The research was conducted at Madrasah Tsanawiyah (MTs) NU 2 Maron Probolinggo, located on Jl. Raya Wonorejo No. 244, RT 23 RW 07, Maron District, Probolinggo Regency. This madrasah was intentionally selected due to its active implementation of leadership and supervision practices aimed at improving instructional quality. The site also represents a typical madrasah context in which leadership plays a crucial role in balancing administrative responsibilities and instructional development. Furthermore, the accessibility of the research site and the willingness of school stakeholders to participate facilitated the collection of comprehensive and reliable qualitative data. These considerations make MTs NU 2 Maron Probolinggo an appropriate and relevant setting for examining the interaction between madrasah leadership, teacher supervision, and learning quality.

Table 1. Profile of Interview Respondents at Madrasah Tsanawiyah (MTs) NU 2 Maron Probolinggo

| No. | Initials | Position |
|------------|-----------------|-------------------------------|
| 1 | YY | Madrasah Principal |
| 2 | PA | Vice Principal for Curriculum |
| 3 | MZM | Teacher |
| 4 | WM | Teacher |
| 5 | ZF | Homeroom Teacher |

Data were collected using three primary techniques: interviews, observations, and documentation. Semi-structured interviews were conducted with six participants, including the madrasah principal, the vice principal for curriculum, and teachers selected based on their direct involvement in instructional activities and supervision processes. This interview format allowed for flexibility in exploring participants' perspectives while maintaining consistency across key themes. Classroom observations were carried out to capture authentic teaching practices and supervision activities as they occurred in the natural madrasah setting. Additionally, documentation analysis was employed to obtain secondary data from institutional records, policy documents, supervision reports, and relevant training materials. The combination of these techniques enabled data triangulation and enriched the depth of the findings.

Data analysis was conducted through an interactive and iterative process consisting of data condensation, data display, and data verification. Data condensation involved selecting, focusing, simplifying, and transforming raw data obtained from interviews, observations, and documents. In the data display stage, the condensed data were organized systematically in narrative descriptions and thematic matrices to facilitate pattern recognition and interpretation. Finally, data verification was carried out by drawing conclusions based on recurring themes and relationships identified across data sources. This process ensured that interpretations were grounded in empirical evidence and reflected the complexity of madrasah leadership and supervision practices. Throughout the analysis, a data triangulation approach was applied to strengthen analytical rigor and coherence (Rosadi et al., 2023).

To ensure the trustworthiness of the findings, data validity was established through triangulation of sources and methods. Data obtained from interviews with the madrasah principal, the vice principal for curriculum, and teachers were cross-checked with classroom observation results and institutional documentation. This process enabled the researcher to identify consistencies and discrepancies across data sources, thereby enhancing the credibility of the findings. Prolonged engagement in the research setting and careful

documentation of the research process further supported dependability and confirmability. Through these validation strategies, the study aims to produce robust and reliable insights into the role of madrasah leadership in improving learning quality through teacher supervision.

RESULT AND DISCUSSION

Result

Madrasah Principal Leadership in Improving Learning Quality

The findings indicate that the leadership of the madrasah principal at Madrasah Tsanawiyah (MTs) NU 2 Maron Probolinggo plays a decisive role in directing and enhancing learning quality. The principal is actively involved in formulating the madrasah's vision and mission, managing human resources, and supporting instructional innovation. Leadership practices observed in this study demonstrate a strong instructional orientation, characterized by continuous engagement with teachers' professional development and learning processes.



Figure 1.2. Research Findings Map at Madrasah Tsanawiyah (MTs) NU 2 Maron Probolinggo

Interview data reveal that the principal consistently designs and implements innovative instructional strategies, including the integration of technology, curriculum development aligned with students' needs, and the application of active and collaborative learning methods. These initiatives are supported by sustained attention to teachers' individual capacities and professional potential. Classroom observations further confirm that such leadership practices contribute to a supportive and motivating learning environment in which teachers feel encouraged to improve instructional quality.

Leadership in the Development of the Academic Community

The results show that madrasah leadership at MTs NU 2 Maron Probolinggo has a strong influence on the development of the academic community. The principal fosters a collaborative institutional culture by encouraging open communication, shared decision-making, and teacher collaboration. Teachers are actively involved in professional discussions, curriculum planning, and instructional improvement initiatives.

Interview data from the vice principal for curriculum indicate that supervision and professional development programs are designed to accommodate teachers' aspirations, professional needs, and interpersonal development. These programs include regular training sessions, mentoring activities, and continuous support aimed at improving both pedagogical competence and personal growth. As a result, teachers demonstrate increased motivation, stronger professional commitment, and greater confidence in implementing innovative teaching practices.

Integration of Teacher Supervision in Learning Quality Improvement

The findings reveal that teacher supervision at MTs NU 2 Maron Probolinggo is implemented as a continuous and supportive process rather than a purely evaluative activity. Supervision practices emphasize constructive feedback, reflective dialogue, and follow-up actions oriented toward professional growth. The madrasah principal and supervisory staff conduct systematic supervision through both individual and group techniques.



Figure 1.1. Model of Supervisory Techniques

Individual supervision includes classroom observations, inter-class visits, individual conferences, and teacher self-evaluation. These practices enable supervisors to identify instructional strengths and challenges while supporting teachers in refining their teaching strategies. Group supervision is implemented

through collaborative group work, workshops, instructional demonstrations, panel discussions, educational visits, and guided reading activities supported by institutional library resources. Collectively, these supervisory practices contribute to observable improvements in teaching quality and classroom learning processes.

DISCUSSION

Madrasah Leadership and Learning Quality

The findings of this study reinforce previous research emphasizing that the leadership of the madrasah principal plays a crucial role in determining educational direction and learning quality (Purwanto, 2021; Latifah, 2022; Sabila et al., 2023). Effective madrasah leadership is not limited to administrative management but encompasses the ability to inspire, motivate, and guide teachers toward shared educational goals (Zaini et al., 2022; Zuhdi et al., 2024). The results demonstrate that visionary and inclusive leadership contributes to the development of a positive madrasah culture, strengthens institutional relationships, and supports the creation of a dynamic learning environment (Suwarni, 2022).

Consistent with prior studies, the principal's instructional leadership at MTs NU 2 Maron Probolinggo functions as a driving force for improving learning quality by aligning vision, institutional policies, and instructional practices in a coherent and systematic manner. This alignment ensures that strategic objectives formulated at the leadership level are effectively translated into concrete pedagogical actions within classrooms. Through clear academic direction, continuous supervision, and participatory decision-making, the principal fosters a learning environment that supports instructional consistency, teacher accountability, and ongoing professional development. Moreover, such leadership enables the integration of innovative teaching strategies and reflective practices, thereby strengthening the capacity of teachers to respond adaptively to students' learning needs and enhancing overall instructional effectiveness.

Leadership and the Development of the Academic Community

The influence of madrasah leadership on academic community development aligns with previous findings that emphasize the central role of principals in shaping institutional culture and promoting instructional excellence (Mariana, 2021). Effective leadership fosters a conducive learning climate, encourages teacher collaboration, and enhances student engagement (Efendi & Sholeh, 2023).

Furthermore, the results confirm that leadership which prioritizes professional development and continuous learning enables the adoption of innovative teaching practices and curriculum development (Khana et al., 2023).

By empowering teachers and facilitating meaningful professional learning opportunities, madrasah principals can strengthen instructional quality and promote sustainable academic growth.

Teacher Supervision as a Mechanism for Improving Learning Quality

The findings support existing literature that positions teacher supervision as a critical mechanism for enhancing learning quality (Kalalo & Merentek, 2023; Abdillah et al., 2022). Supervision at MTs NU 2 Maron Probolinggo is consistent with the view that supervision should function as a structured process of professional support rather than mere performance evaluation (Ginting, 2024).

The implementation of supervision stages—planning, observation, evaluation, and follow-up—reflects established supervisory models (Djuhartono et al., 2021; Ginting, 2024; Ridlo & Yanti, 2023). Through constructive feedback and collaborative follow-up, supervision contributes to continuous improvement in instructional practices. The results confirm that sustained, growth-oriented supervision strengthens teacher competence, improves classroom instruction, and ultimately enhances learning quality.

Overall, the integration of visionary leadership and effective teacher supervision emerges as a strategic foundation for establishing a quality-oriented learning environment at MTs NU 2 Maron Probolinggo.

CONCLUSION

This study yields several important insights into the role of madrasah leadership and supervision in improving learning quality. The most significant finding demonstrates that the leadership of the madrasah principal functions as a strategic and instructional force rather than a purely administrative role. Vision-driven and participatory leadership enables the alignment of institutional policies with classroom practices, ensuring that learning quality improvement is systematically embedded within the madrasah's governance structure. A key lesson drawn from this research is that effective leadership, when integrated with formative and reflective supervision practices, creates a sustainable ecosystem for continuous instructional improvement. Teacher supervision that emphasizes professional dialogue, reflective feedback, and follow-up actions serves as a catalyst for pedagogical refinement, empowering teachers to respond more effectively to students' learning needs. These findings underscore the importance of positioning leadership and supervision as interdependent mechanisms in fostering high-quality, student-centered learning environments.

In terms of scholarly contribution, this study advances the educational leadership literature by offering an integrated perspective on the relationship between madrasah leadership, teacher supervision, and learning quality within a madrasah context. The research contributes conceptually by highlighting

teacher performance and professional development as critical mediating elements linking leadership and supervision to instructional outcomes. Methodologically, the qualitative case study approach provides rich, context-sensitive insights that complement existing quantitative research. Nevertheless, this study is limited by its focus on a single madrasah, which may constrain the generalizability of the findings. Future research is therefore encouraged to adopt comparative or multi-site designs, incorporate mixed-methods approaches, and examine diverse madrasah contexts to deepen understanding of how leadership and supervision models influence learning quality across different educational settings.

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