

STRATEGIES AND CHALLENGES: MADRASAH PRINCIPAL LEADERSHIP IN ENHANCING TEACHER PERFORMANCE FOR ACADEMIC EXCELLENCE

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Abstract :

One of the interesting problems to study in the world of education regarding human resources is teacher performance. A nation is developed if it has quality resources. This research was conducted to determine the leadership of Madrasah Heads in Improving Teacher Performance at Madrasah Aliyah Nurul Jadid. The research methodology uses a qualitative approach with a case study type of research. Data sources were obtained through observation, interviews and documentation. The data analysis technique goes through three stages, namely data reduction, data display (data presentation) and data conclusion drawing/verification. The validity of the data in this research uses source triangulation and technical triangulation. The results of this research are 1) Leadership carried out by the head of the madrasah, namely providing motivation and supervision and support related to teacher duties, involving teachers to take part in training and implementing rewards and punishments to their employees for better performance. 2) The madrasa head's leadership style in improving teacher performance at Madrasah Aliyah Nurul Jadid is a democratic style through discussion or deliberation, openness, giving freedom to subordinates and giving subordinates the opportunity to provide critical suggestions. 3) The principal's obstacles to improving teacher performance are still a lack of facilities and infrastructure, teacher indiscipline both in lesson planning and attendance. And they are less enthusiastic about teaching their students.

Abstrak:

Salah satu masalah yang menarik untuk dikaji dalam dunia pendidikan mengenai sumber daya manusia adalah kinerja guru. Suatu bangsa yang maju apabila mempunyai sumberdaya yang berkualitas. Penelitian ini dilakukan untuk mengetahui Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah Nurul Jadid. Metodologi dalam penelitian yang menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Sumber data diperoleh melalui observasi, wawancara dan dokumentasi. Teknik analisis data melalui tiga tahapan yakni data reduction (reduksi data), data display (penyajian data) dan data conclusion drawing/verification (penarikan kesimpulan/verifikasi). Adapun keabsahan data dalam penelitian ini menggunakan triangulasi sumber dan triangulasi

Teknik. Hasil dari penelitian ini yakni 1) Kepemimpinan yang dilakukan kepala madrasah yakni memberikan motivasi dan pengawasan serta dukungan terkait dengan tugas guru, melibatkan para guru untuk mengikuti pelatihan dan menerapkan pemberian reward and punishment kepada para pegawainya untuk kinerja yang lebih baik lagi. 2) Gaya kepemimpinan kepala madrasah dalam peningkatan kinerja guru di Madrasah Aliyah Nurul Jadid yakni gaya Demokratis melalui diskusi atau musyawarah, keterbukaan, memberikan kebebasan kepada bawahan dan memberikan kesempatan kepada bawahan untuk memberikan kritik saran 3) Hambatan Kepala Sekolah dalam meningkatkan Kinerja Guru yaitu masih kurangnya sarana dan prasarana, ketidak disiplinannya guru baik dalam perencanaan pembelajaran maupun kehadiran. Serta kurang bersemangat dalam mengajar peserta didiknya.

INTRODUCTION

Leadership in an organization has an important role in the development of each individual and can shape organizational values which become the foundation for achieving the ideals of an organization (Siti, 2022; Hidayah, 2023). Leaders have an influence on organizational effectiveness which can be seen as direct and indirect leadership (Shodiq, 2022; Baharun, 2023). Leaders are an important element in education, for example the head of a madrasah, creates learning conditions so that students can learn as well as possible. In practice, the head of the madrasa has responsibility, namely for the implementation of madrasa administration so that it can create the desired learning conditions by implementing supervision so that educators' abilities can increase and they have more professionalism.

With these conditions in order to become a leader, it has been regulated in PMA number 24 of 2018 which was amended from PMA number 58 of 2007 relating to leadership. This PMA has been revised by PMA number 58 of 2017. The abilities that a leader needs to have are entrepreneurial ability, supervision, sociability, personality and managerial (Oktavia, 2021).

Therefore, it is hoped that the head of the madrasah will have the expected abilities. In carrying out their duties and functions effectively and efficiently, this competency is an important qualification because if this competency is not possessed, the head of the madrasah will not be professional in carrying out his duties and his output will not be in accordance with what is expected (Hamid, 2022).

The school principal needs to be effective in carrying out his duties. The more effective the madrasah head is in carrying out his duties, the better the institution he leads will be. Where the indicators of a good madrasah head can be seen in three main things, whether a good leader is successful or not, that can be seen in several three main things, for example the commitment in the school's vision and mission as a guide for managing and leading the madrasah and the last one is focusing on teaching and learning activities. as well as the performance of educators in the classroom and outside the classroom (Samsuri, 2022; Setiawati, 2023).

The principal plays an important role in an institution because this leader determines the quality of education. Success or failure in implementing its functional journey in accordance with adjusted management standards. The success or failure of the madrasa head in his role as an educator or in creating a good work climate in improving the performance of educators and their employees. This is in accordance with the opinion of Wether and Dvais who say that the factors that influence performance are competence and motivation, therefore good performance is related to good leaders too. Leaders in a school are expected to be able to create quality education and have high competitiveness, because with this quality education students can become individuals who have moral competence and quality character (Yulianti et al., 2021; Baharun, 2023).

The final result of activities in assisting educators is the growth of competent educators. Educators who have qualities that are not disciplined or do not have a big responsibility will have an influence on education, therefore educators need to have a big contribution to education in a school, especially in teaching and learning activities with students, because whether the students are successful or not is the determining factor. namely an educator who has competent responsibility and has good performance. Teachers have responsibilities, therefore Islam also receives support related to high and noble education for the degree of a teacher or educated person (Suhermanto, 2022).

According to Ali Mudhoffir, this is related to the responsibilities and duties of an educator, namely being a teacher, guiding, administrator, developing curriculum and interacting with the community. In this case, the principal's behavior has an influence on his subordinates. School principals need to encourage teacher performance by showing a cheerful, friendly and considerate attitude towards teachers, both individually and in groups. With this attitude, a good principal will have the motivation for his subordinates to collaborate in realizing the vision, mission and goals of a madrasa.

Seeing the important role of teachers, madrasa heads need to control and improve teacher performance (Ghufron et al., 2023). However, the reality is that currently many teachers are closed and schools and supervisors cannot provide daily supervision of educators' activities in the classroom or outside the classroom. This is also due to the teacher's lack of thorough preparation regarding what will be conveyed in class as well as poor discipline, arriving late and leaving before time, not making lesson plans and not attending lessons (Fernadi, 2022).

The school principal becomes a figure for managing educational institutions which can be useful for the human resources they have. To provide encouragement and provide opportunities for educators to improve their teaching competence. Teachers are a source for improving the quality of education which is a change activity. To implement educational changes in improving the quality of education itself, it consists of several indicators, namely curriculum, teaching methods, provision of facilities and others (Fatoni, 2017)

The results of the research presented by Yusnidar stated that school principals have a strategy to provide enthusiasm for teachers' work, with interactions that provide pleasure to the principal and teachers with enthusiasm for work to provide a sense of pleasure and work that is carried out jointly between the principal and educators by providing training by the Principal to improve their performance. This is something important for leaders (Yusnidar, 2014). The principal on encouraging work with pleasure. School principals need to increase teacher enthusiasm for their work by providing training to teachers which is an important thing in improving the professionalism of teachers and school principals themselves (Zuhri, 2014).

Madrasah Aliyah Nurul Jadid is a first level advanced education activity in an activity that has Islamic characteristics and is under the auspices of an Islamic boarding school. Historically, this madrasa is a madrasa that was founded in 1977 with a decree from the Nurul Jadid foundation on January 1 1978 with decree number: 0407/YNJ/A.III/I/1978. This education has a high sense of trust among city and out-of-town communities to put their children and daughters in this school, and receive an education that continues to develop every year. This is also supported by the condition of the community, the majority of whom adhere to the Islamic religion and many Islamic boarding schools exist for the purpose of carrying out activities and maintaining their existence (Rizkuha, 2022).

In accordance with observations carried out by researchers, Nurul Jadid madrasah leaders usually have the ability to manage educators so as to increase morale by providing mature and deft thinking to recognize and anticipate problems as well as providing direction to the principal for coordinating and distributing tasks and responsibilities. The principal is able to provide understanding or individual attitudes and collaborative activities (Baharun, 2021).

With indications that the managerial and other competencies possessed by the principal of this madrasah exist and continue to be known by the community because the leaders who are the output of the principal can provide a good performance climate for improving teachers in the school. However, in this case it is necessary to improve the performance of teachers at the Aliyah Nurul Jadid madrasah because researchers found various problems such as there are still educators who are not optimal in planning learning or teaching and learning activities, there are still educators who do not carry out their duties based on responsibility in the sense of educators in delivering material. without paying attention to the condition of the students. School principals need to continue to provide input and evaluation for learning activities carried out by educators. The head of the madrasah provides feedback to educators by calling the teacher personally to carry out an evaluation related to the learning activities that have been delivered to the students (Mundiri, 2018).

For some of these conditions, the researcher has a connection to observe by raising the title of the observation related to "Leadership of the Madrasah Head in Improving Teacher Performance at Madrasah Aliyah Nurul Jadid" to look more deeply at the situation related to the leader's efforts in improving

teacher performance, leadership style in improving teacher performance and obstacles experienced by leaders to improve teacher performance.

RESEARCH METHODS

This observation aims to describe the leadership of the madrasa head to improve teacher performance at the Aliyah Nurul Jati madrasah using a qualitative research method, a case study type, where data is collected by the researcher himself by analyzing real evidence.(Sugiyono, 2018). The data collection technique for this observation uses observation. The data collection technique is carried out by interviewing sources, observing and documenting the evidence collected related to the themes raised using secondary and primary data sources. The primary data source is interviews conducted directly with the leaders and several ranks of the Aliyah Nurul Jadid madrasah, then in secondary data the data is not obtained by observation and documentation but is related to other sources that will be researched. The research location for this observation was at the Aliyah Nurul Jadid madrasah.

The informants in this observation were madrasa leaders, curriculum leaders, educators and students who analyzed evidence by reducing evidence, presenting evidence and carrying out verification.(Matthew B. Miles dan A. Michael Huberman, 2014). The validity of the data in this research uses triangulation, which consists of source triangulation and technical triangulation (Sugiyono., 2018).

FINDINGS AND DISCUSSION

Madrasah Principal Leadership in Improving Teacher Performance

Leaders in the world of education are an urgent factor for the implementation of education which is dependent on leaders in carrying out their duties and functions. Leaders have an influence on teacher performance in their work environment. The success or failure of an institution is determined by the Principal who is the controller and who is the specific direction for achieving educational goals.

The madrasa head, namely a leader at his school, has duties and responsibilities for managing education. Not only that, school principals also have demands for educational activities in accordance with the school's vision and mission. Not only that, the madrasa head has an important role for his subordinates, namely teachers and staff, so it can be said that the teacher's good performance in this case is because the madrasa head has action and influence on the teacher so that he has better performance. In knowing this, the principal's efforts to improve teacher performance at the Aliyah Nurul Jadid madrasah can be seen from the results of interviews with the madrasah principal, namely by providing motivation, views, direction to achieve teacher performance targets and participating in subject educator training activities. This is also supported by the results of interviews with teachers that the principal always provides encouragement to improve the performance of educators here. Not only that, the principal always provides motivation for involvement in teacher training. Not only that, based on the statement above, it can be seen that the principal's activities in improving teacher performance include:

First, providing encouragement and monitoring support for educator activities. The success of an organization in an educational institution is influenced by factors both within and from the external environment. This work drive is a sufficient factor to move other factors towards work optimization. Motivation here is an encouragement for the actions of people who do not want to act, often referred to as not having motivation. Motivation is an activity that supports improving teacher achievement at an Aliyah Nurul Jadid madrasah. With motivation, someone will have the encouragement to be enthusiastic about carrying out their duties and responsibilities well. This is in accordance with the opinion of the Caliph Azizah Muchtar, namely that motivation is a force to encourage someone to carry out something they have achieved. (Mukhtar, 2020),

Second, the involvement of educators in participating in subject educator deliberation training or MGMP. Efforts made to improve teacher performance are carried out through training or writing scientific papers and other professional activities. This activity is teacher training which is said by MGMP because in this activity teachers can meet with other teachers in their respective subject groups. Teachers can share their experiences. This is in accordance with Nurul Aslamiyah's opinion, saying that leaders need to improve their managerial competence by providing training in implementing madrasa plans and programs. Implementation of each activity, both public and private, with training for educators by giving examples to educators, then in the organization or evaluation, teachers need to receive supervision and assessment in each learning activity in their class and the teacher council, especially teachers who have certification, so that they continue to carry it out. improving his performance to increase his motivation by giving a sincere and responsible commitment so that he can improve his abilities, whether in personal, social or professional competence (Fernadi, 2022).

The head of the Nurul Jadid madrasah also always applies rewards or punishments to his employees to improve their performance. This reward is carried out to provide direct praise or with a certificate to reward the head of the madrasa for performance. This is in accordance with research conducted by Soraya. This reward is a leader's activity to provide compensation for employee performance so that they are encouraged to work more diligently and have leadership potential. This reward is given when an employee has completed what is expected or exceeds the standards set by an organization. The existence of these rewards, whether in the form of praise or symbolically, makes teachers and employees feel appreciated for their performance so far and they will continue to work harder to improve their performance. The head of the Nurul Jadid madrasah also carries out punishment or gentle warnings to educators and employees who do not meet expectations. This is in accordance with Soraya's observation that punishment is said to be related to employee performance because punishment is a resource for improving performance in the form of punishment for individuals when they commit a violation or do something wrong (Asnusa & Aziz, 2018).

Madrasah Principal Leadership Style in Improving Teacher Performance

The factor that determines the success of an organization is leadership style. This leadership style is a leader's attitude which is the characteristic of a leader by providing influence on his subordinates. The leader's style influences and mobilizes his subordinates. The results of observations reveal that the styles applied by leaders in improving teacher performance are:

First, Type of Autocracy/Authoritarian, Autocracy is a leader's effort which originates from the word *oto* which has its own meaning and *kratos* command so autocracy is government and self-determination or creation. Here, government or power is held by someone who has full power and is not limited in time, while the holder of power here is called an autocrat who is usually given a position by a leader who has the status of a king or uses a royal system in a school environment. The king who is the leader here is the headmaster who has the style of having absolute and central power in determining a school.

Second, the Democratic Type, is a leader who has activeness, dynamism and equality who has efforts to utilize in the interests of organizational development. Suggestions, opinions and criticism from subordinates continue to be channeled as best as possible and endeavored to take advantage of the growth and progress of an organization which is a shared responsibility.

Third, Traditional Type, Traditional leadership is interpreted as leaders who exist in primitive or newly emerging societies. This leader had the courage to come forward and take over the government and inheritance for his descendants.

Fourth, the charismatic type, namely a leader who is born to have the advantage of having psychological and mental characteristics where this competence can be ordered and obeyed by his subordinates and provides a reasonable sense of what he orders. In this style of leadership, the leader and subordinates have a magical attraction.

Fifth, Type of Rationality, Namely a leader who has the rationality to have a sense of feelings and the leader's relationship with subordinates who have the freedom to have deep prejudices and be jealous because a leader who has subordinates' behavior that is not in accordance with his heart, the leader will decline.

Sixth, Collective Type, this collective leader is characterized by collective values who have a sense of sincerity and responsibility in implementing security. This leader has various tough characters. Seventh, Laissez-Faire Type, the Principal who is the leader has the Laissez Faire type, namely the concentration on various educational competencies with the free running of tasks. Therefore, leaders are free to influence other people so that they are willing to achieve the goals they set through various activities of their subordinates. In essence, the meaning of leadership is giving other people a sense of freedom who belong to their group in carrying out their duties according to what they do. This type can be done in an educational institution that has good human resources or natural resources and can design activities that are independent (Taufan et al., 2021).

From the results of the interview, observation documentation can be interpreted as usually the head of the Aliyah madrasah objectively implementing

a democratic leadership style. This is proven by the principle used, namely that if you want to be heard, you need to listen. This principle makes teachers and employees not reluctant to convey their opinions in a discussion. This leadership style is an activity used in leadership activities by implementing one's behavior in influencing other people so that it is carried out according to what they want, such as the leadership activities carried out by the Prophet Muhammad SAW with the nature of friendship. This system can be seen from the demonstration of friends in occupying certain positions by considering the abilities of a friend so that they can provide evidence related to their respective abilities. This is part of his intelligent sense of opportunity so that the managerial activities he carries out can run as well as possible.

This is in accordance with Hendrawan's research which revealed that democratic leaders are ideal leaders where these leaders have a sense of cooperation and are not dictatorial (Hendrawan, 2022). The researcher stated that this language with family is an important interaction that needs to provide guidance for messages and subordinates, including the head of the madrasah, with teachers and staff. This kinship will provide a happy atmosphere for work activities. Through this comfort, educators and employees do not have any reservations about their opinions because the school principal has a family nature. So employees' opinions and criticisms continue to be taken into consideration and continue to be listened to.

During his leadership activities, the head of the madrasah, Nurul Jadid, used a democratic leadership style. This leadership style is used, namely the democratic type, which is a characteristic of a leadership style that uses deliberative methods to make a decision, he continues to listen to those below him to make a decision. This democratic leader is characterized by a development structure that uses a cooperative decision approach. Under a democratic leader, subordinates have high morals who can work together, prioritize work quality and can provide direction themselves. This style provides descriptions to leaders by involving employees in decision making.

According to researchers, deliberation here is an urgent matter for democratic leaders because if there is no democratic deliberation, it will not be possible to convey the aspirations of the deliberation participants so that decisions are taken by consensus.

This is in accordance with interviews conducted with fiqh teachers at the Nurul Jadid madrasah who revealed that the head of the madrasah has a high sense of concern for his subordinates by continuously providing encouragement to his subordinates by providing activities that can upgrade various students' abilities, for example through seminars, workshops, training and subject teacher deliberation. Not only that, the behavior of leaders is in accordance with the theory which reveals that the effectiveness of a leader can be seen from the characteristics of the leader in this theory. Leaders can be seen by their characteristics.

In this case, the head of the madrasah has high intelligence characteristics with openness and good communication with his subordinates who socialize well with the materials. The leadership style used at the Nurul Madrasah is

democratic leadership by looking at several indicators, namely; First, holding discussions or deliberations, second, leaders always give subordinates a sense of freedom to carry out tasks, third, using opportunities for subordinates by providing constructive criticism and suggestions. This also gives a sign that the principal has an open nature, namely accepting criticism and suggestions by his subordinates without being arrogant towards his subordinates.

According to Najmi Akbar, the language of democratic leadership is a leader who in making decisions tends to involve his subordinates in delegating power and encouraging all opinions that are only for determining how to achieve the goals he will achieve as well as providing feedback opportunities for training for his subordinates (Akbar, 2017).

Barriers to School Principals in Improving Teacher Performance

The madrasah principal is an important leader because the principal has a direct connection with the implementation of all activities in this madrasah because the principal is a professional official in the organization who has the task of managing organizational resources and collaborating with educators in providing education to students in celebration of educational goals.

From the results of this interview, it can be seen that the obstacles faced in improving the performance of educators are inadequate infrastructure to support learning activities which indirectly creates obstacles in achieving educational goals. The activities used by the school principal to provide encouragement to education are being active in teacher working group activities, in this case the principal continues to provide provisions and approaches as well as confidence in teachers to continue to be professional in teaching and this can be obtained through their activity in KKG.

In accordance with the results of the interview with the head of the madrasah, it was said that the obstacles experienced by the head of the madrasah, Nurul Jadid, in improving the performance of his teachers, namely the teacher's lack of discipline in planning learning or attendance, not only that, was an influence on teacher performance, namely the lack of encouragement or motivation for the educators themselves in providing poor teaching and lack of enthusiasm for providing learning to students.

CONCLUSION

The leadership of the madrasa head in improving the performance of teachers at the Aliyah Nurul Jadid madrasah is through providing motivation and evaluating support for each teacher's task by involving educators in various training activities such as workshops or seminars as well as implementing rewards and punishments.

The leadership style of the madrasa head in improving the performance of teachers at the Aliyah Nurul madrasa is a democratic style where the madrasa head continues to have dynamic activeness to continue to provide benefits to others by being oriented towards the progress and development of an organization. Suggestions, opinions and criticism from members continue to be channeled as best as possible and utilized so that the progress of the organization can grow.

The obstacles experienced by school principals in improving teacher performance are the lack of adequate facilities to support teaching and learning activities which can hamper learning activities as well as teacher indiscipline in planning lessons or attendance. Not only that, the obstacle to improving teacher performance is the lack of teacher encouragement in learning so that teachers are not enthusiastic about learning.

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