

The leadership of The Head of Madrasah in Developing The Quality of Education

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ABSTRACT. The education of the island community is very complex with various problems. Island communities still do not pay full attention to the world of education. The development of the quality of education in madrasahs or island schools must be the mainstream of the education recovery movement, including in MTs Nurul Huda. This study examines the quality of education with the type of research that the author uses in this study is qualitative field research (*field Research*). Research has produced an analysis that illustrates the leadership of MTs. principal Nurul Huda uses a Transformational leadership model, an Individual and Collective Leadership Model; has leadership modalities in the form of knowledge (Cultural), network (Symbolic), and economic (Financial); and has a leadership contribution in developing the quality of education Field of Institutional Management, Field of Education Quality Management. With the model and modality used by MTs. principal Nurul Huda is able to implement and implement national education standards well and develop quality-based education.
Keywords: *Leadership Of Madrasah Head, Quality Of Education, Mts Nurul Huda.*

INTRODUCTION

The involvement of all stakeholders in the development of quality education in madrasahs or archipelagic schools should be the mainstream of the education recovery movement in the archipelago (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Sirojuddin, Ashlahuddin, & Aprilianto, 2022). The government's lack of attention to the condition of education in the interior has become something fatal, resulting in a high number of out-of-school children. So it is certain that this is a form of lack of success in compulsory education programs since the age of twelve. Not to mention, the lack of teaching staff and the number of children who have to help their parents work are most of the factors causing children to drop out of school (Ciptaningsih & Rofiq, 2022; Maarif, Rofiq, & Nabila, 2020; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

This problem is certainly a joint work for educational institutions and policy makers. Because the quality of education in schools has an important urgency in school development and the quality of human resources (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020; Sirojuddin, Ashlahuddin, et al., 2022; Syafruddin, Arfah, Andayani, Sirojuddin, & Yolanda, 2022; Wardiyah, Budianti, Farabi, & Sirojuddin, 2023). The quality of education is determined by the extent to which leadership capitals in schools are exercised. One indicator of improving the quality of education in schools is the ability of the principal to run the wheels of leadership in it. The quality of education can be touched by personal or structural roles. Quality education is education that is

able to produce graduates who have competency abilities based on personal and social competencies, as well as noble moral values, so that they can produce life skills (life skills), integral personal (integrated personality). (Degree: 2005) Therefore, the principal's leadership strategy towards the educational environment in moving the structure of education personnel in it can be a positive force in developing the quality of school education. Because it is undeniable, the main function of the principal as an educational leader is to create a good learning and teaching situation, so that teachers and students can teach and learn in a good situation (Nurkhasanah, Barnoto, Hasan, & Ashari, 2023; Pratiwi & Warlizasusi, 2023).

The leadership of the principal is a benchmark for the success of the quality of education in schools or Madrasahs. Performance and strategy in developing schools are very decisive for the quality and quality of school education (Mappaenre, Hasanah, Arifin, Nuraini, & Wiwaha, 2022; Setyorini & Khuriyah, 2023). The principal's leadership is one of the urgency to produce superior human resources in various fields. The principal's leadership strategy must at least develop in the context of the curriculum, Human Resources (HR) of educators and education personnel, the skills of students, which are in accordance with the educational standards set by the government. Good leadership greatly impacts the achievement or failure of organizational goals because leaders have an influence on the performance they lead. The ability to influence a group to achieve goals is part of leadership (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022).

The headmaster has an important role. In addition to acting as an administrator, the principal acts as the highest decision maker in the school, as well as being able to take firm action against teachers who are unprofessional and lack discipline in carrying out their duties in accordance with the main demands and the teacher code. Therefore, the quality of school education and learning will be largely determined by the performance of the principal. (Sutrisno: 2010)

Madrasah as an educational institution faces demands from the community. The most urgent demands are the problem of low quality of education and the problem of relevance to the development of community needs in the era of industrialization and globalization that is increasingly open (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Bisri, 2020; Fu'adah, Sholihah, & Masthuroh, 2022). For this reason, it takes a principal leader who has a breakthrough and strategy in developing and facing this challenge. The principal or Madrasah becomes a leader as well as a promoter of the quality of education in schools with several elements and educational standards in achieving their performance (Adriana, Santoso, Adijaya, & Srinio, 2023; Alwi & Mumtahana, 2023; Muslimin & Kartiko, 2020).

Madrasah Tsanawiyah Nurul Huda, Banbaru, Gili Genting District, Sumenep is one of the schools that is the focus of education for the island community in Sumenep Regency. Its existence in the community remains a pioneer in developing the education of the surrounding community. However, in some ways, madrasahs still appear as "cultural heritage" to maintain certain religious beliefs. Madrasah is still unable to foster intergenerational mobility, so it still lacks its role as a promising education for the future. This problem really occurs in educational institutions that are in the archipelago. The level of public trust in educational institutions in the islands is still minimal so that schools as educational institutions must strive to provide satisfactory answers with the quality and quality of management in them.

Madrasah Tsanawiyah Nurul Huda has a significant role in providing professional and quality island education. This is a future dream in producing future Muslim generations with Islamic commitment, national commitment and intellectuality. Madrasah Tsanawiyah Nurul Huda takes a strategic policy to produce graduates with superior school level competencies and at the same time character. As in line with the mission of the Nurul Huda Foundation, which is to provide superior standard education in order to produce graduates who are ready to take higher education who are superior and can compete globally.

Madrasah Tsanawiyah as an Islamic educational institution that fosters the enthusiasm and skills of students in the archipelago must really be able to promise school quality assurance from various aspects of educational standards in Indonesia. This can be realized if the principal has leadership skills and strong modalities in developing the quality of education in schools. This is because the quality of education is a benchmark for education performance in Indonesia.

As an educational institution that facilitates education in the islands, Madrasah Tsanawiyah Nurul Huda Banbaru, Gili Genteng District, has accommodated various potential students. The potential possessed by participants must be developed in educational institutions that are competent in their management.

From the presentation of the data above, researchers will describe how the principal's leadership strategy in developing education personnel in the teaching and learning process to achieve school quality. The research will be outlined in a thesis entitled "LEADERSHIP OF THE HEAD OF MADRASAH IN DEVELOPING THE QUALITY OF EDUCATION AT MTs NURUL HUDA BANBARU, GILI GENTENG SUMENEP SUB-DISTRICT"

METHOD

This research using Qualitative Research Method is a process of research and understanding based on methodology that investigates a social phenomenon and human problem. (Cresswell: 1994) By using a case study approach. (Loraine Blaxter: 2006)

The source of data in this study is the subject from which data can be obtained. (Arikunto: 2006) direct data on subjects as a source of information sought is through interviews with the head and deputy head of Mts Nurul Huda Banbaru, Gili Genteng Sumenep District.

The techniques used by researchers in this study to collect data are observation methods (Sutrisno Hadi: 2001), interviews (Masri: 1998), and documentation (Sugiyono: 2008). In analyzing observation, documentation, and interview data, this study used non-statistical analysis tests (without using numerical calculations). Then the data are compiled and analyzed using inductive method analysis techniques.

Data analysis is the process of arranging data so that it can be interpreted. Data organization means the classification of data by a specific pattern, theme, or category. Every interpretation of the data will give meaning to the analysis. (Saebani: 2008). The author applies several data witness techniques in accordance with data that are considered weak, including diligence, observation, intended to find characteristics and elements in situations that are very relevant to the problem being sought, and then focus on these things in detail. This requires researchers to be able to be skilled in sorting out in detail how to analyze the problems that occur. (Saebani: 2008) and using triangulation techniques is a technique that utilizes something other than the data for checking purposes or as a comparison to the data. Through this triangulation technique, researchers make comparisons between incoming data and one of the data sources. Investigators' data collection methods and theories, for example, researchers make comparisons between existing data with other data sources.

RESULT AND DISCUSSION

Leadership model of the principal at MTs Nurul Huda Banbaru, Gili Genteng Sumenep District

Madrasah Tsanawiyah (MTs) Nurul Huda is an educational institution under the auspices of the Nurul Huda Islamic Boarding School Foundation located in Banbaru Gili Raja Village, Gili Genteng, Sumenep. Viewed from various sides, ranging from the management system, the number of students, educator human resources and education staff, MTs Nurul Huda is the largest MTs educational institution in the Gili Raja Gili Genteng Sumenep islands.

MTs Nurul Huda is led by the Head of Madrasah and assisted by Assistant Head of Madrasah in the fields of curriculum, students, public relations, and infrastructure. Based on the existing structure in MTs Nurul Huda, the Head of Madrasah is also assisted by the ranks below, including the Usa Procedures for Doctics, Personnel, and General. Other supporting elements, namely the head of the library and computer laboratory.

In the leadership of the head of Madrasah MTs Nurul Huda, which in this case is led by Pardi S.Pd.I, iya is tasked with directing organizational activities in MTs Nurul Huda by mobilizing, motivating, influencing his subordinates in carrying out programs to achieve agreed goals or objectives. Head of MTs Madrasah Nurul Huda is the figure responsible for all activities carried out at the educational institution.

"As the principal of MTs Nurul Huda, I position myself as a central figure who regulates all interests related to the management of MTs Nurul Huda institution. I am also assisted by subordinates as stated in the structure of the MTs Nurul Huda educational institution. I move the structure according to its main task and function to achieve a common goal."

The success of MTs Nurul Huda educational institution in developing the quality of education cannot be separated from the leadership model of the head of MTs Nurul Huda madrasah who always encourages his staff to work according to the plan that has been set. This encouragement was strengthened by Pardi as the principal by rewarding education staff who excel and succeed in completing their work. On the other hand, MTs principal Nurul Huda also firmly punished education staff who failed in carrying out their duties. Reward and Punnishment are given in various models according to the established mechanism.

"MTs principal Nurul Huda has professional leadership in managing MTs Nurul Huda. One of them, he often gives awards to teachers and education staff who are considered successful in carrying out their work programs. The awards given are quite diverse, ranging from praise to in the form of goods given at the end of each teaching year. The principal also did not hesitate to give punnishment to teachers and education personnel who were negligent in their duties. For example, there are teachers who are often late in teaching, so the principal gives a verbal reprimand. Some even had their monthly salaries suspended. This is a step to maintain the stability of the management of educational institutions."

In addition to providing awards and sanctions as a model of leadership of MTs principal Nurul Huda, MTs principal Nurul Huda also set a good example, namely showing a figure who has a spirit of work, obeys the rules, has closeness to the situation, and always provides direction and guidance in implementing the program. This is able to motivate the ranks below in carrying out their main duties and functions, so that their subordinates also have the same spirit of work.

Proof that MTs principal Nurul Huda is a role model for education staff, teachers, and students, MTs principal Nurul Huda always arrives earlier every morning than others. Before 07.00 Mr. Pardi was already in front of the school monitoring and welcoming the arrival of students, teachers, and education staff. This makes the ranks below feel motivated to be more active and disciplined at work.

"MTs principal Nurul Huda set a good example to all ranks under her. A simple example, namely the principal every morning always helps students in cleaning the yard, he not only orders to maintain cleanliness, but he also participates in maintaining cleanliness by helping students clean the yard and classroom, so that students do not need to be forced to maintain cleanliness but naturally students are encouraged because they see the principal who also intervenes to maintain the cleanliness of the MTs Nurul Huda environment."

With the leadership style established by Pardi as the principal of MTs Nurul Huda, making a figure respected by all ranks, students, and even parents. Every decision that is produced depends on the principal although it certainly does not negate deliberation in decision making.

Although the headmaster is given the power by his staff to make the desired decision, the principal still involves his staff in a musyarah way to get considerations in decision making.

"MT's principal Nurul Huda gave the opportunity to the ranks below him to provide views and suggestions related to decision making in any field related to the management of MT's Nurul Huda educational institutions. This is done by declaring that involves stakeholders. However, if deliberation does not result in a decision, the headmaster is given the opportunity by his staff to take decisive action on the considerations and inputs presented in the deliberations.

Modalities of leadership of the principal at MTs Nurul Huda Banbaru, Gili Genteng Sumenep District

MT's principal Nurul Huda was chosen based on the results of deliberation with various logical considerations and qualifications as a principal. Pardi has been the principal since 2019. He is considered to have the ability to carry out the mandate as a principal because indeed, one of them, he graduated from a bachelor's degree in education which of course in terms of knowledge is beyond doubt. Pardi does seem to be a master and expert in the field of education.

"Pardi was chosen as the principal not because of his closeness to the Foundation, but because of the consideration of scientific capacity and experience, he was more mature than others in the MT's Nurul Huda environment. This can be seen from every meeting and deliberation, Pardi has many interesting ideas for the institutional development of MT's Nurul Huda."

"As a school principal, Pardi always has innovation in the management of MT's Nurul Huda educational institutions. There are always new thoughts from MT's principal Nurul Huda. For example, in terms of developing teacher human resources, the principal always gives directions to teachers to use various learning strategies and media, respond to technological developments in carrying out learning, and develop teaching materials."

MT's principal Nurul Huda is able to build emotional bonds with all stakeholders both internally and externally. With internal stakeholders, MT's principal Nurul Huda built relationships by holding regular meetings attended by teacher councils and education staff to discuss management progress and resolve problems faced.

In addition, MT's principal Nurul Huda also built relationships with external parties, which in this case was the government at the Ministry of Religious Affairs of Sumenep Regency. The closeness of the principal of MT's Nurul Huda with the government, makes MT's Nurul Huda educational institutions get convenience in government administration matters, so that government administration matters are almost no problem.

"MT's principal Nurul Huda has networks with many parties, not only with the government in administrative matters, but also has strong networks with alumni. Alumni get attention from the principal and are often involved in school activities, especially in recruiting new students, fundraising, and in end-of-year activities (graduation tasyakkuran/haflatul imtihan)".

The leadership of MT's principal Nurul Huda is also supported by the adequacy of the budget owned by MT's Nurul Huda educational institution. At the beginning of each year, the headmaster draws up a program plan accompanied by a draft annual budget. The annual budget of MT's Nurul Huda is sourced from School Operational Fees (BOS) provided by the government, from business units owned by the Nurul Huda Islamic Boarding School Foundation, as well as alumni donations.

The principal's leadership contribution in developing the quality of education at MTs Nurul Huda Banbaru, Gili Genteng Sumenep District

The leadership of the principal at MT's Nurul Huda has a major contribution in developing the quality of MT's Nurul Huda education, including:

Implementation of National Education Standards

MTs Nurul Huda educational institution organizes education based on national education standards consisting of 8 standards as stipulated in Government Regulation (PP) Number 57 of 2021 revised from Government Regulation Number 13 of 2015 concerning National Education Standards. The 8 National Education Standards (SNP) include, Graduate Competency Standards, Content Standards, Education Assessment Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards.

The principal has a high commitment to the implementation of education in MTs Nurul Huda based on 8 national standards of school and madrasah education. The implementation of 8 national education standards is described in the curriculum applied at MTs Nurul Huda educational institution. This commitment is shown by the principal by conveying every meeting with managers and teachers that the management of education at MTs Nurul Huda must follow the standards set by the government. In addition, the principal always monitors to ensure the implementation of education according to standards.

MTs Nurul Huda Institutional Management

In the field of management of MTs Nurul Huda educational institutions, it is always based on rules and mechanisms that have been set both by the government and by the internal MTs Nurul Huda educational institutions. There are several regulations and policies that form the basis of management, including:

Government Regulation (PP) Number 57 of 2021 revision of Government Regulation Number 13 of 2015 concerning National Education Standards, Minister of Education and Culture Regulation Number 68 of 2013 concerning Basic Framework and Curriculum Structure of Junior High School/Madrasah Tsanawiyah, Guidelines for main tasks and functions. "Every activity carried out at MTs Nurul Huda educational institution is always based on government policies and school principal policies. So the foundation is clear so that development activities can be evaluated and measured for success. Evaluation and measurement of the success of programs that have been held are carried out at the end of each year in annual performance evaluation activities and preparation of work programs. This activity was led directly by MTs principal Nurul Huda.

Leadership model of the principal at MTs Nurul Huda Banbaru, Gili Genting District, Sumenep.

The principal at MTs Nurul Huda as a leader runs the wheels of school organization by mobilizing, motivating, influencing, to achieve common goals or objectives. This is in accordance with the main task as a leader, that the leader of an organization must be able to move the organization well. MTs principal Nurul Huda really positioned herself as a leader to achieve common interests

The leadership of the principal at MTs Nurul Huda is a factor in the success of educational institutions in developing the quality of education. The principal has the authority to rule and prohibit in relation to institutions, organizations, or groups. (Mardiyah:2013) MTs principal Nurul Huda is able to condition his subordinates in working according to their main duties and functions. From the data described above, it shows that MTs Principal Nurul Huda uses several leadership models, including:

Transactional Leadership Model

MTs principal Nurul Huda applies a transactional leadership model. This is proven in carrying out duties as the leader of MTs Nurul Huda, one of which is the reward and punishment system. Therefore, work motivation was built in the management environment of MTs Nurul Huda.

The transactional leadership model is also implemented by MT's Principal Nurul Huda by placing emphasis on the ranks below to carry out the tasks carried out in accordance with their abilities and expertise. The ability and expertise of education personnel is a measure in providing monthly salaries, so that each education worker gets various welfare according to their expertise and position. This is done in order to improve the work ethic that is getting better. Therefore, according to Max Weber, this strategy will build work ethic not only with motivation, but also need activation. (Max Weber: 1930)

The main role of MT's principal Nurul Huda is as a manager who has considerable space for involvement in managerial procedural aspects. In this case, a clear work system refers to the tasks carried out and the rewards received according to the degree of sacrifice in the work.

The pattern of relationships developed by this leadership model is based on a system of reciprocity (trajectory) that is very profitable, where the leader understands the basic needs of his members and the leader finds solutions to the workings of his members. Thus, the existence of the school and the ranks below it complement and complement each other (Jemani & Zamroni, 2020, 2020; Oktiasari, Asyari, & Zamroni, 2021).

Transformational Leadership Model

MT's principal Nurul Huda set a good example to his staff, namely showing enthusiasm for work, obeying the rules, having closeness to the situation, and always providing direction and guidance in implementing the program. This is able to motivate the ranks below in carrying out their main duties and functions, so that their subordinates also have the same spirit of work. This leadership model is not only based on the need for self-esteem, but fosters awareness in leaders to do their best in accordance with the study of management and leadership development that views humans, performance and organizational growth as mutually influential (Arif, Munfa'ati, & Kalimatusyaroh, 2021).

The principal is among those who implement transformational leadership because he has insight into the future. In addition, MT's Nurul Huda has a clear vision and mission, having a holistic picture of what the organization will look like in the future when all its goals and suggestions have been achieved. (Mulyasa: 2013) This is what confirms that transformational leaders are leaders who base themselves on future ideals and are aligned commitments to achieve common goals.

Therefore, to achieve good performance and work ethic, a leader who uses this strategy must be able to transform his personality to his subordinates by building good work awareness so that they can prioritize common interests, not just personal interests.

The work of MT's principal Nurul Huda is shown by her attitude that always exemplifies how to work well. Not only in management matters, even the cleanliness of the head of MT's Nurul Huda took part in working to set an example for all ranks and students, so that students did not need to be forced to maintain cleanliness but naturally students were encouraged because they saw the principal who also intervened to maintain the cleanliness of the MT's Nurul Huda environment.

Individual and Collective Leadership Models

MT's principal Nurul Huda is an individual who is respected by all staff, students, and even parents. Every decision that is produced depends on the principal although it certainly does not negate deliberation in decision making. Although the headmaster is given the power by his staff to make the desired decision, the principal still involves his staff in a musyarah way to get considerations in decision making.

This includes the individual leadership model because MT's principal Nurul Huda is at the center of decisions from various considerations conveyed in each deliberation. The greater the

charisma built in the work environment by a leader, the better it will be in carrying out leadership in the world of organizations and institutions.

However, despite being the center of all decisions, the school staff also provides opportunities for the ranks below to provide views and proposals related to decision making in any field related to the management of MTs Nurul Huda educational institutions. This is done by declaring that involves stakeholders. However, if deliberation does not result in a decision, the principal is given the opportunity by his staff to take decisive action.

Modalities of leadership of the principal at MTs Nurul Huda Banbaru, Gili Genteng Sumenep District

Based on the explanation of the data above, the leadership of MTs Principal Nurul Huda has several leadership modalities, namely knowledge, network, and economic modalities. This modality is the main strength of MTs principal Nurul Huda in running the wheels of the organization so that it is able to develop the quality of education in a sustainable manner. According to Bourdieu, there are three social capitals in the social arena, namely economic capital, cultural capital (knowledge), and symbolic capital (networks).

MTs principal Nurul Huda is a graduate of the sarja in the field of education and has a lot of organizational experience. He was appointed as a principal by the Nurul Huda Islamic Boarding School Foundation because he was scientifically scientifically an expert in the field of education and organizational management. Innovation in the management of MTs Nurul Huda educational institutions always arises from the thoughts of MTs principal Nurul Huda. For example, in terms of developing teacher human resources, the principal always gives directions to teachers to use learning strategies and media.

In addition to knowledge modalities, the principal also has a symbolic modality in the form of many networks that can be built by MTs principal Nurul Huda, both internal networks and with external parties. With internal stakeholders, MTs principal Nurul Huda built relationships by holding regular meetings attended by teacher councils and education staff to discuss management progress and resolve problems faced.

In addition, MTs principal Nurul Huda also built relationships with external parties, which in this case was the government at the Ministry of Religious Affairs of Sumenep Regency. The formation of a good organization cannot be separated from the relationship between positions in the organization. (Pierre Bourdieu: 2015)

The leadership of MTs principal Nurul Huda is also supported by the adequacy of the budget owned by MTs Nurul Huda educational institution. At the beginning of each year, the headmaster draws up a program plan accompanied by a draft annual budget. The annual budget of MTs Nurul Huda is sourced from School Operational Fees (BOS) provided by the government, from business units owned by the Nurul Huda Islamic Boarding School Foundation, as well as alumni donations.

The Principal's Leadership Contribution in Developing Education Quality at MTs Nurul Huda Banbaru, Gili Genteng Sumenep District

Based on the explanation of the data above, there was a major contribution from the leadership of MTs principal Nurul Islam, First, the field of institutional management. The principal has given satisfaction to stakeholders both internally and externally with professional management and leadership. Based on quality theory, satisfaction is the main benchmark in assessing whether leadership is qualified or not. (Tilaar: 2012) This can be seen from the services, academic and non-academic achievements achieved by MTs Nurul Huda educational institutions.

The management carried out at MTs Nurul Huda is based on regulations and mechanisms that have been set, both by MTs Nurul Huda educational institutions and by the government. The

regulations and mechanisms that form the basis are, Government Regulation (PP) Number 57 of 2021 revision of Government Regulation Number 13 of 2015 concerning National Education Standards, Regulation of the Minister of Education and Culture Number 68 of 2013 concerning the Basic Framework and Curriculum Structure of Junior High School/Madrasah Tsanawiyah, and Guidelines for the main tasks and functions.

Second, the field of education quality management. With the model and modality used by MTs principal Nurul Huda, able to implement and implement national education standards well. The standards applied are 8 standards, including: Content Standards, these standards are related to curriculum development and implementation, Process Standards that have a relationship with the learning process carried out in schools, Education Assessment Standards, which are standards related to the assessment, analysis, and evaluation of student learning outcomes. Graduate Competency Standards, namely standards related to the achievement of standards and learning outcomes of students, Educator Standards and Education Personnel, which are related to the qualifications and competencies of educators (Bakar, Umroh, & Hameed, 2023; Yamin, Basri, & Suhartini, 2023). Management Standards, which are related to the management that needs to be done for all elements in educational institutions. Education Financing Standards, which relate to school budgets. Facilities and Infrastructure Standards, this standard relates to the infrastructure contained in educational institutions.

CONCLUSION

The management of education at MTs Nurul Huda is in accordance with the standards set by the government, so that the education process at MTs Nurul Huda can be categorized as a quality educational institution in the field of education. This is because of the quality process and results. (Edward Salim: 2007) The educational institution demonstrates its ability to satisfy the expected needs in the context of Education. (Joremo: 2005)

The development of education quality is closely related to the results or output standards to be achieved. (Mulyasa: 2002) Improving the quality of education at MTs Nurul Huda educational institutions is carried out thoroughly from all standards. Such as educators, facilities, and even students who are targeted in the educational learning process. The development and improvement of the quality of education has been adjusted to the eight National Education Standards. 8 educational standards are benchmarks in the process of developing the quality of education.

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