

Visioner Leadership of The Head of Madrasah in Improving Teacher Professionalism

Isra Adawiyah Siregar*¹, Mesiono², Neliwati³

¹Universitas Islam Negeri Sumatra Utara, Medan Indonesia

² Universitas Islam Negeri Sumatra Utara, Medan Indonesia

³ Universitas Islam Negeri Sumatra Utara, Medan Indonesia

e-mail: izraadawiyah97@gmail.com

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ABSTRACT. This study aims to determine how the visionary leadership of the madrasah principal in improving teacher professionalism at MAN 2 Padang Lawas. This research seeks to explain how the visionary leadership of the madrasah principal in improving teacher professionalism at MAN 2 Padang Lawas. The method used in this research is qualitative research. Data collection techniques used observation techniques, interviews, and documentation study techniques to obtain valid data about the visionary leadership of the madrasah principal in improving teacher professionalism at MAN 2 Padang Lawas located on Jl. Sibuhuan-Old Mountain No. 96, Binanga Kec. Barumon Tengah, Padang Lawas Regency, North Sumatra. The results of the study found that the visionary leadership of the madrasah principal in improving teacher professionalism at MAN 2 Padang Lawas can be seen from the ability of the madrasah principal to realize an advanced and anticipatory madrasa by doing various ways, including preparing the madrasa vision and mission that was agreed upon by the entire community, holding activities to improve the competence and profession of teachers, conduct activities to increase the competence and talents of students' interests, conduct environmental activities for Adiwiyata madrasas, use the latest curriculum in accordance with regulations and by establishing collaborative networks with various agencies. Then it can be seen from the innovative ability of the madrasah principal to improve teacher professionalism at MAN 2 Padang Lawas by doing: first formulating new ideas in the field of teacher professionalism, second, madrasa principals carry out classroom supervision, third: creating a conducive work culture and climate, then build togetherness and kinship by inviting teachers to do positive activities usually done after the end of the semester or the end of the year.

Keywords: *Visioner Leadership; Head of Madrasah; Teacher Professionalism*

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INTRODUCTION

The Indonesian nation has a commitment to education which is very clearly reflected in the Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, especially Article 5 paragraph (1), which affirms that "Every citizen has the same right to obtain a quality education." The constitutional basis for this commitment to education opens up as many opportunities as possible for the Indonesian people to do their best for the national education system through various policies in government and development, including regional autonomy policies (Rofiq & Nadliroh, 2021; Sirojuddin, Ashlahuddin, & Aprilianto, 2022; Surya & Rofiq, 2021).

Wahyudi stated that the quality of education is determined by various dominant factors, including; teachers, principal leadership, school facilities and infrastructure including completeness of books, learning media/tools, school library, and curriculum in accordance with the development of science and student needs (Pakpahan & Habibah, 2021; Sa'dullah, Haris, & Wahidmurni, 2021). These factors have a vital role in achieving the quality of education in Indonesia, especially teachers. Various efforts will continue to be made for a better quality of education, but will not make a significant contribution without the support of professional teachers (Azkiyah, Kartiko, & Zuana, 2020). Thus, to improve the quality of education in Indonesia, a teacher should improve his professional abilities in carrying out his work, increasing knowledge development (Idris, Trisnamansyah, & Wasliman, 2022; Lubis, Nurullah, Handayani, & Sofyan, 2022).

Kunandar argues that professional teachers are teachers who have a set of competencies (knowledge, skills, behaviors) that must be possessed, internalized and mastered by a teacher in carrying out their professional duties (Kunandar, 2008). Professional teachers are not only able to master the fields of science, teaching materials, and appropriate methods, but professional teachers must be able to motivate students, have high skills and broad insight into the world of education (Annisa, Akrim, & Manurung, 2020; Tambak, Amril, & Sukenti, 2021). A highly professional teacher will reflect well on his mental attitude and commitment to realize and improve his quality through various ways and strategies. So that a professional teacher, according to (Muhaimin, 2005), should have the following characteristics: 1) commitment to professionalism, which is inherent in him, a dedicated attitude, commitment to the quality of the educational process and optimal work results. 2) mastering knowledge and being able to develop and explain its function in social life, explain its theoretical and practical dimensions or simultaneously transfer knowledge/knowledge, internalization and practice (implementation) 3) have intellectual and information sensitivity and update knowledge and expertise on an ongoing basis and strive educate students, eradicate their ignorance and practice skills according to their talents, interests and abilities.

Based on initial observations at MAN 2 Padang Lawas, researchers found some teachers who were still not professional in carrying out their duties. This can be seen from the phenomenon in the field, such as there are still teachers who teach not according to their educational background. It is still found that teachers lack awareness to prioritize quality in developing themselves and teachers are less motivated to carry out various activities in increasing their professionalism. Of course this will be of more concern to the Head of Madrasah at MAN 2 Padang Lawas given the very urgent role of teachers in the education process. The behavior of the madrasa principal must be able to encourage teachers to continue to improve the quality so that the vision of the madrasa can be achieved as previously set. Because the vision is a picture of the mind that shapes the future, so being able to explain the vision and future goals of the organization is one of the characteristics of visionary leadership, namely the ability of a leader to be creative and create new things for the benefit of the future of the organization he leads.

The visionary head of the madrasa is the leader who is eagerly awaited for madrasas who have a vision to move forward. According to (Fathih, Supriyatno, & Nur, 2021; Zohriah, Fauzi, & Pandini, 2022). Changes and progress of school institutions in improving activities in madrasas must have visionary leaders who have new visions and ideas, think ahead, carry out the stages of connecting with each other, not a single stage is interrupted. Komariah and Triatna stated the same thing that visionary leadership can be defined as the ability of leaders to create, formulate, communicate, socialize, transform and implement ideal thoughts that come from themselves or as a result of social interactions (relationships) among members (Komariah et al., 2018). involved in the organization and stakeholders who are believed to be the ideals of the organization in the future that must be achieved through the commitment of all organizational personnel. Based on the description above, the researchers are interested in conducting more in-depth research on

"Visionary Leadership of Madrasah Heads in Improving Teacher Professionalism at MAN 2 Padang Lawas".

METHOD

This research is a qualitative research . According to Bogdan and Taylor in Moleong defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This is in line with the opinion of Sedarmayanti and Hidayat who stated that qualitative research is descriptive, tends to use analysis with an inductive approach, process and meaning (subject perspective) are more highlighted. Qualitative methods seek to reveal the various uniqueness contained in individuals, groups, communities or organizations in everyday life as a whole, in detail, in depth, and can be justified scientifically. Qualitative research aims to gain a general understanding of social reality from the participant's perspective. The location of this research was carried out at MAN 2 Padang Lawas which is located at Jl. Sibuhuan-Old Mountain No. 96, Binanga Kec. Barumun Tengah, Padang Lawas Regency, North Sumatra.

RESULT AND DISCUSSION

Result

The head of the madrasa as a madrasa leader in realizing an advanced and anticipatory madrasa at MAN 2 Padang Lawas is in various ways including: First, the preparation of the vision and mission of the madrasa that is agreed upon by the entire academic community and is believed to be the ideals of the madrasa in producing a generation of Islam that is not only intelligent but also have the skills, and excel and be able to compete in the global era; Second: Conducting activities to improve the competence and profession of teachers by providing opportunities for teachers to continue studying at a higher level and providing space for teachers to take part in various competency improvement activities such as attending training, seminars, workshops and workshops as well as sending training participants to training centers, so that the professionalism of teachers at MAN 2 Padang Lawas can increase; Third: Conducting activities to increase the competence and ability of students' talents and interests such as scouting, student councils, UKS (School Health Business) and private activities; Fourth: Conducting Madrasah/Madrasah Adiwiyata environmental activities, clean, green madrasa environment so that the atmosphere is comfortable in learning both inside and outside the classroom; Fifth: Using the latest curriculum in accordance with regulations; Sixth: Establishing a network of cooperation with various agencies with the aim of recognizing the importance of madrasas for institutions, obtaining the necessary moral and financial support and assistance for madrasah developers, providing information to agencies about the content and implementation of madrasa programs, enriching and expanding madrasa programs in accordance with, developing closer cooperation between agencies and madrasas in improving the quality of education.

The second finding is that the madrasa principal's innovation ability in increasing teacher professionalism at MAN 2 Padang Lawas is quite good by formulating new ideas in the field of teacher professionalism, namely by launching in the form of a program, namely increasing the insight and competence of educators and education staff through various activities. such as MGMP, seminars, workshops and workshops as well as sending training participants to the training center. Second, the principal of the madrasah supervises the class by visiting the classroom while the teacher is teaching. Third: creating a conducive work culture and climate that will enable every teacher to be more motivated to show superior and professional performance accompanied by efforts to improve their competence. This is done by the head of the madrasa by providing clear jobs with clear division of tasks, clear rules and clear responsibilities to each teacher, applying reward-punishment that is giving awards to outstanding teachers and

punishments to teachers who make fatal mistakes, then build togetherness and kinship by inviting teachers to do positive activities usually done after the end of the semester or the end of the year.

The third finding shows that the supporting factors for the visionary leadership of the madrasah principal in improving the professionalism of teachers at MAN 2 Padang Lawas, include: The discipline possessed by the teacher is quite good, the teacher at MAN 2 Padang Lawas is aware of punctual attendance at school and discipline in carrying out teaching and mentoring tasks, motivation and self-awareness of teachers at MAN 2 Padang Lawas looks good in carrying out their duties and services. This is evidenced by the persistence of the teachers in carrying out teaching assignments, or as homeroom teachers, as well as participating in scientific activities. The level of teacher education at MAN 2 Padang Lawas is quite good, as can be seen from the teacher data, totaling 55 teachers, there are 4 teachers who have with a master's degree, 51 teachers with a bachelor's degree and certified educators, and 1 teacher with a diploma degree provide opportunities for teachers to participate in various activities to increase teacher competence such as teacher education and training, academic qualifications and standards of educators and education personnel, continuous professional development, and various activities such as MGMP, seminars, workshops and workshops as well as sending training participants to the training center. Because with optimal support from the principal, it will help improve teacher competence and be able to compete in the education arena. While the inhibiting factors for the visionary leadership of the madrasah head in improving teacher professionalism at MAN 2 Padang Lawas include the internal inhibiting factors of teachers, among others, there are still teachers who lack teacher awareness to prioritize quality in self-development, lack of motivation for teachers to have the best self-empowerment program, the embedded sense of helpless and unable to develop the profession. Meanwhile, external factors that can hinder teachers are the limited financial ability to continuously develop themselves, the large amount of financing to them, thereby reducing their economic ability to develop the profession. resulting in education management tends to be modest.

Discussion

The principal or madrasah is the highest leader in the school. The pattern of leadership will be very influential and even very decisive for the progress of the school. Therefore, in modern education, the leadership of the principal needs to get serious attention (Ilmi et al., 2021). The success of an educational institution is highly dependent on the leadership of the principal. Because he is a leader in his institution, he must be able to bring his institution towards achieving the goals that have been set, he must be able to see changes and be able to see the future in a better globalized life (Barirohmah & Subiyantoro, 2021). This is in accordance with the opinion of Komariah and Triatna that leadership is in line with the demands of school based management and is needed for education improvement in the form of leadership that has vision or visionary leadership, namely leadership that is focused on engineering a challenging future. Then, become a superior change agent and determine the direction of the organization who understands priorities, becomes a professional trainer, and can guide other personnel towards the expected professionalism. Visionary educational leadership in turn will show quality leadership (Brooks & Ezzani, 2022).

The visionary head of the madrasa is the leader who is eagerly awaited for madrasas who have a vision to move forward. According to Marantika and Dahlan in Wahyudi, changes and progress of school institutions in improving activities in madrasas must have visionary leaders who have new visions and ideas, think ahead, carry out the stages of connecting with each other without a single stage being interrupted. In this case, a madrasa head who has a vision for the future, is very concerned about all aspects that are related to the madrasa for which he is responsible. Obviously not only to advance education for students in the madrasa, but also to

motivate teachers and even be able to provide benefits to the community around the madrasa (Saadah & Asy'ari, 2022; Saputro & Darim, 2022).

To deal with changes that are difficult to predict and efforts to develop a new, more flexible vision, according to Marno, visionary future leaders are needed, namely: a) Encouraging every member involved in the organization to identify problems and then solve them; b) Maximizing the energy of the various parties involved by means of; get out of the status quo situation and not be too compromising, produce quality decisions, achieve maximum results targets, with completely new techniques and methods; c) Perform data and information processing quickly; d) Presenting a variety of information that really exists and is easy to digest; e) Proficient in communicating with other people; f) Invite members of the organization to think and act according to the agenda of activities that have been planned; g) Cultivate and train by using intuition to make decisions (Sutrisno & Nasucha, 2022). This is illustrated from the data exposure that the head of MAN 2 Padang Lawas as an educational institution engaged in educational services always tries to provide the best service to students in the teaching and learning process. Madrasah principals play an important role in realizing advanced and anticipatory madrasahs so that quality education is met. With several strategies, the head of the madrasa continues to strive to realize an advanced and anticipatory madrasa, including: the preparation of the vision and mission of the madrasa that is agreed upon by the entire academic community and is believed to be the ideals of the madrasa in producing a generation of Islam that is not only intelligent but also skilled, and superior. and able to compete in the global era; Second: Conducting activities to improve the competence and profession of teachers by providing opportunities for teachers to continue studying at a higher level and providing space for teachers to take part in various competency improvement activities such as attending training, seminars, workshops and workshops as well as sending training participants to training centers, so that the professionalism of teachers at MAN 2 Padang Lawas can increase; Third: Conducting activities to increase the competence and ability of students' talents and interests such as scouting, student councils, UKS (School Health Business) and private activities, Fourth: Conducting Madrasah/Madrasah Adiwiyata environmental activities, clean, green madrasa environment so that the atmosphere is comfortable in learning both inside and outside the classroom; Fifth: Using the latest curriculum in accordance with regulations; Sixth: Establishing a network of cooperation with various agencies with the aim of recognizing the importance of madrasahs for institutions, obtaining the necessary moral and financial support and assistance for madrasah developers, providing information to agencies about the content and implementation of madrasa programs, enriching and expanding madrasa programs in accordance with, developing closer cooperation between agencies and madrasahs in improving the quality of education (Jumiati & Kartiko, 2022; Supriani, Meliani, Supriyadi, Supiana, & Zaqiah, 2022).

Furthermore, the innovation ability of madrasah principals in increasing teacher professionalism at MAN 2 Padang Lawas is quite good by: first, formulating new ideas in the field of teacher professionalism, namely by launching in the form of programs, namely increasing the insight and competence of educators and education staff through various activities. such as MGMP, seminars, workshops and workshops as well as sending training participants to the training center. Second, the head of madrasah supervises the class by visiting the classroom while the teacher is teaching and not only that, at MAN 2 Padang Lawas supervision activities are not only carried out by the head of the madrasa, but it is also carried out by professional senior teachers who are appointed by the head of the madrasa to be supervisors for teachers in the implementation of learning. Third: creating a conducive work culture and climate that will enable every teacher to be more motivated to show superior and professional performance accompanied by efforts to improve their competence (Indawati, Kartiko, Suyitno, Sirojuddin, & Fuad, 2022; Syafruddin, Arfah, Andayani, Sirojuddin, & Yolanda, 2022). This is done by the head of the madrasa by providing clear jobs with clear division of tasks, clear rules and clear responsibilities to each teacher, applying reward-punishment that is giving awards to outstanding teachers and

punishments to teachers who make fatal mistakes, then build togetherness and kinship by inviting teachers to do positive activities usually done after the end of the semester or the end of the year. This is in line with what was conveyed by Marno, the madrasa principal as an innovator will be reflected in the ways he carries out his work in a constructive, creative, delegative, integrative, rational and objective manner, pragmatic, exemplary, disciplined, as well as adaptable and flexible. As an innovator, the head of the madrasah plays a role: (1) Having new (proactive) ideas for innovation, progress and development of madrasahs and choosing those that are relevant to the needs of the institution. (2) The ability to implement the new ideas well. The idea has a positive impact towards progress. The ideas can be in the form of: developing teaching and learning activities, increasing NEM acquisition, excavation and operations, and increasing student achievement. (3) Ability to manage the work environment so that it is more conducive to work well. With a work environment that encourages good work spirit too (Fitria, Alwasih, & Hakim, 2022).

Leaders are required to have the power to achieve organizational goals, this is based on formal or informal legitimacy attached to the leader himself. This is as stated by Wahyudi that a leader must be more flexible in creating creations and innovations or new things that are believed to be able to develop the organization even though the tasks and risks faced later will be heavier than subordinates. In achieving educational goals, there are several components that require tactics. One of the components in question is professional educators who certainly have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities. To improve the qualifications of educators According to (Purwanto, 1985) strategies that can be pursued through strategies include: 1) Providing opportunities for teachers who are not yet in college to take lectures in majors or universities that are in accordance with their fields. 2) Provide opportunities for teachers to attend workshops, seminars, workshops, dialogues and workshops, especially those related to educational sciences which are believed to be able to sharpen their knowledge. 3) Presenting tutors who have expertise in the field of teacher training. 4) Conducting comparative study activities with teachers in other institutions that are considered more professional. 5) Conduct sharing or dialogue activities to exchange experiences in the field of teaching with teachers who are considered professional.

The principal's leadership is the central point in determining policies in carrying out and mobilizing madrasa component ideas to innovate, so that innovation can appear in every program in order to support the dynamics of achieving teacher professionalism improvement. According to Mulyasa in Agus, in order to carry out its role and function as an innovator, the head of the madrasa must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education staff in the school and develop learning models innovative (Szeto, 2020).

This is illustrated by the data exposure that the Head of MAN 2 Padang Lawas has made several innovative ideas in increasing teacher professionalism through increasing the insight and competence of educators and education staff, including coaching and mentoring through seminars, workshops, MGMP, supervision, and programs. acceleration of the procurement of learning infrastructure. The implementation of class supervision at MAN 2 Padang Lawas is carried out by the Head of MAN 2 Padang Lawas by visiting the classroom while the teacher is teaching. In practice, the principal observes and records matters relating to the implementation of the learning. After that, an individual meeting was held between the principal and the teacher concerned in the office. In the meeting discussed matters relating to the learning process that has been carried out previously. Thus, at the meeting there will be a process of guidance and direction in a better direction so that teachers become better and professional. Supervision carried out by the head of MAN 2 Padang Lawas is not only carried out by the head of the madrasa, but is also carried out by professional senior teachers who are appointed by the head of the madrasa to be

supervisors for teachers in the implementation of learning. At the end of each semester, a seminar on the results of supervision activities is held in order to improve the implementation of learning.

In addition, the head of MAN 2 Padang Lawas as an innovator in improving teacher professionalism also has other strategies by having the right strategy such as: a) Establishing harmonious relationships with the environment, b) Looking for new ideas, c) integrating every activity, d) Setting an example for others. all education personnel in schools, e) Developing innovative learning models. In line with the results of research conducted by Agus Sujarwo in his dissertation, he found that the principal as an innovator was reflected in the ways he carried out his work in a constructive, creative, delegative, integrative, rational, objective, pragmatic, exemplary, disciplined manner, as well as adaptable and flexible, constructive. . In improving the professionalism of educators in madrasahs, madrasah principals must continue to try to encourage and foster every teacher so that they can develop optimally in carrying out the tasks assigned to each creative teacher in improving teacher professionalism in madrasahs, madrasah principals have also so far trying to find new ideas and ways in carrying out their duties. This is done so that teachers can understand what is conveyed by the head of the madrasah as a leader, so that they can achieve goals in accordance with the vision and mission of the madrasah. Delegative in improving teacher professionalism in madrasahs, The principal of the madrasah also seeks to delegate tasks to the teacher in accordance with their respective job descriptions, positions and abilities. Integrative in improving the professionalism of teachers in madrasahs, the principal of madrasahs also continues to strive to integrate all activities so as to produce synergies to achieve madrasah goals. effectively, efficiently, and productively. Rationally and objectively in improving teacher professionalism in madrasah, madrasah principals must try to act based on rational and objective considerations. owned by the education staff, as well as the capabilities of the madrasah. In improving the professionalism of education personnel in schools, school principals must try to set good examples. Adaptable and flexible in improving the professionalism of education personnel in schools, principals must be able to adapt and be flexible in dealing with new situations, as well as trying to create a pleasant and pleasant work situation. make it easier for educational staff to adapt in carrying out their duties.

Furthermore, the development of teacher professionalism is influenced by, among others, the level of teacher education, teacher teaching abilities, discipline, motivation and self-awareness of teachers, infrastructure, principal managerial, and public relations (Huda & Rokhman, 2021). All of these things can be a supporter in the development of teacher professionalism, as well as an obstacle if it is managed properly. Broadly speaking, the development of teacher professionalism is influenced by two factors, namely internal factors, namely factors originating from the teacher himself and external factors, namely factors originating from the teacher. outside the teacher. Sumargi stated that: "Professionalism as a supporter of the fluency of teachers in carrying out their duties is strongly influenced by two factors, namely (a) internal factors which include education level, participation in scientific activities, awareness of obligations and discipline, and (b) supporting factors from outside (external) related to the school environment, facilities and infrastructure, leadership and managerial principals, coaching activities, and the role of the community (Nurulloh, Aprilianto, Sirojuddin, & Maarif, 2020; Tajudin & Aprilianto, 2020).

The discipline possessed by the teacher is quite good, the teachers at MAN 2 Padang Lawas are aware of being on time at school and disciplined in carrying out teaching and mentoring tasks. The motivation and self-awareness of teachers at MAN 2 Padang Lawas look good in carrying out their duties and services This is evidenced by the persistence of the teachers in carrying out teaching assignments, or as homeroom teachers, as well as participating in scientific activities. The level of teacher education at MAN 2 Padang Lawas is quite good, as can be seen from the teacher data, totaling 55 teachers, there are 4 teachers who have with a master's degree, 51 teachers with a bachelor's degree and certified educators, and 1 teacher with a diploma degree provide opportunities for teachers to participate in various activities to increase teacher

competence such as teacher education and training, academic qualifications and standards of educators and education personnel, continuous professional development, and various activities such as MGMP, seminars, workshops and workshops as well as sending training participants to the training center. Because with optimal support from the principal, it will help improve teacher competence and be able to compete in the education arena. While the inhibiting factors for the visionary leadership of the madrasah principal in increasing teacher professionalism at MAN 2 Padang Lawas include the internal inhibiting factors of teachers, among others, still found teachers who lack teacher awareness to prioritize quality in self-development, lack of motivation for teachers to have the best self-empowerment programs, embedded feelings of helplessness and inability to develop the profession. Meanwhile, external factors that can hinder teachers are the limited financial ability to continuously develop themselves, the large amount of financing to them, thereby reducing their economic ability to develop the profession. resulting in education management tends to be modest.

CONCLUSION

The ability of the head of the madrasa in realizing an advanced and anticipatory madrasa at MAN 2 Padang Lawas is quite good by doing various ways including: First, the preparation of the vision and mission of the madrasa that is agreed upon by the entire academic community and is believed to be the ideals of the madrasa in producing a generation of Islam that is not only intelligent but also skilled, as well as superior and able to compete in the global era; Second: Conducting activities to improve the competence and profession of teachers by providing opportunities for teachers to continue studying at a higher level and providing space for teachers to take part in various competency improvement activities such as attending training, seminars, workshops and workshops as well as sending training participants to training centers, so that the professionalism of teachers at MAN 2 Padang Lawas can increase; Third: Conducting activities to increase the competence and ability of students' talents and interests such as scouting, student councils, UKS (School Health Business) and private activities. ; Fourth: Conducting Madrasah / Madrasah Adiwiyata environmental activities, clean, green madrasa environment so that the atmosphere is comfortable in learning both inside and outside the classroom; Fifth: Using the latest curriculum in accordance with regulations; Sixth: Establishing a network of cooperation with various agencies with the aim of recognizing the importance of madrasahs for institutions, obtaining the necessary moral and financial support and assistance for madrasah developers, providing information to agencies about the content and implementation of madrasa programs, enriching and expanding madrasa programs in accordance with, developing closer cooperation between agencies and madrasahs in improving the quality of education.

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