

Increasing Student Learning Achievement Through Madrasah Head Strategy Management

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Abstract

This study aims at the Principal's Strategy for Improving Student Achievement at MAN 1 Mojokerto. 2. What are the supporting and inhibiting factors in implementing the Principal's management strategy in improving student achievement at MAN 1 Mojokerto? The method used in this research is qualitative with a case study type in conducting research. In making observations, the researcher acts as participatory and non-participatory observers, namely by participating in teaching and learning activities as well as other activities such as seminars and study groups, then as later as non-participatory observers the researcher observes activities that do not allow researchers to participate in such as activities evaluation and others. The results of the study show that in order to support the principal's strategy through the quality of human resources, infrastructure, learning materials, and rewards

Kata kunci:

Kepala Madrasah,
Manajemen strategi,
Prestasi belajar siswa.

Abstrak

Penelitian ini memiliki 2 tujuan, 1. untuk menganalisis Strategi Kepala Sekolah dalam Meningkatkan Prestasi Belajar siswa di MAN 1 Mojokerto? 2. Apa saja faktor pendukung dan penghambat pelaksanaan strategi manajemen Kepala Sekolah dalam meningkatkan prestasi belajar siswa di MAN 1 Mojokerto. Metode yang digunakan pada penelitian ini kualitatif dengan jenis studi kasus dalam melakukan penelitian. Dalam melakukan observasi, penelitian berperan sebagai pengamat partisipatif dan non partisipatif, yaitu dengan mengikuti kegiatan belajar mengajar serta kegiatan lainnya seperti seminar, dan kelompok-kelompok belajar, kemudian sebagai kemudian sebagai observer non partisipatif peneliti melakukan observasi kegiatan yang tidak memungkinkan peneliti untuk berpartisipasi seperti kegiatan evaluasi dan lain-lain. Hasil penelitian menunjukkan bahwa guna mendukung strategi kepala madrasah melalui kualitas sumber daya manusia, sarana prasarana, materi pembelajaran dan reward.

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INTRODUCTION

Formal, non-formal, and informal educational institutions are places for the transfer of knowledge and culture through educational practices. Educational problems such as those faced in the East Nusa Tenggara area at some time are related to student learning hours which start at 5 in the morning.¹ In addition, the decline in student learning achievement can be seen from the declining participation rate.² Improving the quality of education must be accompanied by institutional arrangements with effective and efficient management. Therefore, every educational leader is required to be able to manage his institution well, so that it can become an advanced and competitive educational institution. So that these problems can be resolved as well as possible in order to bring the quality of life of the nation to be better.

To improve the quality of school education, the head of the madrasah must be able to take what steps or strategies are most appropriate to use in improving the quality of education, both in terms of the teacher and the student's learning achievement. Madrasah's principal strategic management is the science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its goals.³ The strategy used to improve learning achievement can be through learning strategies.⁴ In addition to the most important learning strategy is the principal's strategy, one of which is through the teacher working group.⁵

Learning achievement is the result of the achievement of students or students after learning.⁶ Learning achievement is said to have reached the perfect point if it fulfills three aspects, including cognitive, affective, and psychomotor aspects.⁷ The cognitive aspect relates to the introduction of new or recalling (memorizing), understanding, applying, analyzing, and evaluating abilities. Learning achievement has indicators showing

¹ Celine Kurnia, "Viral Anak SMA NTT Masuk Sekolah Jam 5, Bisa Begini Dampaknya Bagi Remaja," *DetikHealth*, March 2, 2023, <https://health.detik.com/berita-detikhealth/d-6595789/viral-anak-sma-ntt-masuk-sekolah-jam-5-bisa-begini-dampaknya-bagi-remaja/1>.

² Puti Yasmin, "Riset: Angka Partisipasi Sekolah Di RI Dari PAUD Sampai Kuliah Turun," *DetikEdu*, 2021, <https://www.detik.com/edu/sekolah/d-5644851/riset-angka-partisipasi-sekolah-di-ri-dari-paud-sampai-kuliah-turun>.

³ U Saefullah, *Manajemen Pendidikan Islam*, C3 ed. (Bandung: Pustaka Setia, 2012).

⁴ Hary Murcahyanto Muh. Fahrurrozi, Mohzana, "Strategi Pembelajaran Dan Kemampuan Guru Kelas," *JOEAI (Journal of Education and Instruction)* 14, no. 1 (2021): 1-13, https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=_Z0gJ8UAAAAJ&citation_for_view=_Z0gJ8UAAAAJ:edDO8Oi4QzsC; Sri Wahyuni and Sanchita Bhattacharya, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (2021): 229-49, <https://doi.org/10.31538/tijie.v2i2.22>.

⁵ Muhammad Arifin and Ari Kartiko, "Peningkatan Sistem Pembelajaran Pendidikan Agama Islam Melalui Kreativitas Kegiatan Kelompok Kerja Guru Pendidikan Agama Islam Di Sekolah" 4 (2021): 104-12.

⁶ Erlando Doni Sirait, "Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 6, no. 1 (2016): 35-43, <https://doi.org/10.30998/formatif.v6i1.750>; Robert M. Bernard et al., "The Development of a Questionnaire for Predicting Online Learning Achievement," *International Journal of Phytoremediation* 25, no. 1 (2004): 31-47, <https://doi.org/10.1080/0158791042000212440>; Eva Luthfi et al., "Pengaruh Sarana Prasarana Dalam Menunjang Prestasi Belajar Siswa SD Di Sekolah Indonesia Den Haag," *MODELING: Jurnal Program Studi PGMI* 8, no. 1 (2021): 52-63.

⁷ Hambali Hambali, Fathor Rozi, and Dian Nuraini, "Humanistic Learning Theory; Upaya Dalam Meningkatkan Prestasi Belajar Siswa Di Madrasah," *Autentik: Jurnal Pengembangan Pendidikan Dasar* 6, no. 2 (2022): 349-59, <https://doi.org/10.36379/autentik.v6i2.268>.

teaching materials, being able to re-explain teaching materials, linking between learning materials applying teaching materials in daily life, and fluency in the mastery of teaching materials.⁸

Research conducted by Fitria et al regarding the principal's strategy in improving student achievement by giving rewards to students who win competitions or become the best in certain events.⁹ In addition, Roskina revealed that the results of the study showed that school principals had focused on learning leadership properly and effectively. Efforts that have been made by the principal as the highest leader in the school and as a learning leader are to actively and continuously assist, guide, facilitate, and motivate teachers to organize quality learning.¹⁰

This study aims to find gaps with similar previous studies so that it raises two questions as outlined in this study. So the researcher made a research formulation in the form of a research question, namely how is the Principal's Strategy in Improving Student Achievement at MAN 1 Mojokerto? 2. What are the supporting and inhibiting factors for implementing the Principal's management strategy in improving student achievement at MAN 1 Mojokerto? Both of these questions will be answered in the next section. In previous research, the author's reference stated that learning achievement can be through teacher work groups, learning systems, student learning interests, and principal management, while this research will focus on the strategy of the madrasa principal in developing student achievement and being a differentiator from previous studies.

RESEARCH METHODS

This research was conducted at Madrasah Aliyah Negeri 1 Mojokerto. Because MAN I Mojokerto is one of the best in Moojokerto Regency with many achievements. This study uses qualitative research with a case study type in conducting research¹¹. In order to explore and collect data and facts in the field, researchers use observation, interviews, and documentation techniques. In making observations, the researcher acts as participatory and non-participatory observers, namely by participating in teaching and learning activities as well as other activities such as seminars and study groups, then as later as non-participatory observers the researcher observes activities that do not

⁸ Rani Dewi Yulyani, "Pengaruh Motivasi Belajar, Minat Belajar, Dan Manajemen Waktu Terhadap Prestasi Belajar Siswa Pada Masa Pembelajaran Tatap Muka Terbatas," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 943–52, <https://doi.org/10.33487/edumaspul.v6i1.3375>.

⁹ Rezki Nurma Fitria and Muhammad Nur Hakim, Alwasih, "Strategi Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kinerja Guru," *Academicus: Journal of Teaching and Learning* 10, no. 2 (2022): 81–91, <https://doi.org/10.51747/ecobuss.v10i2.1114>.

¹⁰ Sitti Roskina Mas and Zulystiawati Zulystiawati, "Learning Leadership in the Implementation of Independent Learning in Effective Schools," *Jurnal Pedagogi Dan Pembelajaran* 5, no. 3 (2022): 384–93, <https://doi.org/10.23887/jp2.v5i3.43390>; Nadia Ayu Pratiwi, "The Principal's Strategy for Improving the Quality of Education: A Study at MTs Asy-Asyafiyah Kendari," *Shautut Tarbiyah* 26, no. 2 (2020): 227, <https://doi.org/10.31332/str.v26i2.2399>; Nofika Ria Nur Farida, Muhammad Anas Ma`arif, and Ari Kartiko, "Implementation of the Wahdah Method in Improving Students' Ability to Memorize the Qur'an," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (2021): 518–30, <https://doi.org/10.31538/nzh.v4i3.1084>.

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. (Bandung: Alfabeta, 2017), <https://www.pdfdrive.com/prof-dr-sugiyono-metode-penelitian-kuantitatif-kualitatif-dan-rd-intro-e56379944.html>.

allow researchers to participate in such as activities evaluation and others¹². In obtaining research data it takes 40 working days, this is done by building familiarity with informants in order to obtain accurate information.

The data used is primary data. In this qualitative study, primary data was obtained from interviews with informants¹³. This study uses 3 techniques, the first is to make observations, these observations are made in order to find out how Financial Management is in Improving the Quality of Education, and the second is by conducting in-depth interviews. In this section, the researcher conducts interviews with related parties, namely the Head Madrasah, Waka Curriculum, and also Madrasah Teacher MAN 1 Mojokerto. in order to be able to provide information and data related to the research to be carried out and finally to conduct a documentation study. The use of documentation techniques aims to complement the data obtained from in-depth interviews¹⁴. This method was also used to obtain MA Al Amin Islamic Boarding School profile data as additional evidence to strengthen this research.

Next is data analysis. Data analysis in qualitative research according to Matthew B. Milles consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation and verification or drawing conclusions.¹⁵ In qualitative research to test the validity of the data includes tests of credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity)¹⁶.

RESEARCH RESULTS AND DISCUSSION

Result

Madrasa Principal Management Strategy in Improving Student Learning Achievement

A leader is someone who is able to understand or understand himself with others. In this case the principal is a leader in the school who faces many challenges and obstacles. Determining the vision, mission, and objectives which are the concept of strategic planning for the head of the madrasa in improving learning achievement is very important for school success because it becomes a direction, assists in evaluation, creates synergies, clarifies priorities, focuses coordination, and provides a basis for planning, managing, directing activities. and supervision. the results of interviews related to the planning of madrasah heads have plans in the short, medium, and long

¹² D. Rosyada, *Penelitian Kualitatif Untuk Ilmu Pendidikan*, Cet 1 (Jakarta: Prenadamaedia Group, 2020), http://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=14300&keywords=.

¹³ Lexy. Moleong, j, *Metodologi Penelitian Kualitatif* (Bandung: Bandung: PT. Remaja Rosdakarya, 2006).

¹⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

¹⁵ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 3rd ed. (Arizona: SAGE Publications, Inc, 2014), <https://books.google.co.id/books?id=p0wXBAAAQBAJ&printsec=frontcover&hl=id#v=onepage&q&f=false>.

¹⁶ Andarusni Alfansyur and Mariyani, "Seni Mengelola Data : Penerapan Triangulasi Teknik, Sumber Dan Waktu Pada Penelitian Pendidikan Sosial," *Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan Sejarah* 5, no. 2 (2020): 146-50.

term. This is evidenced by the results of interviews with the head of the madrasa as follows;

“At the beginning of each year, the head of the madrasa always prepares a short-term program, which is in the form of an annual program, semester program. Short-term programs include the organizational sector, the school environment and educational facilities. by school. and programs that are involved in the learning process, improve learning achievement”

Based on the explanation above, the process of preparing short-term plans is through meetings of school principals, teachers, staff, administrators and also school committees. short-term arrangement refers to the vision, mission and goals of the school. These results are supported by the statement of the deputy head of the school curriculum with a statement:

“the preparation of the program is carried out during school holidays after wearing classes, in official meetings between school principals, teachers, staff and school committees, the preparation of the program is also carried out by way of discussion and finally it is concluded at the beginning of the creation of the vision, mission and goals, as well as the preparation of long-term programs , medium, short performed for several days depending on conditions”

In improving student learning achievement the madrasa head always motivates teachers and students and instills disciplinary values by providing examples of this discipline to his subordinates and students. This was revealed by the teacher:

“I, as a teacher at this school, have seen that the implementation of the strategy from the head of the madrasa itself is good, and it has an effect on students. The head of the madrasa always has plans and preparations in terms of increasing student achievement. The head of the madrasa always provides motivation for students, and always provide direct support to students. And the principal always gives rewards to students who excel”

No less important in improving student achievement is the principal's strategy in providing job descriptions to teachers. Job description is a record of the duties, responsibilities, and qualifications for a particular position or job that contains information on information from job analysis activities. Besides that, in the job desc Also listed is the person in charge or member in that position. this was expressed by Mrs. AZ, as a teacher, as follows:

“The madrasa head has provided job descriptions for all teachers in the school, and has been handled by people who are capable in that field. and have a plan in the learning improvement process. The madrasa head always pays attention to students so they can understand and understand what students need, suitability of planning with students, in dealing with plans that have been prepared beforehand”.

After giving the right job description for each job the madrasa head always gives appreciation that can motivate teachers and students for their achievements, the madrasa head also applies discipline and sets himself an example for teachers and students, as expressed by the madrasa teacher as follows.

Supporting Factors for the Implementation of the Principal's Strategy.

There are several supporting factors in improving student achievement, namely:

Student Interests

Interest is the special attention of the heart that is desired by someone. In this case, it is the tendency of students to like certain fields of study and are happy with the material. This was shown by the principal of the madrasa as follows:

"Many children take part in academic and non-academic activities, academic achievements have been followed by many students at MAN 1 Mojokerto by participating in the Olympics, in 2021 yesterday thank God we have won many National achievements in online Olympiads in the academic field, such as mathematics, physics, English They also have groups in the fields of competitions they participate in".

These results indicate that the principal provides full support to his students, and implicitly the students have an interest in certain subject areas with study groups in their favorite fields.

Infrastructure

Means which are mobile equipment and are generally consumables, such as pens, books and the like as well as supporting infrastructure and usually in immovable forms such as buildings and rooms are important factors for improving student learning achievement, this is in line with the results of interviews with the head of the madrasah as follows:

"Supporting factors carried out in improving student learning achievement are complete and adequate infrastructure, commitment of teachers and employees who are qualified in their fields, a conducive school environment as a place of learning. Obtain support from school components, partnerships with parents, and government agencies and international educational institutions".

Coaching

The coaching factor is an important part in maintaining and improving student achievement, one of the strategies carried out by the head of the madrasa is not to do whatever he wants with the ideas he has, this can be seen through the results of interviews:

"To improve student learning achievement at MAN 1 Mojokerto, the madrasa head is not arbitrary with his own ideas, because the madrasa head definitely involves the vice principal, teachers and school committee in deliberation in order to reach a good consensus, that way maximum goals will be achieved. because before determining the strategy to be implemented to improve student learning achievement before that it is necessary to have deliberations and contributions of thought from all parties in the school in order to achieve maximum goals"

Besides that, coaching on the learning process was expressed by the class teacher, with the following results:

"Each class is scheduled for approximately 2-3 meetings and coaching materials are adjusted to each class level. Coaching schedule by taking effective school hours and adding coaching time if there are students who want to take part in competitions"

The Role of Parents

The role of parents as the main supporter in improving learning achievement is very dominant considering that parents are important partners and have longer time with students when compared to teachers at school, this was recognized by the MR teacher who stated the following:

“Supporting factors in improving student learning achievement are the support from parents to their children, the education given by parents to children”.

Based on the interviews above, it can be concluded that the principal provides full support to his students. Evidence of achievement mentioned by the principal of the madrasa which is widely published by the media is as follows:

Table 1. Student Achievement

No	Media	Headline	Website	Years
1	Kemenag.id	Siswa Man 1 Mojokerto Sabet Juara 1 Kejurda Silat Antar Pelajar Se-Kabupaten Mojokerto	https://kemenagmojokerto.id/index.php/2023	2023
2	Jawa Pos, Radar Mojokerto	MAN 1 Mojokerto Borong Juara di Berbagai Ajang Kompetisi	https://radarmojokerto.jawapos.com/mojokerto/22/08/2022	2022
3	MAN, KOTA MOJOKERTO	JUARA PORSENI	https://www.mankotamojokerto.sch.id/tag/prestasi/	2022
4	Kemenag.go.id	Atlet MAN 1 Mojokerto Memperoleh Predikat Juara 1 Pada Kejuaraan Karate Funakoshi Tingkat Nasional Di Jakarta	https://jatim.kemenag.go.id/berita/511285/atlet	2019

Source: Internet

The findings regarding the Madrasah Principal's strategy in improving learning achievement can be seen in Table 2.

Table 2 Research Findings

No	Fokus Penelitian	Temuan Penelitian
1	Madrasa Management Strategy in Improving Student Learning Achievement	Principal Strategy in From some of the results obtained during the principal's strategy research: 1. carried out in the form of short, medium and long term in accordance with the vision and mission of the school. 2. Motivation for teachers and students

2	Supporting Factors for the Implementation of the Principal's Strategy.	<p>3. Provide the right job description</p> <p>From some of the results obtained from the supporting factors of the madrasa principal's strategy are:</p> <ol style="list-style-type: none"> 1. Teacher factor 2. Infrastructure 3. Coaching 4. Parental factors
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DISCUSSION

Management Strategy for the Head of Madrasah in improving student achievement at MAN 1 Mojokerto.

The madrasa head has a strategy and has an educational role for students. The head of the madrasa based on the educator aspect must pay attention to the target. Because the head of the madrasa is a person who directs and influences the activities of a group of members who are interconnected to achieve a common goal. The leadership of the head of the madrasa is a very important task in the school environment. As brought by the Principal of Madrasah MAN 1 Mojokerto. Basically, planning has the goal that every teacher has a plan to improve student achievement. In planning the school principal always holds meetings and the madrasah head in making decisions that have been deliberated by consensus. In planning must also have suitability with learners. The head of the madrasa also has teams that can be handled in carrying out the programs that have been discussed. Educators also have a job description and supervision carried out by the head of the madrasa through educators, the school coordinator and staff say that the management that is carried out is the ability and skills acquired to achieve goals through the activities of other people, these results were found by the results of observations made at MAN 1 Mojokerto that the principal's strategic management in improving student achievement. The goal is that principal management is always aimed at forming a team and inviting members to be able to carry out their duties optimally by cooperating and coordinating to achieve goals. the process of preparing short-term plans through meetings of school principals, teachers, staff, administrators and also school committees. short-term arrangement refers to the vision, mission and goals of the school. preparation is carried out by way of discussion of program determination, which begins with long-term, medium-term, and short-term programs. The time of successive preparation during the school holidays after the grade increase.

The madrasa head as a leader in carrying out management functions must have good planning and be able to answer questions. And the head of the madrasa is not only required in planning but also being able to become an organizer at MAN 1 Mojokerto. And the school principal must carry out the vision and mission program and the goals set by the school by mobilizing all the resources that have been organized or grouped by the madrasah head. So that it can work well to improve student learning achievement. MAN 1 Mojokerto, namely instilling discipline, having long-term plans, directing educational staff and staff and always supervising.

As answered by several respondents above, the strategy for the head of the madrasa to make plans according to the needs of MAN 1 Mojokerto. And also the head of this madrasa has direction for the program that will be run in the school and also has the goal of improving the program being implemented. The head of the madrasa at MAN 1 Mojokerto also always controls or oversees activities from the start of school entry until learning at school is over. And if necessary make corrections so that what is done is in accordance with the goals and expectations of the school. And all activities carried out must be carried out objectively and transparently.

Careful and well-organized planning will influence the achievement of goals. The head of the madrasa also hopes that the programs that have been set will become a reference for teachers and TU staff, and often conduct evaluation meetings to find out what problems exist when learning takes place. The madrasa head is not only required to make plans but how can the madrasa head make good organization within the MAN 1 Mojokerto environment, so that superiors and subordinates can work together and carry out tasks according to procedure. Residents at MAN 1 Mojokerto have also fulfilled or carried out their respective duties, such as the madrasa head who always monitors even though not openly, teachers who always provide knowledge or knowledge while in learning, and give assignments to students, students who always comply with school rules and rules in the classroom, do assignments given by the teacher, orderly discipline towards the school

The madrasa head as a leader is in line with the theory developed by Kartiko et al and McClure, a leader must have the capacity to make decisions, have a positive impact, act as a motivator and role model so as to improve employee performance which will have an impact on employee performance.¹⁷ In this context, leadership can improve teacher performance in improving student achievement¹⁸.

Factors supporting the implementation of the principal's strategy in improving student achievement

Factors supporting the madrasa principal's strategy in improving student learning achievement at MAN 1 Mojokerto, namely two internal and external, internal factors arising from himself wanting to learn without any direction from others, external factors namely motivating students in learning emerge from the guidance of other people On the other hand, this factor usually arises from the family and the environment around adequate facilities and infrastructure, the commitment of teachers and parents of students and adequate infrastructure because at MAN 1 Mojokerto itself the infrastructure itself has been sufficiently facilitated. And there are also factors from the

¹⁷ Harsono Ari Kartiko, Sanusi Anwar, "The Effect Of Leadership, Compensation, And Organizational Culture On Employee Performance At The Mother And Child Hospital 'Fatimah' Lamongan," *Eurasia: Economics & Business* 4, no. April (2021): 6, <https://doi.org/DOIhttps://doi.org/10.18551/econeurasia.2021-04> UDC; Kevin R. McClure, "Madrasas and Pakistan's Education Agenda: Western Media Misrepresentation and Policy Recommendations," *International Journal of Educational Development* 29, no. 4 (2009): 334-41, <https://doi.org/10.1016/j.ijedudev.2009.01.003>.

¹⁸ Yusuf Hanafi et al., "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal': The Education Leadership Response to COVID-19," *Heliyon* 7, no. 3 (2021), <https://doi.org/10.1016/j.heliyon.2021.e06549>.

school environment and those who play a role in learning is the teacher. Teachers at MAN 1 Mojokerto always educate and fully support the learning process for students. In implementing this at MAN 1 the head of the madrasa always gives the best and facilitates the coaching given to teachers. At MAN 1 Mojokerto, the program being implemented is in accordance with the specified target. The principal of the madrasa always gives directions to educators to students. Supporting factors in improving student achievement are support from parents, adequate infrastructure, teacher commitment to parents of students, and the way teachers teach at school.

In improving good student learning achievement, of course, the professionalism of a madrasa head in carrying out teaching and learning activities, therefore it is focused on four supports, namely;

Table 3 Supporting the Principal's Strategy

No	Pendukung Utama	Keterangan
1	Human Resources	The human resources in question are teaching staff in the field of study because the quality of teaching staff must meet applicable standards
2	Facilities and infrastructure	This is also the main support in carrying out teaching and learning because sometimes minimal facilities make it difficult for students and teaching staff to convey learning material, facilities at MAN 1 Mojokerto for classrooms has been fulfilled
3	Learning materials education	This learning material includes supporting factors in improving the quality of teaching and learning. Because this must be adjusted to the rules and standards that apply.
4	Reward	Availability of support to provide rewards to outstanding members of the organization (teachers and students)

Based on the table supporting the principal's strategy, it can be described in managing human resources that Madrasahs has employees with above-average abilities. Getting these employees requires a rigorous selection in accordance with the competition. This is in line with research conducted by Wening et al.¹⁹ for infrastructure facilities to be the main support for increasing student achievement. Infrastructure facilities are learning aids owned by madrasahs such as items that are used up in one use or those that do not run out in one time use. This is in line with research conducted by Waruwu et al.²⁰

Learning materials that are in accordance with national education standards are an important factor that supports madrasah heads for student achievement. At MAN Mojokerto, learning materials are made or packaged as well as possible so that students don't get bored in regular learning or in extra activities. This is in line with research

¹⁹ Muslimah Hikmah Wening and Achadi Budi Santosa, "Strategi Kepemimpinan Kepala Sekolah Dalam Menghadapi Era Digital 4.0," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 5, no. 1 (2020): 56, <https://doi.org/10.31851/jmksp.v5i1.3537>.

²⁰ Khoirul Anwar et al., "KOMPETENSI GURU TERHADAP MUTU PENDIDIKAN DI" 5, no. 3 (2022): 413-26; Larry McClure, Susan Yonezawa, and Makeba Jones, "School District مک کلور.PDF," 2010.

conducted by oladejo.²¹ The reward given by the Head of the Madrasah is not only in the form of praise or certificates for the achievements but also giving something in the form of material such as money or goods that are quite valuable.

CONCLUSION

This study found that the strategy of the madrasa head in improving student learning achievement through long, medium, and short-term planning, in addition to that the madrasa head was supported by several factors such as human resources, learning material facilities, and active participation of parents and rewards for those who excel. This research is expected to add contributions and references both theoretically (scientific) and practically. What is done by the head of the madrasa can be applied to all madrasahs so that it can improve the quality of madrasahs throughout Indonesia. This research is still considered imperfect so it is hoped that in the future the next researcher can develop research from the number of objects, variables studied and research methods developed.

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