



The Head of Madrasa's Leadership Strategy in Improving the Quality of Education in Madrasah Aliyah

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Abstrak

Kepemimpinan yang baik dapat menciptakan iklim yang kondusif guna tercapainya tujuan bersama. Penelitian ini bertujuan untuk mengetahui strategi yang diterapkan kepala Madrasah aliyah dalam meningkatkan kualitas pendidikan di Madrasah Aliyah Ulul Albab Lubuklinggau. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Hasil penelitian mengungkapkan bahwa kepala Madrasah aliyah Ulul Albab melakukan strategi-strategi dalam meningkatkan Kualitas Pendidikan. Strategi yang digunakan dalam meningkatkan kualitas pendidikan di madrasah aliyah Ulul Albab adalah mencari tenaga yang sesuai tahap kelulusannya yaitu ijazahnya minimal S1, menerapkan 8 pilar yang ada dalam Standar Nasional Pendidikan (SNP), membagi rata tugas pokok dan fungsi kepada setiap guru, dan pimpinan Madrasah juga harus menjadi contoh yang baik bagi guru dan siswa yang ada di Madrasah. Kesimpulan dari penelitian ini adalah strategi yang digunakan kepala Madrasah aliyah Ulul Albab, mencari tenaga yang sesuai tahap kelulusannya yaitu ijazahnya minimal S1, dan menerapkan 8 pilar yang ada dalam Standar Nasional Pendidikan (SNP).

Kata Kunci: Strategi Kepemimpinan, Kepala Madrasah, Kualitas pendidikan

Abstract

Good leadership can create a conducive climate to achieve common goals. This study aims to determine the strategies applied by the head of Madrasah aliyah in improving the quality of education at Madrasah Aliyah Ulul Albab Lubuklinggau. The method used in this research is the qualitative method. The results of the study revealed that the head of Madrasah aliyah Ulul Albab carried out strategies to improve the quality of education. The strategy used in improving the quality of education at the madrasah aliyah Ulul Albab is to find staffs who are at the appropriate stage of graduation, namely a minimum S1 diploma, applying the 8 pillars contained in the National Education Standards (SNP), dividing the main tasks and functions equally among teachers, and Madrasah leaders must also be a good example for teachers and students in Madrasahs. This research concludes that the strategy used by the head of Madrasah aliyah Ulul Albab is to find staff who are at the appropriate graduation stage, namely a minimum S1 diploma, and apply the 8 pillars contained in the National Education Standards (SNP).

Keywords: Leadership Strategy, Head of Madrasah, Quality of education

Histori Artikel

Received	Revised	Accepted	Published
26 Oktober 2022	27 Oktober 2022	15 November 2022	1 Desember 2022

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DOI : <https://doi.org/10.31004/edukatif.v4i6.4107>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Leadership is a discussion that is still considered very interesting to continue to be researched, especially if it is associated with leadership in an educational institution because it is one of the important factors that determines the success or failure of an organization in achieving its goals (Soekamto, 2018). Education leadership is a key factor in the success of an organization (Qosim, 2022). Leadership is the ability to move, motivate and influence people to be willing to take actions that are directed at achieving goals through the courage to make decisions about activities that must be carried out. Leadership is also a process of interaction between two parties, namely a leader and those he leads (Basyit, 2017; Rafida et al., 2021).

Leadership exists in everyone, therefore it needs to be honed and forged properly (Putra et al., 2022). Leadership is something that can not only be studied, understood, and researched, it can even be known the tendency of the most prominent type, style, or leadership behavior of a person at once, which plays a vital role in his success in leading the institution he leads. Someone successful in becoming a Madrasah leader can be because of the strategy used and the characteristics or traits that stand out from within himself. Every organization of any kind must have a leader who must carry out leadership and management for the entire organization as an inseparable unit (Rivai & Mulyadi, 2012).

Likewise, educational institutions need a leader who is royal and has many visions, ideas, and strategies to develop educational institutions. According to Rivai, in both formal and non-formal organizations, there is always someone who is considered superior to others. Someone who has more abilities is then appointed or appointed as a person entrusted with managing other people, usually, such a person is called a leader. From the word, leader comes the term leadership after going through a long process. Approaches and research on leadership have continued to develop since the emergence of the term leader and leadership (Rivai & Mulyadi, 2012).

In an organization, the execution of tasks by workers is affected by the leadership of a leader. Weak leadership can certainly hinder activities, and vice versa strong leadership boosts subordinates' achievements and activities in achieving goals. Quality leadership produces quality education and graduates (Muhaemin & Umar, 2022). Professional leadership is quality leadership (Latifah et al., 2021). Good leadership can create a conducive climate to achieve common goals. Leadership is an ability that must be possessed by every leader in leading a group, whether organized or not. Its role is crucial, considering that the leader is the central figure in the group. The leader becomes a barometer of the group's success in the process of planning, implementing, motivating, and supervising to achieve common goals within the group (Nugraha, 2010).

Along with developments that continue to change towards progress, in an era of increasingly free competition like today, only schools that can survive have certain qualities. Therefore, educational institutions that are not qualified will eventually be abandoned by people and eliminated by themselves because they are no longer able to survive (Hidayah, 2016).

Educational institutions at the Ministry of Religion, namely Madrasah, are the spearhead in the implementation of the national education process. As an educational institution that grows and develops from the tradition of religious education in society, Madrasa has an important meaning so that their existence continues to be fought for. Madrasahs are public schools with Islamic characteristics (Maksum, 1999). The Madrasah principal is the highest leader in Madrasah educational institutions (Suryapermana et al., 2022). The head of the Madrasah is part of someone responsible for managing all activities in the driving Madrasah in school life, to be able to achieve the goals that have become his vision (Al Rosid & Fauziyah, 2022; Buchori et al., 2022). The principal as a direct leader is a real example in that work activity (Mulyani et al., 2022). The leadership of the Principal or Madrasah is a determining factor and is responsible for a school or Madrasah that can run (Ansyari et al., 2022; Rohati, 2021). Exceptional principals/Madrasahs realize that school/Madrasah success can only be achieved if it is done with teamwork and collaboration of various components in the school (Rosmawati, 2017). The principal as a leader must have the ability in all fields of management, motivation,

policymakers, and socializing (Khodijah & Haq, 2021).

Religious education developed by Madrasahs is expected to be able to build the character and culture of a religious nation, not only in the aspect of rites and worship but also as a reflection of the religious spirit in all professional and social actions of the Indonesian people (Rosyada, 2017).

In this era of globalization, Madrasah education is required to be able to adapt to the times so that its existence is needed by the community as customers of Madrasah education services. Thus, the position of the Madrasah is not merely understood as an educational institution that is equal to other schools, but it must be understood as an educational institution that also has a very strategic mission in forming students who are religious and have an Islamic character. In this case, education in Madrasah not only teaches knowledge as a material, or skills as an actor, but is always associated with a practice framework (amaliyah) that contains values and morals. The implementation of education held at the Madrasah aims to realize the three missions above, namely instilling faith in students, fostering enthusiasm and attitudes to practice Islamic teachings in the context of development, and fostering tolerance among fellow believers by understanding each other's noble mission religion (Dali, 2017).

The quality of education can be said an illustration of the good and bad of the school. Schools are considered quality if they succeed in achieving their educational goals (Jiddan, 2016; Wijayanti, 2019). Quality in the field of education includes the quality of inputs, processes, outputs, and outcomes. Educational inputs are declared qualified if they are ready to process. The quality education process can create a standard atmosphere (active, creative, and fun learning). Quality education is education that can produce graduates who have the ability or competence, both academic competence, and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. Furthermore, Sudrajad argues that quality education is education that can produce complete human beings (complete human beings) or humans with an integral personality (integrated personality), namely those who can integrate faith, knowledge, and charity (Subana, 2005).

Islamic educational institutions, both Madrasah, Islamic schools, and Islamic boarding schools, to maintain their existence must market the results of these institutions to relevant stakeholders. To expedite the marketing carried out, Islamic educational institutions require marketing management, termed marketing management (Chotimah, Chusnul, Fathurrohman, 2014).

The quality of education is related to the achievement or failure of national education goals as stated in Law no. 20 of 2003 concerning the National Education System. In addition, the quality of education can be said to be good if it meets the National Education Standards. The fulfillment of the minimum standard of education which is the National Education Standard is a prerequisite for improving the quality of education, including Madrasah (Hidayah, 2016).

Madrasah as Islamic educational institutions under the auspices of the Ministry of Religion certainly have their own strategies for increasing the satisfaction of their respective customers. Moreover, the competition for marketing educational services between educational institutions is currently getting tougher, both for Madrasah Tsanawiyah in the State and Madrasah Tsanawiyah which are managed privately through the Education Foundation. The dynamics in implementing approaches, techniques, and strategies to increase the satisfaction of users of educational services is an important part that cannot be ignored by all Islamic education institutions at the Madrasah level.

Educational institutions are very much determined by the expertise of their managers to maintain the quality of education so that consumers of education give confidence in the service. Customer satisfaction in educational institutions, especially Islamic education, if the institution is able to facilitate the needs of customers both for students, parents, and guardians of students and the education community in general. Educational services require a change in the existing paradigm.

Based on this, service in education is the most important thing for Madrasah. Including those carried out

by Madrasah Aliyah Ulul Albab Lubuklinggau. as a Madrasah that is quite popular with the people in Lubuklinggau, Madrasah attracts a lot of interest from users of Islamic education services. It was proven at the Madrasah Aliyah Ulul Albab Lubuklinggau. able to show success in various aspects, as well as its graduates, who are widely spread and accepted in the best high schools.

The activities carried out in this article have been carried out several times, including (Buchori et al., 2022) revealed the leadership role of madrasah principals starting from planning and evaluating programs to improving teacher performance and the quality of education, then (Muhaemin & Umar, 2022) explained that improving the quality of higher quality education, among others, through the development and improvement of curriculum and evaluation systems, improvement of facilities education, development and procurement of teaching materials, as well as training for teachers and other education personnel, and finally (Jiddan, 2016) concludes that the management of madrasah principals in improving the quality of education in madrasah aliyah unwanul Falah NW paok Lomok has tried to do this well, this cannot be separated from management activities are good in the areas of personnel, curriculum, students, and infrastructure, while quality improvement efforts are carried out by applying a transformational leadership model based on visionary.

Improving the quality of education services at Madrasah Aliyah Ulul Albab Lubuklinggau. inseparable from the Madrasah governance system and Madrasah strategy in increasing customer satisfaction. All existing services are always carried out effectively and optimally, from planning to service results. Organizing organizational resources to the maximum, so that the evaluation step is always put forward after the implementation is complete so that the next implementation goes well. This research is expected to produce a comprehensive study so that benefits can be taken, including this research contributes to the development of education science and leadership strategies, this research is expected to provide information for readers and interested parties in knowing the leadership strategy of the head of Madrasah Aliyah Ulul Albab Lubuklinggau.

METHOD

The research method used in this study is a qualitative research method, research that does not use mathematical, statistical, or computer methods. The research process begins with developing the basic assumptions and rules of thought that will be used in the research. This research was conducted at Madrasah Aliyah Ulul Albab Lubuklinggau and focused on a description of how the leadership strategy of the Madrasah principal in improving the quality of education at Madrasah Aliyah Ulul Albab Lubuklinggau. Data collection techniques consist of observation, interviews, and documentation. The research subjects were the principal of the Madrasah as the main informant, the teachers as the key informant, and the students as additional informants. Analysis of the data collected, including the data reduction process, carried out data presentation, then carried out data verification, and drew conclusions. This data analysis is a narrative of the preparation of research results based on the results of interviews and observations related to the leadership strategy of the head of the Madrasah in improving the quality of education at Madrasah Aliyah Ulul Albab Lubuklinggau.

RESULT AND DISCUSSION

Leadership cannot be separated from the factors being led, both are interdependent so one cannot exist without the other. Leadership is a process of interaction between the two parties between the leader and the led. The head of the Madrasah is responsible for the smoothness and success of all arrangements and management of Madrasah Aliyah formally to his superiors and informally to the community who have entrusted their students. To achieve the goals of the Madrasah in accordance with the vision and mission of the Madrasah. The head of Madrasah Ulul Albab in improving the quality of education needs a strategy to be used, in improving the quality of education of course carrying out the strategy requires careful planning so that the strategy used can produce the expected output. The strategy here is the media used to get success in order to achieve the predetermined goals (Mujadi, 2021). The role of the head of the Madrasah as the leader of the Madrasah is

expected to be able to direct teachers to work optimally in all situations and conditions and always be adaptive in order to realize the goals of national education (Nizar, 2022).

The head of the Madrasah has a role in various matters related to improving the quality of both human resources and infrastructure in each Madrasah he leads, teachers as elements of human resources in Madrasahs need strategic steps taken by the head of Madrasahs to improve their professionalism (Busti et al., 2021). Each school principal has his own strategy for improving the quality of the education he leads, the quality and progress of a Madrasah are strongly influenced by the leadership of the Madrasah principal (Siregar, 2020), as well as in Madrasah Aliyah Ulul Albab Lubuklinggau, to achieve the goals desired by the Principal of the Ulul Albab School. create a strategy to achieve the desired goals. The principal's strategy as a motivator must be able to generate work motivation for teachers and other education personnel with the aim of changing attitudes and improving the quality of work (Maulana, 2020).

As stated by the head of the Ahmadi Madrasah, said that "In improving the quality of education, of course, there needs to be a mature strategy so that the implementation will go well even though of course there will be obstacles that will be experienced. Before carrying out the strategy, the school will plan in advance what strategy will be implemented, as for the strategy I use, first we look for personnel who are according to the level of graduation, namely a minimum S1 diploma, applying the 8 pillars in the National Education Standards (SNP), namely Competency Standards graduation, content standards, educator and education standards, process standards, facilities and infrastructure standards, financing standards, management standards, educational assessment standards, and dividing the main tasks and functions equally for each teacher, I as the head of the Madrasah here must also be an example or good for teachers and students in this Madrasah. I always try to be even better in carrying out my duties as a principal or role model at this Madrasah Aliyah Ulul Albab, besides that, I have to always make sure the learning process at this Madrasah Aliyah Ulul Albab goes well, and don't forget to build the relationship and always communicate with teachers and guardians of students in this Madrasah Aliyah Ulul Albab".

As for the response from the teachers, about how to improve the quality of education in Madrasah Aliyah Ulul Albab Lubuklinggau. As stated by Abdurrahmat, who said that "Very good, as a teacher at Madrasah Aliyah Ulul Albab is very supportive because, with the quality of education at Madrasah Aliyah Ulul Albab, there will be a public interest in Madrasah Aliyah Ulul Albab".

In line with this, Wilda Amelia, said that "It is very good, the better the quality of education in Ulul Albab, the more public interest in Madrasah Aliyah, I personally agree".

Furthermore, Milya Safitri, said that "I am as a student of course very happy with the improvement in the quality of education at Madrasah Aliyah Ulul Albab, if the quality at Madrasah Aliyah Ulul Albab is good I as a student here feel proud of the education at Madrasah Aliyah Ulul Albab and feel very grateful to be able to receive Madrasah Aliyah Ulul Albab education which will later have good quality education, amen"

From the results of the research above, it can be seen that the responses from teachers and students are very supportive of improving the quality of education at MadrasThe head of Madrasah Aliyah Ulul Albab certainly has a well-prepared strategy to achieve the goal of improving the quality of education at Madrasah Aliyah Ulul Albab Lubuklinggau. Careful planning strategy, our first strategy is to look for personnel who are in accordance with the level of graduation, namely a minimum S1 diploma, applying the 8 pillars in the National Education Standards (SNP), and dividing the main tasks and functions equally for each teacher, as the leader of the Madrasah aliyah here must also be an example or role model. which is good for teachers and students in this Madrasah (Artanto, 2022). He always tries to be better in carrying out his duties as a leader or role model at Madrasah Aliyah Ulul Albab, besides that he (the leader) always ensures that the learning process at this Madrasah aliyah goes well, and does not forget to establish relationships and always communicate with teachers and guardians of students in Madrasah Aliyah Ulul Albab and establish good relationships between subordinates and leaders.

The improvement of the quality of education at Madrasah Aliyah Ulul Albab Lubuklinggau, of course, is very beneficial for all parties, by having good quality education, Madrasah Aliyah will attract a lot of attention from the community, because of the importance of improving the quality of education, leaders must have a good strategy to achieve the desired goals. If desired, with a good strategy, the organization's planning can run well and according to plan. It is hoped that with the improvement in the quality of education at Madrasah Aliyah Ulul Albab Lubuklinggau, the quality of education for students who used to be slightly decreased can achieve the desired goals to have classy alumni who can benefit themselves and others.

In the process of supervision and implementation in improving the quality of education at Madrasah Aliyah Ulul Albab, it has been running, but there are still obstacles to its implementation, for example, there are still teachers who do not care about students, and not a few teachers who have a high concern for their students, and there are still students who are still unruly when the teacher gives directions, but not all students are like that. The activities carried out in this article have been carried out several times, including (Basyit, 2017) Delivering the strategy of the head of the madrasah as a leader in improving the quality of educational output classified as academic achievement, carried out by the head by motivating work and improving the discipline of educators in optimizing the learning process, non-academic achievements, carried out by the head of the madrasah by involving and collaborating with educators and education staff in applying a habituation approach in shaping student behavior and carrying out extra activities. Educational leadership in madrasahs must be based on the concept of democratization, task specialization, the delegation of authority, professionalism, and integration of tasks to achieve goals. In addition (Muhaemin & Umar, 2022) concluded the principal's strategy in his efforts to achieve an increase in the quality of education in Madrasah Aliyah Bahrul Ulum Tajinan Malang Regency, namely: 1) improving the quality of educators and education, 2) fostering the discipline of teachers and students, 3) increasing the effectiveness of learning, 4) improving facilities and infrastructure madrasahs, 5) improve the quality of learning and student achievement, 6) evaluate the teaching and learning process, and 7) promote madrasah. Furthermore (Mujadi, 2021) it resulted that the Headmaster's strategy for improving the quality of education at Madrasah Aliyah Khairul Hikmah was to increase Human Resources (HR), through workshop activities, motivating teachers to be enthusiastic for lectures, training, upgrading, and so on, Supervising, by conducting class visits. and analyze the RPP that will be used by the teacher and Evaluation of Teaching and Learning Activities (KBM), evaluation related to the ongoing learning process, Teacher Discipline Development, through monthly meetings and direct reprimands, Improvement of Facilities and Infrastructure, such as the creation of new classrooms, laboratories computers, language laboratories, canteens, parking lots, sports fields.

From the three studies, it can be analyzed that the leadership strategy of the madrasah principal is to achieve good quality by motivating work and increasing the discipline of educators in optimizing the learning process, improving the quality of educators and education, fostering teacher and student discipline, and increasing learning effectiveness. , improve madrasa facilities and infrastructure, improve the quality of learning and student achievement, evaluate the teaching and learning process, promote madrasahs and improve human resources (HR), educational leadership refers to various activities or actions taken by a madrasa principal to mobilize teachers -teachers, employees, students, and community members or do something to implement educational programs in madrasah.

According to the strategic researcher, the Head of Madrasah Aliyah Ulul Albab Lubuklinggau, it is good and the plans made by the leadership are also accepted by their subordinates. The head of the Madrasah as a leader must also be able to provide guidance and direct all Madrasah residents and provide encouragement for the progress of the Madrasah and provide inspiration in realizing quality Madrasah (Gusli et al., 2021).

CONCLUSION

The strategy implemented by the Head of Madrasah in improving the quality of Education at the Head of Madrasah Ulul Albab Lubuklinggau, namely looking for staff who are according to the level of graduation, namely a minimum S1 diploma, applying the 8 pillars contained in the National Education Standards (SNP), and dividing the main duties and responsibilities equally among teachers, leaders The Madrasah aliyah here must also be a good example for teachers and students in this Madrasah aliyah. The Head of the Madrasah strives to be even better in carrying out his duties as a leader or role model at the Head of this Ulul Albab Madrasah, besides that he must always ensure that the learning process at this Madrasah goes well, and does not forget to establish relationships and always communicate with teachers and guardians of students who send their children to Madrasah aliyah Ulul Albab. The strategy that has been implemented has worked well.

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