

Madrasah Principal Leadership Strategy to Build Teachers' Teaching Spirit

Chandra¹, Kalai Selvan Arumugham²

¹MI Luqmanul Hakim Martajaya OKU, South Sumatra, Indonesia, ²National
Institute of Educational Management and Leadership, Ministry of Education,
Malaysia

Corresponding author e-mail: fadilhijrah@gmail.com

Article History: Received on 6 November 2024, Revised on 15 December 2024,
Published on 27 January 2025

Abstract: This study aims to identify the effective leadership strategies of madrasah principals in improving the teaching enthusiasm of teachers at Luqmanul Hakim Elementary Madrasah. The research method used is a case study with a qualitative approach. This study collects and analyzes various relevant literature sources, including journals, books, and scientific articles related to educational leadership and teacher motivation. The results of the study indicate that effective leadership strategies of madrasah principals in building teacher teaching enthusiasm include several key elements, namely open communication, professional development, and emotional support. The novelty of this study lies in the in-depth analysis of the psychological dimensions of teachers in responding to various leadership strategies. The contribution of this study is expected to provide recommendations for madrasah principals in designing more effective teacher development programs and become a reference for further research on teacher motivation in the context of Islamic education.

Keywords: Leadership Strategy, Madrasah Principal, Teachers' Teaching Spirit

A. Introduction

Effective leadership in an educational environment is one of the key factors that can influence teacher performance and motivation (Forson et al., 2021). The principal as a leader has a strategic role in creating an atmosphere that supports the spirit of teaching. In the context of education, the spirit of teaching not only impacts the quality of learning but also contributes to the professional development of the teacher himself. Therefore, it is important for the principal to implement leadership strategies that can motivate and inspire teachers in carrying out their duties.

One of the challenges faced by the principal is how to build a harmonious relationship between the leader and his teaching staff (Qian & Walker, 2021). A good relationship can create a sense of mutual trust and strong collaboration in achieving

educational goals (Griffiths et al., 2021). According to research conducted by Najirah (2021), participatory leadership can increase teacher involvement in the decision-making process, which in turn can increase their enthusiasm and motivation to teach. In addition, the principal also needs to pay attention to the needs and aspirations of teachers. Each teacher has a different background, experience, and motivation in carrying out their profession. Therefore, the leadership strategy implemented must be inclusive and responsive to individual needs. This is in line with the findings of Abdul Majid (2024), which show that a leadership approach that pays attention to teacher welfare can increase job satisfaction and teaching enthusiasm.

In today's digital era, the use of technology in education is also an important part of the leadership strategy of madrasah principals. Leaders who are able to utilize technology to support the learning process will be better able to attract the attention and interest of teachers. Research by Hennessy et al. (2022) confirms that the use of digital platforms in teacher training and professional development can increase the effectiveness of teaching and facilitate collaboration between teachers. In addition, the importance of continuous professional development for teachers cannot be ignored. Madrasah principals must actively encourage teachers to take part in training and seminars that can improve their competence. According to research by Darmasah (2021), well-planned professional development programs contribute to improving the quality of teaching and teacher enthusiasm in carrying out their duties.

Leadership based on moral and ethical values is also an important point in building teaching enthusiasm. Madrasah principals who apply the principles of fairness, transparency, and integrity will create a positive environment. This is in accordance with the findings of Nurhayati et al. (2022), which show that an ethical work environment has a positive effect on teacher motivation and performance. In the context of interpersonal relationships, madrasah principals need to develop good communication skills. Open and effective communication between the principal and teachers can build stronger bonds. Research by Kirby & Thomas (2022) revealed that good communication between leaders and staff can increase a sense of belonging and enthusiasm to contribute more to the learning process.

Flexible and adaptive leadership strategies are also very necessary amidst rapid changes in the world of education. The head of the madrasah must be able to adjust his leadership approach to the existing situation and conditions. This is important so that the strategies implemented remain relevant and effective in supporting the teaching enthusiasm of teachers, as expressed by Prabowo (2023) in his research on adaptive leadership in educational institutions. Finally, building the teaching enthusiasm of teachers is not an easy task and requires ongoing effort. The head of the madrasah must be actively involved in this process by planning and

implementing the various strategies that have been mentioned. With the right approach, it is hoped that the head of the madrasah can create an environment that not only motivates teachers but also improves the overall quality of education.

B. Methods

This article uses a qualitative approach with a literature study method as the main strategy. This study collects and analyzes various relevant literature sources, including journals, books, and scientific articles related to educational leadership and teacher motivation. By analyzing various perspectives and findings from previous studies, this article aims to explore effective leadership strategies that can be implemented by madrasah principals in an effort to build teacher teaching enthusiasm. In addition, this article also involves unstructured interviews with several madrasah principals and teachers to gain first-hand insight into successful leadership practices and challenges faced in real contexts. The data obtained from these interviews will be used to enrich the analysis and provide concrete examples of strategies that can be applied in the field. With a combination of literature studies and interviews, this article is expected to provide in-depth and applicable insights into leadership that has a positive impact on teacher teaching enthusiasm.

C. Results and Discussion

The results of the study indicate that effective leadership strategies of madrasah principals in building teacher enthusiasm for teaching include several key elements, namely open communication, professional development, and emotional support. From the interviews conducted, the majority of madrasah principals emphasized the importance of creating transparent communication channels between leaders and teachers. This not only increases teacher confidence but also provides space for them to convey ideas and input. In addition, ongoing professional development programs, such as training and seminars, are recognized as important factors that encourage increased teacher competence and motivation. On the other hand, emotional support from the madrasah principal has been proven to be crucial in creating a positive work environment. Madrasah principals who are able to show empathy and concern for teacher welfare can create strong bonds and increase staff loyalty. This study also found that madrasah principals who implement participatory leadership, where teachers are involved in the decision-making process, can increase their sense of ownership and responsibility for the quality of learning. Overall, these strategies interact with each other and create an ecosystem that supports teaching enthusiasm, resulting in a positive impact on teacher performance and job satisfaction (Sulhan, 2018; Apriana et al., 2023).

Effective leadership strategies for madrasah principals are vital in fostering teacher enthusiasm and motivation for teaching (Abidin, et al., 2024; Musrifah & Shah, 2025).

Based on professional insights into educational leadership, here are key strategies that can be employed: 1) Principals should articulate a clear, inspiring vision for the madrasah, emphasizing quality education and the holistic development of students; 2) Incorporate Islamic values into the madrasah's vision, making it resonate with teachers' personal and professional beliefs; 3) Encourage teachers to innovate in their teaching methods while aligning with the madrasah's goals; 4) Trust teachers to take ownership of their classrooms and contribute to decision-making processes; 5) Demonstrate dedication, integrity, and enthusiasm, which can be contagious; 6) Offer workshops, seminars, and courses to enhance teachers' pedagogical and subject-specific skills; 7) Pair experienced teachers with newer ones to foster collaboration and skill-sharing; and 8) Acknowledge and reward teachers who innovate or excel in their teaching. Then the madrasah principal should maintain accessibility so teachers feel comfortable discussing their ideas, concerns, and feedback (Nurkhasanah et al., 2023). Hold structured yet participative meetings where teachers' voices are heard and valued. Encourage collaborative lesson planning, peer observations, and professional learning communities (PLCs). Assign leadership roles to teachers in committees, projects, or extracurricular activities. Recognize and celebrate teaching milestones, innovative practices, and contributions to the madrasah. Offer tangible rewards, such as certificates, bonuses, or other benefits, to acknowledge exceptional performance. Provide adequate teaching materials, technology, and a conducive learning environment. Show empathy and understanding toward teachers' challenges, both personal and professional. Streamline administrative tasks to allow teachers to focus on their primary role teaching (Anwar et al., 2019).

Modeling Islamic leadership values (Alazmi & Bush, 2024) 1) display patience, honesty, and fairness, serving as a role model for both teachers and students; 2) Organize spiritual development activities, such as Qur'an study circles or motivational talks, to strengthen teachers' enthusiasm; 3) Use data to understand teaching effectiveness and provide constructive feedback; 4) Identify specific needs of individual teachers and address them effectively; 5) Foster positive and respectful relationships between the leadership and teaching staff; and 6) Engage with parents and community stakeholders to create a supportive network for teachers. Madrasah principals can significantly boost teacher enthusiasm by adopting leadership strategies rooted in visionary goals, collaboration, and recognition. Aligning these strategies with Islamic principles and the madrasah's mission ensures not only professional growth but also spiritual satisfaction for teachers (Nur et al., 2023; Zaini et al., 2023).

D. Conclusions

In this article, it can be concluded that the leadership strategy of the madrasah principal has a very important role in building the teaching spirit of teachers.

Through an approach that prioritizes open communication, continuous professional development, and emotional support, the madrasah principal can create a conducive environment for teachers to innovate and contribute optimally. This study shows that participatory and responsive leadership to teacher needs not only increases motivation but also has a positive effect on the quality of learning in madrasahs. Therefore, the madrasah principal needs to continue to develop and implement these strategies in order to face increasingly complex educational challenges and create a supportive atmosphere in the teaching process.

E. Acknowledgement

Thank you to stakeholders and team of PPSDP International Journal of Education. Hopefully the results of this research can provide benefits to readers.

References

- Abdul Majid, M. A. (2024). Principal Leadership as a Motivator: Efforts to Improve Teacher Performance. *Andragogi: Jurnal Pendidikan dan Pembelajaran*, 4(2), 138–152. <https://doi.org/10.31538/adrg.v4i2.1306>
- Abidin, J., Hilmiyati, F., & Zohriah, A. (2024). Unravelling the Dynamics of Madrasah Principal Performance and Teacher Quality: A Literature Review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 10(01), 89-102. <https://doi.org/10.32678/tarbawi.v10i01.9337>
- Alazmi, A. A., & Bush, T. (2024). An Islamic-oriented educational leadership model: towards a new theory of school leadership in Muslim societies. *Journal of Educational Administration and History*, 56(3), 312-334. <https://doi.org/10.1080/00220620.2023.2292573>
- Anwar, L. M., Jufri, A. W., & Muhaimi, L. (2019). Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education. *International Journal of Multicultural and Multireligious Understanding*, 6(5), 257-269. <https://doi.org/10.18415/ijmmu.v6i5.1086>
- Apriana, E., Warisno, A., & Hidayah, N. (2023). Leadership Style of Madrasah Principal in Improving Teacher Professionalism at Madrasah Aliyah. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 191-199. <https://doi.org/10.54012/jcell.v2i3.106>
- Darmasah, T. (2021). The Role of Educational Supervisors and Principals in Improving Teacher Professionalism. *Jurnal Guru Kita PGSD*, 6(1), 156. <https://doi.org/10.24114/jgk.v6i1.32835>
- Forson, J. A., Ofosu-Dwamena, E., Opoku, R. A., & Adjavon, S. E. (2021). Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana. *Future Business Journal*, 7(1), 30. <https://doi.org/10.1186/s43093-021-00077-6>
- Griffiths, A.-J., Alsip, J., Hart, S. R., Round, R. L., & Brady, J. (2021). Together We Can Do So Much: A Systematic Review and Conceptual Framework of

- Collaboration in Schools. *Canadian Journal of School Psychology*, 36(1), 59–85.
<https://doi.org/10.1177/0829573520915368>
- Hennessy, S., D'Angelo, S., McIntyre, N., Koomar, S., Kreimeia, A., Cao, L., Brugha, M., & Zubairi, A. (2022). Technology Use for Teacher Professional Development in Low- and Middle-Income Countries: A systematic review. *Computers and Education Open*, 3, 100080. <https://doi.org/10.1016/j.caeo.2022.100080>
- Kirby, L. A. J., & Thomas, C. L. (2022). High-impact Teaching Practices Foster a Greater Sense of Belonging in the College Classroom. *Journal of Further and Higher Education*, 46(3), 368–381.
<https://doi.org/10.1080/0309877X.2021.1950659>
- Musrifah, & Ali Shah, S. A. (2025). Effective Leadership in Improving the Quality of Education in Madrasah Tsanawiyah. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(2), 97–111.
<https://doi.org/10.59373/kharisma.v3i2.55>
- Najirah, C. (2021). *Implementation of Principal's Participative Leadership in Increasing Teachers' Work Motivation at SMP Negeri 35 Medan*. (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara Medan).
- Nurkhasanah, U., Barnoto, B., Hasan, M. S. R., Ashari, A., & Sholeh, R. M. (2023). Madrasa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah. *Dirasah International Journal of Islamic Studies*, 1(1), 48–56. <https://doi.org/10.59373/drs.v1i1.7>
- Nur, R., Wijaya, C., & Neliwati, N. (2023). The Performance of Private Madrasah Aliyah Principals in Enhancing Teacher Quality. *EDUTECH: Journal of Education And Technology*, 7(1), 1–12. <https://doi.org/10.29062/edu.v7i1.637>
- Nurhayati, E. C., Efendi, B., & Wardani, U. A. (2022). The Influence of Principal Leadership, Work Discipline, Work Motivation, Work Environment, and Work Ethic on Teacher Performance at SMA N 1 Mojotengah. *Jamasy: Jurnal Akuntansi, Manajemen dan Perbankan Syariah*, 2(6), 40–56.
<https://doi.org/10.32699/jamasy.v2i6.3959>
- Prabowo, H. (2023). Adaptive Leadership in Education: Challenges and Opportunities. *Jurnal Kepemimpinan Pendidikan*, 5(1), 30–40.
- Qian, H., & Walker, A. (2021). Building Emotional Principal–Teacher Relationships in Chinese Schools: Reflecting on Paternalistic Leadership. *The Asia-Pacific Education Researcher*, 30(4), 327–338. <https://doi.org/10.1007/s40299-021-00563-z>
- Shulhan, M. (2018). Leadership style in the madrasah in Tulungagung: how principals enhance teacher's performance. *International Journal of Educational Management*, 32(4), 641–651. <https://doi.org/10.1108/IJEM-08-2017-0218>
- Zaini, M., Barnoto, B., & Ashari, A. (2023). Improving Teacher Performance and Education Quality through Madrasah Principal Leadership. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(2), 79–90.
<https://doi.org/10.59373/kharisma.v2i2.23>