



The Leadership of the Role Head of Madrasah in Improving the Quality of Islamic Religious Education Teachers

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ABSTRACT

Improvements in the quality of education in madrasahs are significantly influenced by the quality of human resources, particularly PAI teachers, who play a crucial role in shaping the character, morals, and spirituality of students. However, in practice, improving the quality of PAI teachers still faces various challenges, requiring effective and professional leadership from madrasah principals. This study aims to examine the role of madrasah principal leadership in improving the quality of PAI teachers, assess the effectiveness of implementing this role, and identify the supporting and inhibiting factors. This study uses a literature review method by analyzing various literature relevant to educational leadership and teacher quality improvement. The results show that madrasah principals perform seven main roles known by the acronym EMASLIM, namely educator, manager, administrator, supervisor, leader, innovator, and motivator. Among these roles, the functions of educator, manager, supervisor, and motivator have the most direct influence on improving the quality of PAI teachers. Effective madrasah leadership contributes significantly to improving teacher professionalism, both in terms of pedagogical, professional, social, and personality competencies. The quality of PAI teachers is influenced by internal factors, such as talent, interest, and educational background, as well as external factors, such as the availability of facilities and infrastructure and participation in training programs. Therefore, madrasah principals are expected to be able to implement innovative and sustainable leadership strategies to create a work environment conducive to teacher professional development and improve the quality of madrasah education.

Keywords: Madrasah Principal Leadership, PAI Teachers, Teacher Quality, Madrasah Management, Islamic Education.

ABSTRAK

Peningkatan kualitas pendidikan di madrasah sangat dipengaruhi oleh kualitas sumber daya manusia, khususnya guru PAI, yang berperan penting dalam membentuk karakter, moral, dan spiritual peserta didik. Namun, dalam praktiknya, peningkatan kualitas guru PAI masih menghadapi berbagai tantangan, sehingga diperlukan kepemimpinan kepala madrasah yang efektif dan profesional. Penelitian ini bertujuan untuk menelaah peran kepemimpinan kepala madrasah dalam meningkatkan kualitas guru PAI, mengkaji efektivitas pelaksanaan peran tersebut, serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian ini menggunakan metode studi pustaka dengan menganalisis berbagai literatur yang relevan dengan kepemimpinan pendidikan dan peningkatan kualitas guru. Hasil penelitian menunjukkan bahwa kepala madrasah menjalankan tujuh peran utama yang dikenal dengan akronim EMASLIM, yaitu educator, manager, administrator, supervisor, leader, innovator, dan motivator. Di antara peran tersebut, fungsi sebagai educator, manager, supervisor, dan motivator memiliki pengaruh paling langsung dalam meningkatkan kualitas guru PAI. Kepemimpinan kepala madrasah yang efektif berkontribusi signifikan terhadap peningkatan profesionalisme guru, baik dalam kompetensi pedagogik, profesional, sosial, maupun kepribadian. Kualitas guru PAI dipengaruhi oleh faktor internal, seperti bakat, minat, dan latar belakang pendidikan, serta faktor eksternal, seperti ketersediaan sarana prasarana dan partisipasi dalam program pelatihan. Oleh karena itu, kepala madrasah diharapkan mampu menerapkan strategi kepemimpinan yang inovatif dan berkelanjutan guna menciptakan lingkungan kerja yang kondusif bagi pengembangan profesional guru dan peningkatan mutu pendidikan madrasah.

Kata Kunci: Kepemimpinan Kepala Madrasah, Guru PAI, Kualitas Guru, Manajemen Madrasah, Pendidikan Islam.

INTRODUCTION

Education is essential for improving human resource capacity and fulfilling national aspirations, particularly in terms of public welfare and intellectual progress. This principle is emphasized in the Indonesian Law No. 20 of 2003 on the National Education System, which highlights that the purpose of education is to shape individuals who are competent, innovative, self-reliant, and prepared to be democratic and accountable members of society. The national education system serves to sharpen abilities, shape character, and foster a dignified civilization. Its primary goal is to develop students' potential, so they may grow into faithful, competent, innovative, and self-reliant individuals with a strong sense of democratic values and civic responsibility.¹ Meanwhile, leadership refers to the capacity to mobilize, influence, inspire, guide, and direct members within an organization. In addition, leadership also includes giving advice, training, supervising, and even imposing sanctions if necessary. All of this is done so that each member of the organization is willing to work effectively and efficiently to achieve personal and organizational goals.²

A madrasah head is the central figure in leading an educational institution and holds full responsibility for its achievements. Their duties include overseeing the effectiveness of the learning process, introducing creative strategies, and launching new initiatives to raise the standard of education. In addition, they must be capable of initiating changes and aligning academic program goals with evolving needs. As both a leader and an innovator, the madrasah head plays a pivotal role in driving institutional growth. Thus, the strength of their leadership greatly influences the success of education within the madrasah.³

As a formal leader in the world of education, heads of madrasahs are required to improve the quality of resource management through optimal performance, especially in managing the organization and carrying out main and additional tasks. Moreover, they must strengthen their managerial competencies to support and improve teacher effectiveness. This is crucial considering his position, which carries the responsibility of maintaining professionalism and ensuring effectiveness in fulfilling his role as an educator. A leader uses his intelligence and ability to take advantage of the environment and potential in the organization. In other words, leaders try to involve organizational members in achieving common goals. His leadership is demonstrated through his capacity to inspire, direct, and influence organizational members toward the achievement of predetermined goals.⁴

In their role as leaders, madrasah heads are responsible for evaluating teacher performance, a process that also functions as a measure of their leadership effectiveness. The quality of the head of a madrasah leadership is essential for ensuring that the institution is managed in an effective, efficient, and accountable manner to achieve its educational

¹ Pasal 3 Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (n.d.).

² Imam Machali, *Kepemimpinan Pendidikan Dan Pembangunan Karakter*, Pedagogia (Yogyakarta, 2012).

³ . Murni, "Peran Kepala Madrasah Sebagai Pemimpin Pendidikan," *Inspiratif Pendidikan* 11, no. 2 (2022): 378–85, <https://doi.org/10.24252/ip.v11i2.34753>.

⁴ Wahyudi, *Kepemimpinan Kepala Sekolah; Dalam Organisasi Pembelajaran*, Alfabeta (Bandung, 2009).

objectives. They also hold a strategic position in steering school management so that it aligns with societal demands and contemporary developments, including advancements in science, technology, culture, and the arts. Under the decentralization policy of madrasah-based education, heads of a madrasah are granted considerable autonomy to develop their institutions. Nevertheless, many still encounter challenges due to a lack of clarity in understanding their vision and mission.⁵

In practice, madrasah heads encounter a variety of challenges and complexities, including policy reforms, limited resources, and increasing demands to enhance educational quality.⁶ They are also required to address more advanced responsibilities, such as integrating technology into teaching and ensuring inclusive education for all learners. To manage these demands, madrasah leaders must demonstrate strong leadership and adequate professional competence. They need to act as motivators, drivers of change, and coaches for all stakeholders in the madrasah.⁷ The quality of this leadership determines the effectiveness and efficiency of madrasah management and the success of achieving educational goals.

Research conducted by Neni Rohacna in *The Role of Head of Madrasah in Achieving Madrasah Performance* showed that the head of MTs Negeri 1 Ciamis successfully carried out his responsibilities by taking on multiple roles, including educator, manager, administrator, supervisor, leader, innovator, and motivator. These diverse roles contributed to better madrasah performance, particularly in student achievement, teacher and staff productivity, and overall organizational effectiveness. However, some obstacles remain, such as limited experience, variations in teacher competence, overlapping supervision schedules, resistance to innovation, and restricted funding.⁸

Several studies have investigated the leadership role of the madrasah head in improving educational quality, one of which was conducted by N. Cici Mahuriana. Namely, madrasah leaders generally talk with all leaders of the group of educators, employees, and organizations before making any decision.⁹ Wiwin Ariani et al revealed that teachers at Madinatussalam have implemented various efforts, such as ensuring an appropriate curriculum, making a supportive learning environment, managing resources effectively, encouraging collaboration between teachers, staff, and parents, and having a clear vision and mission.¹⁰ Nana Suryaperma and colleagues emphasize that the success of a madrasah largely depends on its head, who is expected to carry out multiple functions, including those of a manager, leader, supervisor, educator, administrator, innovator, and motivator.¹¹ Meanwhile,

⁵ E. Mulyasa, *Manajemen & Kepemimpinan Kepala Sekolah*, Bumi Aksar (Jakarta, 2012).

⁶ Widodo, "Strategi Kepala Madrasah Dalam Mengelola Sumber Daya Manusia Di Era Globalisasi," *Jurnal Manajemen Pendidikan Islam*, 2019.

⁷ Aziz, "Kualitas Kepemimpinan Kepala Madrasah Dan Dampaknya Terhadap Kinerja Sekolah," *Jurnal Pendidikan Dan Kebudayaan Islam*, 2021.

⁸ Neni Rohaenah, "Peran Kepala Madrasah Dalam Pencapaian Kinerja Madrasah," *Indonesian Journal of Education & Administration Review* 3, no. 2 (2019): 156–61.

⁹ N. Cici Mahuriana, *Peran Kepemimpinan Kepala Madrasah Dalam Peningkatan Mutu Pendidikan Di Mtsn 3 Medan*, n.d., 223–35.

¹⁰ Wiwin Ariani et al., *Peran Kepemimpinan Guru Dalam*, 7 (2024): 8928–32.

¹¹ Nana Suryapermana et al., "Peranan Kepemimpinan Kepala Madrasah Dalam Peningkatan Mutu Pendidikan (Studi Di Madrasah Aliyah Mathla' Ul Anwar Dan Syekh Manshur Pandeglang)," *Al-Rivayah: Jurnal Kependidikan* 14, no. 1 (2022): 104–26.

findings by Rizqi Abdul Muhaemin and Abubakar Umar show that MTs Mathla'ul Huda adopts a democratic leadership style, in which the madrasah head consistently engages in deliberations with all teachers, staff, and administrative personnel before making any decisions.¹²

Research conducted by Kahrudin and Baiq Hannah on the role of madrasah heads in enhancing teacher performance at MTs Ash-Sholihyah reveals that their responsibilities encompass being an educator (supporting teacher development), supervisor (monitoring through class visits), leader (making decisions), manager and administrator (ensuring coordination and planning), motivator (providing recognition), and innovator (maintaining discipline).¹³ Uuh Buchori and his team found that the head of MAN 4 Pandeglang applies a democratic leadership approach; however, teacher performance remains less than optimal, primarily because of inadequate infrastructure.¹⁴

Further research on the leadership role of madrasah heads, conducted by Murni, underscores that they serve as educators, managers, administrators, supervisors, leaders, and innovators.¹⁵ Similarly, Ilham Yahya Romandoni highlights that, in their leadership capacity, madrasah heads are not only responsible for administrative management but also for guiding, motivating, and inspiring teachers and staff to accomplish educational objectives. Effective leadership creates a conducive learning environment, supports teachers' professional development, aligns the madrasah vision with learning practices, and builds positive relationships with stakeholders to support madrasah progress.¹⁶ According to Ariadna Mulyati in her research, school principals must carry out their roles according to the needs of society and the times, namely as leaders, managers, educators, administrators, supervisors, innovators, and motivators. These roles, if integrated in the principal, will encourage the realization of the vision of education in real action according to the modern education management paradigm.¹⁷

From the review of various previous studies, it is evident that most research has centered on the role of the head of madrasah in enhancing overall educational quality, improving teacher performance in general, and examining how head of madrasah fulfill their leadership functions in both managerial and pedagogical domains. Even so, these studies remain general in nature and have not specifically focused on the factors connected to enhancing the quality of Islamic Religious Education (PAI) teachers. In practice, PAI teachers encounter difficulties not only in guiding students' character, morals, and spiritual values, but their competence also becomes a crucial element in determining the success of

¹² dan Abubakar Umar Rizqi Abdul Muhaemin, "Peran Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Di MTs Mathla'ul Huda," *Jurnal Pendidikan* 10, no. 2 (2022).

¹³ Kahrudin Kahrudin and Baiq Hannah, "Peran Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kinerja Guru Di Madrasah Tsanawiyah As-Sholihyah," *Jurnal Manajemen Dan Budaya* 1, no. 2 (2021): 19–27, <https://doi.org/10.51700/manajemen.v1i2.219>.

¹⁴ dan Rodani Uuh Buchori, Umi Kultsum, "Peran Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kinerja Guru Dan Mutu Pendidikan," *Jurnal Manajemen Pendidikan Islam* 4, no. 2 (2022).

¹⁵ ., "Peran Kepala Madrasah Sebagai Pemimpin Pendidikan."

¹⁶ Ilham Yahya Romandoni, Sulistyorini, dan Nur Efendi, Kepala Madrasah sebagai Pempimpin (*Leader*) Pendidikan. *Jurnal Manajemen Pendidikan Islam*. 5 (1)., "Peran Kepala Madrasah Sebagai Pemimpin Pendidikan."

¹⁷ Ariadna Mulyati, "Peran Kepala Sekolah Dalam Pendidikan," *Jurnal El-Idarah Manajemen Pendidikan Islam* 8, no. 2 (2022): 1–16.

education in madrasah. Therefore, this study pays special attention to how the leadership of the madrasah head can improve the quality of PAI teachers. The research questions posed in this study are: (1) What is the role of the madrasah head in raising the quality of PAI teachers? (2) Which leadership aspects contribute to strengthening the quality of PAI teachers? (3) What supporting and constraining factors influence the role of the madrasah head in improving the quality of PAI teachers?

METHOD

This study uses library research methods, utilizing books, journals, and scientific publications as the main sources of data. The approach used is descriptive qualitative, aiming to describe and interpret the phenomena obtained from the literature.¹⁸ Data collection techniques were carried out by reading, reviewing, and analyzing various references relevant to the focus of the study. Information on the theory and concept of madrasah leadership and the development of PAI teacher quality was collected from books, while previous research findings related to leadership practices and PAI teacher quality improvement were obtained from scientific journals. Other academic publications were used to examine examples of the application, strategies, and actual results of educational leadership. After the data were collected, descriptive analysis was conducted to interpret information from various sources, then synthesized to obtain a deeper understanding of the role of madrasah principal leadership in improving the quality of PAI teachers. The criteria for selecting data sources were relevant literature that was directly related to the research focus, and the results of this analysis and synthesis formed the basis for the research conclusions.¹⁹

RESULTS AND DISCUSSION

Implementation of the Role of the Head of Madrasah in Improving the Quality of PAI Teachers

The success of an educational institution is largely determined by the strength of its leadership. In this context, the head of a madrasah is responsible for directing the institution in achieving its established goals while upholding a progressive vision amid the challenges of globalization. The madrasah head holds full accountability for the sustainability and success of every aspect of the school's organization and management, both in a formal capacity to higher authorities and in an informal manner to the society that has placed its trust in the madrasah for their children's education.²⁰

As a policy maker in the school environment, the head of madrasah is required to carry out his role optimally, lead wisely and purposefully, and be oriented towards achieving maximum educational goals. The objective is to enhance the overall standard of schooling, enabling graduates to be better prepared for the challenges ahead. For this reason, the head of a madrasah must possess broad perspectives, strong managerial competence, leadership presence, and a thorough understanding of their responsibilities and functions. With these

¹⁸ Saifuddin Anwar, *Metode Penelitian*, Pustaka Pe (Yogyakarta, 2009).

¹⁹ Mestika Zed, *Metode Penelitian Kepustakaan*, Yayasan Ob (Jakarta, 2004).

²⁰ Aan Komariah dan Cepi Triatna, *Visionary Leadership: Menuju Sekolah Efektif*, Bumi Aksar (Jakarta, 2008).

qualities, a madrasah head can effectively guide all parts of the institution toward achieving its goals and objectives.²¹

The head of a madrasah has the primary responsibility for managing and advancing the institution in alignment with its established vision and mission. This responsibility covers designing the school's work programs, overseeing educational resources, implementing academic policies, and assessing the attainment of educational objectives. In practice, the head of a madrasah is also expected to organize operations from daily activities to annual programs in a systematic manner, ensure that teaching and learning processes run smoothly, and foster the professional growth of teachers and staff so they can perform their duties to the fullest. In addition to carrying out these tasks, the madrasah leader holds the duty of sustaining and improving the quality of education. This responsibility is not only limited to administrative aspects, but also involves establishing a collaborative and innovative work culture.²² The head of the madrasah is responsible for making a conducive working climate so that all school components, from teachers to students, can develop optimally in a positive and productive atmosphere.

Within the framework of leadership, the head of a madrasah catalyzes progress in the institution. They should be capable of fostering a shared sense of purpose, boosting the confidence of the teaching personnel, and serving as a source of inspiration for everyone involved. The head of the madrasah also serves as a guide, facilitator, and motivator who promotes ongoing progress in educational standards. The leadership approach applied often refers to local values such as "*momong, among, ngemong*," which is full of care and warmth.²³

The head of the madrasah also carries out various leadership functions, such as educational, managerial, administrative, and supervisory functions. These functions are interrelated and important to ensure the successful implementation of education in madrasah. The educative function relates to coaching teachers in the learning process; the managerial function concerns the management of all resources; the administrative function is related to the governance of documents and regulations; while the supervision function plays a role in directing, monitoring, and evaluating teacher performance.²⁴ Through the harmonious and optimal implementation of their duties, responsibilities, roles, and functions, the madrasah head serves as a central figure in enhancing the quality of PAI teachers and advancing the overall development of the institution. The achievement of an educational institution largely depends on how effectively the madrasah head directs and manages all of its elements.²⁵

In carrying out their leadership responsibilities, madrasah heads are expected to give maximum support to teachers and staff, creating a workplace atmosphere that supports the

²¹ Agustina Hermino, *Kepemimpinan Pendidikan Di Era Globalisasi*, Pustaka Pe (Yogyakarta, 2014).

²² Dwi Kurniasih dan Muhammad Nurhadi, "Budaya Kerja Dan Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan," *Jurnal Administrasi Dan Supervisi Pendidikan* 7, no. 2 (2023).

²³ Rina Ramadhani, "Peran Kepemimpinan Kepala Madrasah Dalam Peningkatan Mutu Pendidikan Agama Islam," *Al-Murabbi: Jurnal Pendidikan Agama Islam* 7, no. 1 (2023).

²⁴ Elfriadi Siregar dan Dedi Ardiansyah Harahap, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kompetensi Guru," *Jurnal Pendidikan Tambusai* 6, no. 1 (2022).

²⁵ Wulan Ariani, Lisa, Lestari, Widia, dan Wiwin, "Kualitas Guru, Strategi Kepemimpinan, Dan Partisipasi Siswa Di Yayasan Pendidikan Madinatussalam," *Jurnal Pendidikan Islam Terpadu* 9, no. 3 (2024).

attainment of educational objectives. When the professional and administrative needs of teachers are fulfilled, it has a direct impact on strengthening the quality of both teaching and learning. When teachers and education staff are given equal attention, they can carry out their responsibilities more effectively. Teachers can deliver meaningful learning experiences, while education personnel can manage administrative and technical tasks more efficiently.²⁶

An effective head of madrasah must also show a high level of discipline and responsibility in completing each planned task. The ability to manage time and responsibility is an indicator of leadership professionalism. In addition, building harmonious relationships with the surrounding community is also an integral part of the role of the head of madrasah, considering that community support and participation are very influential on the success of the educational programs being run. In applying leadership principles, the head of the madrasah needs to adjust them to the level of emotional and professional maturity of teachers and staff, to create a conducive, collaborative, and respectful working atmosphere. Collaboration with the madrasah management team is a strategic aspect in ensuring the sustainability of madrasah governance effectively and purposefully. An adaptive and participatory leadership style provides the madrasah head with wide opportunities to achieve institutional targets effectively and remain aligned with prevailing regulations.²⁷

Once these requirements are met by the madrasah head, his leadership will effectively support institutional progress and the enhancement of educational quality. As a result, the madrasah head is regarded as a key figure in education, whose duties are directly associated with the implementation of learning programs. The accomplishment of educational objectives in the madrasah is largely shaped by the expertise and discernment of the head in performing and overseeing their responsibilities.

Ensuring quality education in a madrasah is largely determined by the effectiveness of its leadership. The head of the madrasah plays a vital role in guiding and directing teachers, while also managing educational resources to ensure the institution's vision and mission are accomplished. Research by Nurbayan & Nugroho shows that the leadership style of visionary, communicative, and collaborative heads of madrasah has a direct impact on improving teacher competence and creating a professional work culture. Accordingly, the position is not limited to administrative management but extends to instructional leadership that provides guidance, motivation, and substantial support for improving teacher quality. Meanwhile, teachers must exhibit competence in pedagogical, professional, social, and personal dimensions. However, becoming a competent teacher is not an easy thing because it takes a serious and sustained effort to achieve it optimally.²⁸

One way to improve the quality of education is through maximizing the role of the madrasah head. Acting both as a leader and a manager, the madrasah head holds the responsibility of enhancing staff performance, especially in developing teachers' professional

²⁶ Munir & Hidayati, "Kepemimpinan Kepala Sekolah Dalam Memberikan Pelayanan Terhadap Guru Dan Tenaga Kependidikan," *Jurnal Manajemen Pendidikan Islam* 10 (1) (2022): 75–85.

²⁷ Syamsuddin & Ramdani, "Implementasi Kepemimpinan Efektif Dalam Meningkatkan Kinerja Tim Manajemen Sekolah," *Jurnal Kepemimpinan Pendidikan* 9 (2), nos. 142–153 (2023).

²⁸ & Nasor. Achmad Asrori., Ismayani, I., "Kepemimpinan Kepala Madrasah Dan Kinerja Guru Dalam Meningkatkan Prestasi Belajar Peserta Didik Di Madrasah Tsanawiyah Se-Kabupaten Lampung Timur," *Edukasi Islami: Jurnal Pendidikan Islam* 12 (1) (2023): 1183–92.

competence, which goes beyond subject mastery to include wider skills and abilities. According to the national education policy, the head of a madrasah is required to function as an educator, manager, administrator, supervisor, leader, builder of a supportive work environment, and entrepreneur. In line with this, E. Mulyasa highlights that the ideal role of a madrasah head encompasses duties as an educator, manager, administrator, and supervisor (EMAS). With the changing needs of society and the times, this role has expanded to include being an innovator and motivator. Thus, within the framework of modern education management, the head of madrasah is required to embody at least seven essential roles, summarized as EMASLIM: educator, manager, administrator, supervisor, leader, innovator, and motivator. Among these, the roles of educator, manager, supervisor, and motivator are considered to have the most direct impact on improving teacher quality in madrasah.²⁹

According to E. Mulyasa, the head of madrasah ideally fulfills the roles of educator, manager, administrator, and supervisor, abbreviated as EMAS.

1. Head of Madrasah as Educator

Education is centered on the teaching and learning process, with teachers taking the role of implementers as well as principal developers of the curriculum. A head of a madrasah who is strongly committed to curriculum and instructional development will focus on strengthening teacher competence. Furthermore, the madrasah head is responsible for facilitating the ongoing advancement of teachers' professional skills to ensure that the educational process functions with both effectiveness and efficiency.

In fulfilling the role of educator, the madrasah head carries a strategic obligation to strengthen the professional competence of teachers. Some steps that can be taken include: first, by encouraging active participation of teachers in training activities, upgrading, and continuing professional development programs, to broaden their horizons, improve pedagogical competence, and strengthen their readiness to face educational challenges in the modern era.³⁰ Second, the head of the madrasah needs to optimize the effectiveness of time use in the learning process, namely through fostering teacher discipline in starting and ending learning on time, and ensuring that the entire duration of learning is maximally utilized so that instructional goals are achieved optimally.³¹

Hence, it can be inferred that the madrasah head, in the role of an educator, should demonstrate the ability to mentor and direct teachers in carrying out their core duty of teaching. One practical manifestation of this responsibility is encouraging teachers to take part in professional growth programs, such as educational and instructional workshops for instance, the Merdeka Curriculum workshop, MGMP forums and providing opportunities for teachers who have not yet finished their undergraduate studies to pursue them at nearby universities, while ensuring that their

²⁹ E. Mulyasa, *Menjadi Kepala Madrasah Profesional*, Remaja Ros (Bandung, 2005).

³⁰ Rahmawati & Zulkarnain, "Pengembangan Profesionalisme Guru Melalui Kepemimpinan Kepala Sekolah Di Era Merdeka Belajar," *Jurnal Administrasi Pendidikan Islam* 6 (1) (2022): 34–45.

³¹ L. Susanti, "Efektivitas Kepemimpinan Kepala Madrasah Dalam Pengelolaan Waktu Pembelajaran," *Jurnal Manajemen Pendidikan* 11 (2) (2023): 101–13.

academic activities do not disrupt classroom instruction in the madrasah, or allowing them to continue to higher levels of education.

2. Head of Madrasah as Manager

Essentially, management refers to a structured process involving planning, organizing, implementing, leading, and controlling organizational activities to maximize the use of resources to achieve set objectives efficiently and effectively.³² Within the framework of educational institutions, management serves as a crucial foundation for guiding every component of the organization, including human resources.³³

As managers, heads of madrasah hold a strategic function in organizing and guiding human resources to enhance the professionalism of teachers. Some steps that can be taken include: first, by optimizing the role of education personnel through the implementation of a synergistic and productive cooperation system, so as to create a conducive and collaborative work environment. Second, the head of the madrasah should create opportunities and provide room for teachers to develop their potential through training, further studies, and scientific activities relevant to their areas of expertise, as an effort to enhance professional quality.³⁴ Third, the madrasah head holds the responsibility of encouraging teachers to engage actively in different programs conducted in the institution, reflecting their participation and collective duty in enhancing educational quality.

3. Head of Madrasah as Supervisor

Supervision is a form of professional development that is systematically designed to assist teachers and education personnel in improving the effectiveness of their duties in a madrasah. According to various studies, supervision is understood as a directed and continuous coaching process aimed at all madrasah staff in order to create and develop a more optimal and conducive teaching and learning situation.³⁵ In their role as supervisors, the head of the madrasah can implement several coaching strategies, including: first, holding group discussions with teachers to discuss problems faced in learning practices and find solutions collaboratively. These discussions can include topics such as competency improvement or findings from classroom observations.³⁶ Second, conducting classroom observations to obtain firsthand data about the execution of the teaching and learning process, covering the strategies used by teachers, the application of instructional media, student involvement, and the extent of comprehension of the material presented.³⁷ Third, providing personal mentoring sessions for teachers as a

³² Haryanto & Syafrudin, "Konsep Manajemen Dalam Perspektif Pendidikan Modern," *Jurnal Manajemen Pendidikan Islam* 10 (1) (2022): 15–26.

³³ Maulana, "Peran Manajemen Strategis Dalam Peningkatan Mutu Lembaga Pendidikan," *Jurnal Kepemimpinan Dan Administrasi Pendidikan* 4 (2), nos. 89–101 (2023).

³⁴ T. Suryani, "Strategi Pengembangan Profesionalisme Guru Melalui Dukungan Kepemimpinan Kepala Madrasah," *Jurnal Manajemen Pendidikan Islam* 8 (2) (2023): 88–99.

³⁵ & Arifin Lubis, S., "Implementasi Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru," *Jurnal Manajemen Pendidikan Islam* 6 (2) (2022): 102–14.

³⁶ Hasanah, "Diskusi Kelompok Terarah Sebagai Metode Supervisi Dalam Meningkatkan Kinerja Guru," *Jurnal Supervisi Pendidikan* 11 (1) (2023): 45–57.

³⁷ Kurniawan dan Latifah, "Efektivitas Kunjungan Kelas Dalam Supervisi Kepala Madrasah," *Jurnal Evaluasi Dan Supervisi Pendidikan* 8 (2) (2023): 78–90.

strategy to support them in overcoming pedagogical barriers and enhancing professional competence. This strategy is considered effective in building emotional closeness and increasing teacher motivation.³⁸

The findings in Siti Ropiqoh's research reinforce this theory, that the principal, whose role is also relevant in the context of madrasah, carries out supervision through the formation of the Curriculum Development Team (TPK) and the School Development Team (IPS). These two teams have a strategic role in designing internal training, assisting teachers in the preparation of teaching tools, and conducting regular classroom observations. Supervision here is not merely a supervisory tool, but is part of a strategy to improve teacher professionalism that is carried out systematically and continuously. Principals also encourage teachers to actively participate in MGMP activities and external training, as a form of adaptation to the dynamics of the curriculum and the development of learning methods. This shows that supervision is conducted through a planned and participatory approach.³⁹ In general, the implementation of planned and continuous supervision is very important to support the improvement of teacher professionalism. The effectiveness of the head of madrasah in this role can be seen from the increasing awareness of teachers to consistently enhance the quality of their performance and strengthen their competence in fulfilling their duties professionally.

4. Head of Madrasah as a Motivator

In fulfilling the role of a motivator, the head of madrasah holds a crucial responsibility in fostering the enthusiasm of teachers and other educational staff to perform their duties effectively. Motivation serves as a key element in managing human resources, as it influences individual attitudes, behaviors, and performance within the educational environment.⁴⁰ Therefore, the head of the madrasah must implement appropriate and continuous strategies to enhance the morale of teachers and staff. One such strategy is the management of the physical environment of the madrasah, which plays a significant role in supporting comfort at work and boosting productivity. A clean, tidy, and well-organized environment, such as proper classrooms, adequate libraries, and other supporting facilities, will increase work motivation and create a conducive learning atmosphere.⁴¹ The head of the madrasah should make certain that the work environment provides support for carrying out effective educational activities.

The second strategy, ensuring a supportive and harmonious work setting, is also considered a vital aspect. A work atmosphere that is calm, respectful, and free from pressure can improve teacher performance and foster a sense of comfort in carrying out

³⁸ Fitriana dan Mualidiyah, "Bimbingan Individu Sebagai Strategi Supervisi Kepala Sekolah Dalam Meningkatkan Motivasi Dan Profesionalisme Guru," *Jurnal Kepemimpinan Dan Supervisi Pendidikan* 4 (1) (2023): 67–75.

³⁹ Siti Ropiqoh, "Kepemimpinan Kepala Sekolah Dalam Peningkatan Kompetensi Guru Di SMA Negeri 1 Natal," *Al-Murabbi: Jurnal Pendidikan Agama Islam* 2, no. 2 (2024).

⁴⁰ Putra dan Surya, "Kepemimpinan Kepala Sekolah Sebagai Motivator Dalam Meningkatkan Kinerja Guru," *Jurnal Kepemimpinan Dan Supervisi Pendidikan* 4 (1) (2023): 42–53.

⁴¹ Hidayat dan Maryani, "Pengaruh Lingkungan Fisik Sekolah Terhadap Motivasi Dan Kinerja Guru," *Jurnal Manajemen Pendidikan Islam* 7 (2) (2022): 101–13.

their duties. Healthy interpersonal relationships among madrasa residents also encourage the creation of a positive work climate.⁴² The head of a madrasah is required to be capable of setting an example in building good communication and resolving conflicts wisely. Third, instilling work discipline is an important part of building teacher professionalism. Discipline is a value that must be instilled consistently through role modeling, habituation, and enforcing clear and fair rules. The head of the madrasah must facilitate the process of internalizing disciplinary values as part of the madrasah work culture.⁴³

The final approach to enhancing the spirit of teachers and staff is by providing both verbal and non-verbal encouragement that reinforces their motivation. Intrinsic and extrinsic motivation, given appropriately, will increase self-confidence and a sense of belonging to the educational institution where they serve. The head of the madrasah can provide direction, positive reinforcement, and personal attention as a form of work motivation.⁴⁴ Fifth, implementing a reward system contributes to fostering a work environment that is both competitive and appreciative. The provision of awards, both in material and symbolic forms, will provide a strong moral boost for teachers and staff to continue to improve performance consistently. Research shows that rewards have a positive correlation to increasing the professionalism and work loyalty of educators. Thus, the effectiveness of the madrasah head as a motivator greatly depends on how well he manages the work environment, nurtures interpersonal relations, establishes an equitable reward system, and promotes teamwork enthusiasm. Strong motivation will produce committed, high-performing, and competitive educators.

The Effectiveness of the Role of the Head of Madrasah in Improving the Quality of Islamic Education Teachers

The effectiveness of madrasah leadership in improving the competence of Islamic Religious Education (PAI) teachers is shaped not only by the skill in managing administrative tasks but also by the capacity to initiate positive changes that enhance teacher professionalism. An effective head of a madrasah is one who consistently inspires, supports, and motivates teachers to grow in knowledge, skills, and professional conduct. To accomplish this, the head of the madrasah needs to carry out seven key roles thoroughly, encapsulated in the acronym EMASLIM: Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. Each of these functions has an important contribution in shaping a work climate that supports the improvement of educator quality. Research conducted by Fauzi & Arifin confirms that the head of madrasah who consistently applies an EMASLIM-based leadership approach can encourage improved teacher performance through strengthening professionalism and improving learning practices in the classroom.⁴⁵

⁴² Rahmawati, "Suasana Kerja Kondusif Sebagai Faktor Pendorong Produktivitas Guru," *Jurnal Pendidikan Dan Profesi Kependidikan* 5 (1) (2023): 70–81.

⁴³ Fauziah dan Prasetyo, "Penanaman Disiplin Kerja Melalui Kepemimpinan Transformasional Kepala Madrasah," *Jurnal Pendidikan Islam Dan Kepemimpinan* 3 (2) (2022): 95–105.

⁴⁴ Amiruddin dan Syarif, "Peran Kepala Sekolah Dalam Meningkatkan Motivasi Guru Melalui Pendekatan Humanistik," *Jurnal Pendidikan Dan Administrasi* 4 (1) (2023): 85–94.

⁴⁵ Fauzi dan Arifin, "Strategi Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Pendidik Melalui Pendekatan EMASLIM," *Jurnal Kepemimpinan Dan Manajemen Pendidikan*, 5 (1) (2022): 45–56.

In this context, the transformational leadership approach is very relevant. Transformational leadership highlights the head of the madrasah's capacity to inspire, motivate, and empower teachers, fostering strong commitment toward enhancing the quality of PAI learning. As a transformational leader, the head of a madrasah can cultivate a school environment that encourages innovation, collaboration, and ongoing professional development for teachers.⁴⁶ Thus, the madrasah head not only carries out administrative functions but also leads positive changes that have an impact on teacher professionalism.

One indicator of the effectiveness head of madrasah is first, his ability to delegate teachers to actively participate in the Subject Teacher Conference (MGMP), which is a professional forum for teachers to share knowledge, discuss, and develop contextual learning strategies. According to Sagala, the Subject Teacher Conference (MGMP) serves as a strategic platform where teachers can enhance their professionalism through collaboration, guided by the head of the madrasah.⁴⁷ Second, an effective head of madrasah will organize or facilitate teachers to attend internal and external workshops. Such workshops can focus on developing teaching tools such as lesson plans, selecting active learning methods, or strengthening authentic assessment. Effective heads of madrasah are those who can serve as facilitators in bringing about meaningful change by providing training aligned with the needs of the educational institution.⁴⁸

The third indicator highlights that, in today's digital age, the effectiveness of madrasah leaders is closely linked to their capacity to provide technology-oriented training. Providing teachers with competencies in digital technology, interactive media, and internet-based learning has become crucial to ensure they can keep up with modern educational developments. Based on the opinion of Trianto, principals must be able to prepare teachers who are technology literate and competent in utilizing technology as learning tools.⁴⁹ The last indicator is that the head of madrasah inspires teachers to continue their studies to higher education levels or attend education and training (*diklat*), showing commitment to human resource development. This form of support can take the form of granting study permits, academic recommendations, and workload adjustments. According to Wahjosumidjo, the culture of learning in educational institutions is highly dependent on the support of its leaders.⁵⁰

To determine the efficiency of the madrasah's leadership, it is essential to consider the progress of teachers in terms of qualifications, competence, and certification. These three aspects serve as indicators of teacher professionalism and represent the primary goals of effective leadership. Firstly, academic qualifications denote the minimum educational level required of educators, proven through a diploma that aligns with the subject being taught. Such qualifications are essential as they are closely tied to pedagogical skills and mastery of

⁴⁶ B. j Bass, B. M., & Avolio, *Improving Organizational Effectiveness through Transformational Leadership*, Sage Publi (Thousand Oaks CA, 1994).

⁴⁷ S. Sagala, *Manajemen Dan Kepemimpinan Kepala Sekolah*, Alfabeta (Bandung, 2010).

⁴⁸ Machali, *Manajemen Pendidikan: Paradigma Baru Manajemen Pendidikan Dalam Menghadapi Tantangan Abad 21*, Rineka Cip (Jakarta, 2012).

⁴⁹ Trianto, *Pengantar Pendidikan Inovatif: Landasan, Konsep, Dan Aplikasi Dalam Konteks Indonesia*, Kencana (Jakarta, 2013).

⁵⁰ Wahjosumidjo, *Kepemimpinan Kepala Sekolah: Tinjauan Teoretik Dan Permasalahannya*, RajaGrafin (Jakarta, 2010).

teaching content, which in turn influence the quality of learning. The study by Khadijah, Ahyani, and Fitriani reveals that teachers' academic qualifications strongly affect educational outcomes, making the development of teacher education levels a central focus in effective leadership.⁵¹

Second, teacher competence is a fundamental dimension that determines the quality and effectiveness of their performance. These competencies consist of four key dimensions: pedagogical, personal, professional, and social, which serve as essential standards for evaluating a teacher's professionalism in fulfilling their role as an educator. According to Siregar and Harahap, the enhancement of teacher competence is greatly affected by the leadership of heads of madrasah who are responsive and supportive toward teachers' development needs. Therefore, heads of madrasahs are expected to formulate and implement policies and guidance strategies that emphasize the improvement of these competencies.⁵²

Third, teacher certification is formal evidence of recognition of educators' professionalism. As stipulated in Article 28, paragraph 1 of Government Regulation No. 19/2005 and Law No. 14/2005 regarding teachers and lecturers, it is mandatory for all teachers to hold academic qualifications, possess the necessary competencies, and obtain proper certification. Teachers who have met the requirements and passed the certification test are considered to have the ability to carry out their roles as educators, teachers, mentors, trainers, and assessors of student learning outcomes. Certification itself is the process of granting educator certificates to teachers and lecturers.⁵³ Teacher certification is awarded to those who have fulfilled specific standards of competence and qualifications. The purpose of certification is to guarantee teachers' eligibility in performing their duties as learning facilitators, to enhance educational quality, and to uphold the integrity of the teaching profession amid global changes.⁵⁴

Thus, the effectiveness head of a madrasah can be measured by its success in encouraging teachers to develop academically, professionally, and legally through directed strategic programs. The head of a madrasah can be considered to have exercised effective leadership when teachers possess proper qualifications, demonstrate solid competencies, and hold valid certification.

Factors Affecting the Quality of PAI Teachers

Serving as both a leader and a manager, the head of the madrasah is responsible for improving the performance of all educational personnel, including PAI teachers and the broader school community. A key priority of his leadership is to elevate teacher quality to ensure that the learning process becomes more effective and of a higher standard. The enhancement of PAI teachers' quality can be carried out through a variety of strategies, including organizing comprehensive training and professional development programs, conducting systematic and regular supervision, establishing a supportive and motivating

⁵¹ dan Fitriani Khadijah, Ahyani, "Pengaruh Kinerja Dan Kualifikasi Akademik Guru Terhadap Mutu Pendidikan," *Jurnal Manajemen Dan Bisnis* 1 (1) (2021).

⁵² Eka Siregar dan Delima Ayu Harahap, "Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kompetensi Guru," *Jurnal Pendidikan Tambusai* 6 (1) (2022): 2374–82.

⁵³ Undang-Undang RI Nomor 14 Tahun 2005 Tentang Guru Dan Dosen (n.d.).

⁵⁴ Suyanto & Jihad, *Menjadi Guru Profesional: Strategi Meningkatkan Kualifikasi Dan Kualitas Guru Di Era Global*, Erlangga G (Jakarta, 2013).

work environment, and consistently providing recognition and encouragement to the teaching staff. For example, a study conducted at MA Baabussalaam Bandung revealed that the approach implemented by the head of the madrasah, which involved intensive training sessions, coaching in the application of information and communication technology, and periodic supervisory visits, played a significant role in improving the professional competence of PAI teachers.⁵⁵ In addition, transformational leadership strategies that prioritize open, collaborative communication, as well as support for curriculum development and regular training, have also proven effective in motivating PAI teachers to improve their pedagogical and scientific abilities.⁵⁶ Through effective leadership, the head of the madrasah can foster a productive organizational culture and inspire teachers to continually develop their skills and competencies by participating in training programs, receiving coaching, and benefiting from ongoing motivation. These efforts, in turn, lead to significant improvements in the standard of teaching and learning throughout the madrasah.

The effectiveness of a PAI teacher can be assessed based on how well they carry out their educational duties. This effectiveness significantly influences the broader educational outcomes, as PAI teachers play a central role in facilitating learning through their direct interaction with students in the madrasah environment. Consequently, a PAI teacher's quality in the learning process depends not only on their instructional skills but also on their capacity to guide, direct, and shape students' character, which aligns with the primary objectives of education. Moreover, a PAI teacher's quality is assessed not merely by their classroom teaching ability but also by their involvement in tasks beyond teaching, such as managing student administration and other duties that support the educational process. Therefore, the quality of PAI teachers is determined by their performance in achieving the comprehensive educational objectives, as stipulated in the legislation governing teachers and lecturers.⁵⁷

The head of the madrasah seeks to enhance the professional performance of teachers, including Islamic Religious Education (PAI) teachers, by formulating a human resource development program through various initiatives such as training, seminars, and workshops. The preparation of this program is based on an analysis of the real needs in the madrasah and is implemented through a process of deliberation with teachers and other education personnel. Through engaging teachers in a participatory process, the head of the madrasah can collect a variety of insights, suggestions, and feedback, ensuring that the final programs are more substantial, practical, and closely aligned with the everyday realities of the madrasah environment.

The successful performance of PAI teachers in carrying out their responsibilities is typically influenced by two main types of factors: internal and external. Internal factors refer to characteristics inherent to the teachers themselves, including their natural abilities, personal interests, and educational background. According to Wahjosumidjo, talent is a potential or basic ability related to the development of certain academic abilities and skills.

⁵⁵ Taufik Maulana, "Strategi Kepemimpinan Kepala Madrasah Dalam Meningkatkan Kompetensi Profesional Guru PAI Di MA Baabussalaam Bandung," *Jurnal Pendidikan Agama Islam Al-Thariqah* 4 (2) (2019): 188–201.

⁵⁶ Arniati dan Zainuddin, "Strategi Kepala Madrasah Dalam Meningkatkan Profesionalisme Guru PAI Di MAN 2 Kota Makassar," *Jurnal Al-Din: Jurnal Dakwah Dan Sosial Keagamaan* 24 (1) (2024): 55–70.

⁵⁷ *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen* (n.d.).

Someone who does have talent in the field of teaching tends to be easier and faster in adjusting to learning situations, both in terms of classroom management, providing guidance, and delivering subject matter effectively, compared to teachers who do not have a natural tendency (talent) as educators.⁵⁸

Becoming a professional teacher not only requires talent, but it must also be based on a strong interest in the profession. Interest is a psychological tendency that encourages a person to choose and participate in an activity consistently. An individual who has an interest in the world of education will generally feel satisfaction and pleasure in carrying out teaching tasks. Hence, teachers with a high level of professional interest usually carry out their tasks with enthusiasm and diligence, while continuously seeking opportunities to expand their knowledge and refine their skills to maintain and elevate their professional competence.⁵⁹

Another internal factor that is no less important is educational background. The teaching profession is categorized as a professional occupation, which means that it can only be carried out by educators who have received special education and training in the field of teaching. Those who have formal education in the field of education generally have a more adequate understanding and competence in carrying out their duties than graduates from non-educational disciplines. This is because teacher education programs are designed to equip prospective teachers with a theoretical and practical foundation that includes pedagogical science, psychology of learner development, education management, and other technical skills that support teacher professionalism in the context of learning.

Meanwhile, external factors cover the availability of proper facilities and infrastructure, along with teachers' engagement in different training activities.⁶⁰ Well-equipped facilities and proper infrastructure within a school significantly contribute to enabling teachers to carry out their professional responsibilities successfully and efficiently. Access to various educational facilities, such as learning media, laboratories, and information and communication technology, allows educators to design a more innovative, interactive, and contextual learning process. This not only makes it easier for teachers to deliver material effectively, but also contributes to increasing students' participation and motivation to learn.

While well-equipped facilities and infrastructure are essential, they will not produce significant benefits unless accompanied by efforts to strengthen teachers' professional abilities through structured training and development programs, including education and training (*diklat*). Continuous training is part of a human resource development strategy aimed at enhancing teachers' pedagogical, professional, social, and personal competencies. The activity allows teachers to expand their insights, refine their professional abilities, and transition from outdated educational approaches to methods that are more compatible with contemporary scientific and technological advancements.

Hence, it can be concluded that teachers' professional performance results from a complex interaction between internal factors related to the individual and external factors stemming from the surrounding educational environment. In the external context, the

⁵⁸ Wahjosumidjo, *Kepemimpinan Kepala Sekolah: Tinjauan Teoretik Dan Permasalahannya*.

⁵⁹ Rohman dan Sumantri, "Peran Minat Dan Motivasi Dalam Meningkatkan Profesionalisme Guru," *Jurnal Pendidikan Dan Pembelajaran* 27 (1) (2020): 45–52.

⁶⁰ Fakthurrohman, *Guru Profesional*, Rfeika Adi (Bandung, 2012).

availability of supporting facilities and teachers' active involvement in professional training are crucial aspects in strengthening their pedagogical and professional capacity. In their strategic role as both educational leaders and managers, heads of madrasahs are responsible for planning, executing, and reviewing development programs that are tailored to the needs of teachers. The effectiveness of their leadership in managing these programs has a direct and meaningful impact on teacher quality, ultimately contributing to improvements in the overall standard of education in the madrasah.

CONCLUSION

Effective leadership by the head of the madrasah plays a key and strategic part in enhancing teacher performance, particularly for those teaching Islamic Religious Education (PAI), by guiding and supporting their professional development. A madrasah head serves not only as an administrative manager but also as an educator, supervisor, manager, and motivator who bears the responsibility of guiding and directing teachers to perform their duties professionally. Through an effective leadership approach, heads of madrasah can create a conducive work environment, encourage the development of teacher competencies, and improve the enthusiasm and performance of educators. The effectiveness head of the madrasah is reflected in his ability to encourage teachers to be active in MGMP, attend learning development workshops, and participate in technology-based training. The head of a madrasah also supports the improvement of teachers' qualifications through further study or training, creating a positive learning culture.

The improvement of PAI teacher quality is shaped by multiple factors, both internal and external. Internal aspects involve teachers' talents, interests, and educational background, whereas external aspects relate to the availability of sufficient infrastructure and engagement in training and professional development initiatives. Consequently, the head of the madrasah is expected to design and apply policies that comprehensively and sustainably foster teacher development.

By performing their roles as educators, managers, supervisors, and motivators to the fullest, the head of the madrasah can make a meaningful contribution to improving the quality of education within the institution. The successful attainment of national educational targets in the madrasah is closely linked to the quality of leadership demonstrated by the head in managing every aspect of the educational system.

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