

# The Quality of Education Based on Local Wisdom: The Principal of Madrasah Review

Mardhiah Hasan<sup>1</sup>, Tesar Arwandi<sup>2</sup>, Lisa Nursita<sup>3</sup>, St. Ibrah Mustafa Kamal<sup>4</sup>

Islamic Educational Management Department, Universitas Islam Negeri Alauddin Makassar,  
Gowa, South Sulawesi, Indonesia

Email : mardhiah.hasan@uin-alauddin.ac.id<sup>1</sup>, tesar2115@gmail.com<sup>2</sup>, lisa.nursita@uin-  
alauddin.ac.id<sup>3</sup>, st.ibrahmk@gmail.com<sup>4</sup>

DOI: <http://doi.org/10.33650/al-tanzim.v6i2.3485>

Received: February 2022

Accepted: March 2022

Published: May 2022

## Abstract:

This study was conducted to know the leadership of the madrasah principal in improving the quality of education based on local wisdom in MAN Kepulauan Selayar. This type of research is descriptive qualitative with a case study approach. The method of data collection was conducted by interviewing the principal, teachers, and education staff at MAN Selayar Islands and conducting observations and documentation. The data analysis technique was carried out through four stages: data reduction, data presentation, comparative analysis, and concluding. The results showed that there were efforts made by the head of Madrasah to improve the quality of education at MAN Kepulauan Selayar, namely: 1) Fostering extracurricular activities as a forum for channeling talents and interests of students; 2) the formation of a work team; 3) perform supervision; 4) establish and maintain communication with various parties. This research has implications for the importance of the role of leaders in managing change to create superior quality.

**Keywords:** *Leadership, Principal of Madrasah, Quality of Education, Local Wisdom*

## Abstrak:

Penelitian ini dilakukan dengan tujuan untuk mengetahui kepemimpinan kepala madrasah dalam meningkatkan mutu pendidikan berbasis kearifan lokal di MAN Kepulauan Selayar. Jenis penelitian ini adalah deskriptif kualitatif dengan pendekatan studi kasus. Metode pengumpulan data dilakukan dengan mewawancarai kepala madrasah, guru, dan tenaga kependidikan di MAN kepulauan Selayar, serta melakukan observasi dan dokumentasi. Teknik analisis data dilakukan melalui empat tahap yaitu reduksi data, penyajian data, analisis komparatif, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa terdapat upaya yang dilakukan oleh kepala Madrasah dalam meningkatkan mutu pendidikan di MAN Kepulauan Selayar, yaitu: 1) Pembinaan kegiatan ekstrakurikuler sebagai wadah penyaluran bakat dan minat peserta didik; 2) pembentukan tim kerja; 3) melakukan supervisi; 4) menjalin dan memelihara komunikasi dengan berbagai pihak. Penelitian ini memberikan implikasi tentang pentingnya peran pemimpin dalam melakukan manajemen perubahan untuk menciptakan mutu yang unggul.

**Kata Kunci:** *Kepemimpinan, Kepala Madrasah, Mutu Pendidikan, Kearifan Lokal*

## INTRODUCTION

Education is a crucial and foremost thing in the welfare of a nation, so the Indonesian nation positions education as one of the nation's national goals (Saufi & Hambali, 2019). In order to achieve the goals of national education, the government has made various efforts to improve the quality of national education (Gustini & Mauly, 2019). Some of the efforts made by the government include: improving the curriculum, structuring teachers, improving education management, and standardizing educational facilities and infrastructure (Nata & Sofyan, 2020). Through these efforts, the government hopes to produce creative people so that they can improve learning, which leads to better quality education in Indonesia (Mifachurrohman & Atika, 2018).

Madrasah as educational institutions should also achieve quality according to national education standards. The management of school organizations in improving the quality of education has at least eight principles that must be implemented at the practical level of school management, one of which is the leading factor (Arbangi et al., 2016). Therefore, it takes strong leadership, vision, creativity, have strong commitment, and integrity in order to be able to develop a school into a quality educational institution (Jusriadi, 2018). Wibowo & Subhan (2020) also explained that in improving the quality of madrasah, principals are needed to implement management functions and set an example as motivators and initiators in moving the education programs that have been designed. Musdiani et al. stated that the role of the madrasa head as a manager, supervisor, leader, and motivator for all madrasah resources dramatically determines the quality of education in madrasah (Mardhatillah et al., 2019).

However, in reality, there are still so many madrasah of low quality. One of the indicators is the achievement of a low and unaccredited accreditation score, inadequate madrasah facilities and infrastructure, minimal learning process, etc. This condition is by the research results of Maulana et al. (2020) regarding the low quality of education in private madrasah. The low quality of education in madrasah is caused by various factors, including the weak leadership of the madrasa head in managing Islamic educational institutions (Musfah, 2020). In the face of changes, the management of madrasah principals greatly influences quality improvement in madrasah aliyah (2022).

In the context of the quality of education at MAN Kepulauan Selayar, Selayar Islands Regency, it was found that the development of madrasah had not been carried out optimally before major innovations and breakthroughs were made by the principal, ranging from aspects of the curriculum, student affairs, infrastructure to the public relations system that had not yet been implemented. Well laid out. This causes the madrasa to be not given much attention by the community and not yet trusted to serve as a favorite and only educational institution in the district. Education and learning that took place at that time were significantly hampered, so teachers had difficulties in carrying out learning activities in madrasah.

However, along with the firm will and continuous innovation of the madrasah principal and supported by good teamwork from all personnel at the

madrasa, MAN Kepulauan Selayar continues to show quality improvements that are carried out step by step. The institution's quality continues to be developed so that it can answer the community's expectations related to the institution, both in terms of developing student competencies and teacher competencies and providing adequate facilities and infrastructure that can support the creation of effective education and learning. Through these innovations, the madrasa began to gain sympathy and a place in the community's hearts so that MAN Kepulauan Selayar became an institution reckoned with by all levels of society because of the increasing quality of its education.

The success of an educational institution can be seen from the leadership strategy carried out by the institution's leader (Said, 2018; Abowitz & Kathleen, 2019). Principal as leaders of educational institutions are required to be sensitive to the situation and condition of the educational institutions they lead to carry out various developments and improvements, both internally and externally (Fathurrochman et al., 2021). Therefore, the principal plays a vital role in running the wheels of the organization he leads (Gian & Bao, 2020).

This research is based on the research results of Kholili & Fajaruddin (2020), which say that the principal in implementing the management of quality improvement strategies is carried out by involving all stakeholders. The school first formulates the school's vision and mission by considering internal and external factors of the school environment, then formulating the goals and targets of school quality, followed by determining the strategy that the school will use to realize all agreed quality targets. Kalangi et al. (2021) say that leadership has a good and substantial impact on school success. Leaders must delegate all tasks according to the responsibilities of each unit; educators and education personnel must work together to realize school programs. Increasing the managerial ability of school leaders has consequences for improving school performance.

Rohmah (2021) says that the role of principal as a manager in improving the quality of education is manifested in making systematic and measurable work program planning involving all components of the madrasah, using an effective and efficient situational leadership system, to be able to move his subordinates to realize the school's vision and mission. Moreover, display a communication style that is appropriate to the culture of the character of the subordinates. Imhangbe et al. (2019) say that democratic leadership styles should be encouraged to be developed in the principal's leadership system to improve teacher performance. Furthermore, Onia & Elkhder (2021) said that the principal's leadership style is very decisive in teachers' performance in schools.

Fauzi & Falah (2020) said that the role of school principals in improving the quality of education in schools is carried out by providing awareness to all components in schools about the importance of quality, then implementing it in daily activities. The principal in leading an institution must have a wise and professional person to manage the implementation of policies and decision-making at the institution (Hayudiyani et al., 2020).

The principal of MAN Kepulauan Selayar has a strategy for improving the quality of education in his madrasa. To improve the quality of education, it is necessary to pay attention to managerial aspects, components in madrasah, such as increasing teacher competence and skills, choosing teaching methods, mastering materials or curriculum, utilizing infrastructure facilities, implementing learning, evaluation, curricular and extra-curricular activities. Curricular, as well as student and educational services. Improving the quality of education will be achieved if the strategies implemented are truly effective and efficient. Therefore, madrasah principals are required to have extraordinary knowledge and competence to create a conducive madrasah environment and manage madrasah properly and optimally (Mulya, 2019).

Given the importance of madrasah in leading their institutions and improving the quality of their education, there is an exciting thing in the leadership system that occurs at MAN Kepulauan Selayar, where the head of madrasah carries out a madrasa development strategy based on local wisdom, so that the surrounding community readily accepts it and able to make the institution a superior and competitive educational institution. Therefore, in this case, the researcher focuses his study on the leadership of the madrasah principal in improving the quality of education based on local wisdom in MAN Kepulauan Selayar, Selayar Islands Regency.

## RESEARCH METHODS

In this research, the writer uses qualitative research with the primary interpretative studies method. The basic aim of interpretive studies is to understand people's meanings about their experiences with the assumption that people create their meanings as they interact with the world around them.

Observation, interviews, and documentation carried out data collection techniques. Based on the focus of the problem, the data sources for this research are: the principal of the Selayar Islands Islamic Senior High School, the vice principals of the Madrasah, the MAN Kepulauan Selayar teachers, and several MAN Kepulauan Selayar students. Determination of informants in this study using the snowball technique, namely first determining the main informant, namely principal of the madrasah, and then developing other informants who are considered essential and by the data collection needs. The validity of the data has been tested by measuring the validity of the data using triangulation of sources and methods. After all the incoming data is validated, qualitative data analysis is carried out. This study's data processing and analysis techniques went through four stages: data reduction, data presentation, comparative analysis, and concluding.

## RESULTS AND DISCUSSION

### Forming a Place for Channeling Students' Interests and Talents

One of the forums for channeling the interests and talents of students in the extracurricular activities that exist in each madrasa. Students can develop their interests, talents, and abilities through extracurricular activities. As stated by Nur Kamar as a PAI teacher and Scout extracurricular coach, he said that:

"One of the strategic efforts of principal in improving the quality of madrasa education is the availability of extracurricular activities as a forum for the interests and talents of students at MAN Kepulauan Selayar."

The same thing was started by one of the teachers at MAN Kepulauan Selayar. Andi Husnawati in her interview said: "The principal is very supportive of every extracurricular activity held at this madrasa. He always provides motivation and support for students who participate in extracurricular activities such as OSIS, Scouts, PMR, and Drum band. Coaching students in extracurricular activities aim to develop all the potential, talents, and interests of students.

Based on the documentation data obtained and the results of interviews with various informants, the achievement data of the MAN Kepulauan Selayar students was obtained. Among them are as follows: there are four achievements at the provincial level, namely three times the third place, first place, and first place winner, as well as at the district level there are 42 achievements, 13 first place, 14-second place, and 15 third place. Meanwhile, for non-academic achievements, there were 83 achievements, 6 for the provincial level, namely, three first-place winners, 2-second winners, and one third-place winner. While at the 77 district level, there were 42 first-place winners, 18-second winners, and 17 third winners. Based on these achievements, it can be seen that students' contribution dramatically influences the quality of good madrasa education in the future.

Madrasah must equip their graduates with both hard skills and soft skills. Hard skills include knowledge of the field and technology. In contrast, soft skills include the ability to communicate both orally, in writing, or in pictures, able to work independently and in teams, and the ability to logic and analysis (Nursita, 2021). In line with this, Sandi Febrino, as alumni, stated that: "Alhamdulillah, at MAN Kepulauan Selayar, I had the opportunity to participate in intra and extracurricular activities actively. This became my basic capital as a student at the state university of UNM Makassar majoring in art".

The same thing was stated by Sofanul Hidayatullah, the principal, who stated that: "Alhamdulillah, in the last five years, based on alumni tracking, 95% of our graduates were accepted in state universities, some in private universities. Some are accepted through the student council president. Alhamdulillah, our three student council presidents, have been accepted at Hasanuddin University."

Coaching students through extracurricular activities also serve to improve soft skills and knowledge and train the leadership spirit of students (Sani, 2019). The coaching and empowerment of intra and extra-student organizations also have a strategic role in creating conditions that support the formation and development of all potential learners. The existence of student coaching through extracurricular activities as a forum for channeling talents and interests is part of efforts to improve the quality of education in madrasah. Education quality improvement activities are a process of scale improvement related to improving the quality of education related to the quality of school graduates (Handoko, 2020)

Good student development through academic and extracurricular activities is significant in realizing students who have a disciplined, tenacious, and responsible character by educational goals. According to Chusnah (2013), the participation of students in extracurricular activities will have a positive influence on the daily activities of students and provide positive habits. This is by the three pillars of student development management: Insight into the future, Having personal order, Social care (Mustari, 2014).

### **Formation of Work Team**

The following strategic effort for the principal is to form a solid work team and be able to work by their respective duties and responsibilities. The existence of professional teachers will create a happy atmosphere in the process of teaching and learning activities in the classroom because they can follow the learning well, as well as good administrators who can provide good academic services and minimize various administrative problems such as: inputting madrasa data, etc. Therefore, madrasah principals must be able to encourage the improvement of the competence of educators and education personnel through various education and training.

The composition of teachers in the madrasa consists of 18 teachers with the status of civil servants, 32 total teachers, and 14 teachers with temporary status (GTT). Around 94% of the teachers at MAN Kepulauan Selayar are by the educational background in the subjects being taught, and there are 56% of teachers certified.

The efforts of the principal in encouraging, providing motivation and opportunities for teachers to always take part in competency improvement activities, both at the regional and provincial levels. These include training in the management of agricultural and fishery technology products, training and mentoring for PIK-R, English language development, attending seminars, learning workshops, administrative workshops, and collaboration with various parties that can increase and improve the knowledge and abilities teachers and education staff. Possession of competency qualifications is a capital for an educator in teaching, educating, directing, shaping, and preparing their students in an effective learning and education process to make them an adult who is pious, independent, able to face future life very well (Mardhiah, 2021).

The statement above is in line with what Iskandar, as Deputy Head of Public Relations of MAN Kepulauan Selayar, said: "We share the same vision, so we must work together to form a solid work team to achieve our goals. As stated in the vision of MAN Kepulauan Selayar, which is to create a madrasa that excels in achievement, exemplary in character, and is skilled in entrepreneurship."

Based on this, it can be understood that in the organizational structure, having a quality work team and helping each other who understand and can carry out their duties and responsibilities is a must to achieve common goals. The efforts of the principal in forming a solid and quality work team were carried out, namely the development of madrasa human resources in the form of increasing the competence of educators and education through various education, training, and workshops, seminars, etc. This aligns with A. Malik

Fadjar's statement regarding the empowerment of human educational resources in schools that must be oriented towards improving teacher performance.

### **Supervise**

In an interview conducted with Sofanul Hidayatullah as the principal of the MAN Kepulauan Selayar, he said that: "In order to improve the quality of education at this madrasah, I have made several strategic efforts, namely: forming a work team that is ready to support any activity, conducting supervision to improve the competence and ability of teachers and education staff, and most importantly maintaining communication between fellow students. Teachers, staff and students".

The work team formed by the principal consists of elements of educators and education staff. The leadership of the principal of the MAN Kepulauan Selayar is very inspiring and an example for all school personnel. This can be seen in how to foster and direct teachers, always provide motivation, and conduct deliberation to find solutions to any problems related to the quality of madrasah. All statements submitted previously indicate that the principal plays an active role as a leader and supervisor, namely being able to lead, be an example, and monitor and foster the implementation of the duties and responsibilities of all school personnel.

The head of the MAN Kepulauan Selayar also said that in improving the quality of education in schools, supervision was applied to improve the competence of human resources in schools, especially educators and education staff. This is in line with what was stated by Baharuddin & Nursita (2020) that supervision determines leadership success which then aims to develop the leadership of teachers and other school personnel.

A leader can influence the behavior of others using the power they have (Nanang, 2004). According to the definition presented by Wahjosumidjo (2002), ' leadership is defined as a form of character, individual attitude, influence on others, patterns of interaction, ties of cooperation between positions, the role of an administrative position, and the assumptions of others. About the legitimacy of the authors.

The role of a principal is very influential on the education and learning process. The madrasa head becomes the core management team in a madrasa organization whose job is to provide direction, monitor, supervise the implementation of planned educational programs, and coordinate other stakeholders in the madrasa environment. Supervision activities carried out by the madrasa principal significantly improve the performance of teachers and staff in other education (Hasanah & Kristiawan, 2019). The leadership of a good madrasa principal will also improve the quality of education.

In line with this opinion, Nurhayati et al. (2020) said that educational supervision plays a role in improving the quality of education. Within the scope of madrasah, supervision plays a role in overseeing the course of education and correcting deficiencies in the educational process to improve the quality of education.

Educational supervision means coaching towards improvements in improving the quality of education (Ametembun, 2007). Through supervision, schools can produce graduates who are by the specified graduate competencies, helping teachers develop their careers and professions. MAN Kepulauan Selayar is proven to produce graduates who meet graduate competency standards, seen from the number of graduates accepted at well-known state universities and the many academic and non-academic achievements that they have achieved so far.

### **Establish and Maintain Communication**

The madrasah principal has a vital role in coordinating, mobilizing, and aligning all available educational resources in the madrasa. Communication is also one way to keep every coordination between madrasah stakeholders and school human resources running: educators, education staff, students, madrasa committees, etc. As Sofanul Hidayatullah (P1) as the principal of MAN Kepulauan Selayar said: "We at this madrasah always consult, establish and maintain communication between school personnel and parties related to our madrasa." Communication is essential anywhere and anytime, so it should be good communication should be applied by every leader. Madrasah principals are required to have adequate management and leadership skills in order to be able to take the initiative to improve the quality of education in madrasah. One of these abilities is communication. During the pandemic, when communication is limited due to working from home, intense communication is carried out online via the Whatsapp application. Maintaining the continuity of this communication is carried out by the principal. If his subordinates experience a problem, the leader can quickly respond to solve it and build the motivation of his subordinates. The madrasa principal's communication ability is one of the factors that can encourage madrasah to realize, convey, and socialize the madrasa's vision, mission, goals, and objectives through programs that are carried out in a planned and planned manner gradual manner to all relevant parties.

The well-established communication of the the principal of MAN of Selayar Regency motivates professional improvement of its human resources. It is known that up to now, the number of non-academic participants that have been achieved by educators and education staff is seven achievements. The principal also ensures the improvement of the competence of his subordinates by providing several pieces of training at the madrasa. In line with these findings, Naslim et al. (2021) revealed that the motivation of the madrasa principal gives teachers the strength to have high enthusiasm in carrying out their work.

Good communication by the leader will increase motivation and improve the performance of his subordinates. Information will be conveyed and received well, and work control can be carried out correctly. Influential leaders can build effective communication so that it will stimulate the participation of their subordinates (Zahara, 2018).



This is in line with the opinion of Salamon (Alwi, 2005), who stated, "No educational goals can be achieved in the absence of communication." In line with the research findings, Nurmiyanti & Candra (2019) said that leaders who can maintain good relations with members, motivate them to fight for common interests rather than personal interests, and maintain high moral standards can improve the quality of education. The leader is the pinnacle of control in the organization and can optimize all activities and activities carried out together to achieve goals.

Establishing and maintaining communication is an essential element in forming teamwork. The existence of cooperation in madrasah is the principal capital in improving quality. This is in line with what is described by Kurniawan (2017) that the function of teamwork is to be responsible for the quality of learning, the use of teacher time, materials, and space used, being a means for supervision, evaluation, and quality improvement, as a distributor of information to parties. Management when any changes occur in the team's quality improvement process.

## CONCLUSION

The leadership of the principal in improving the quality of education based on local wisdom is carried out through; 1) The development and empowerment of student organizations also have a strategic role in realizing conditions that support the formation and development of all potential learners. The existence of student coaching through extracurricular activities as a forum for channeling talents and interests is part of efforts to improve the quality of education in madrasah. 2) The efforts of the principal of madrasah in forming a solid and quality work team, namely through the development of madrasa human resources in the form of increasing the competence of educators and educational staff such as participating in various education, training, workshops, seminars, etc. 3) Efforts by the principal to carry out coaching, monitoring the implementation of the duties and responsibilities of all school personnel are carried out continuously. 4) Establish and maintain communication among the madrasah community. The ability of the madrasah principal can improve the harmony of the performance of all school personnel and increase community participation in the sustainability of education at MAN Kepulauan Selayar.

## AKCNOWLEGMENT

The researcher would like to thank the Ministry of Religion of the Republic of Indonesia, Rector of the State Islamic University Alauddin Makassar, who has provided motivation and support so that this research can be completed properly. Researchers also thank all leaders and the big family of MAN Pulau Selayar. The latter have given permission and information to researchers so that this research is completed correctly and by the allotted time.

## REFERENCES

- Abowitz, K., & Kathleen. (2019). The School Principal as Democratic Leader: A Critique of The Wallace Foundation's Vision of The Principalship. *International Journal of Leadership in Education*, 1(1), 1-7. <https://doi.org/10.1080/13603124.2019.1637545>
- Alwi, S. (2005). *Manajemen Sumber Daya Manusia; Strategi Keunggulan Kompetitif*. Yogyakarta: BPFE.
- Ametembun, N. (2007). *Supervisi Pendidikan Disusun secara Berprogram*. Bandung: Suri.
- Arbangi, Dakir, & Umiarso. (2016). Manajemen Pendidikan Mutu Pendidikan. In *Manajemen Mutu Pendidikan*. Palembang: Kencana.
- Baharuddin, B., & Nursita, L. (2020). Kepemimpinan Dalam Supervisi Pendidikan Di Madrasah. *Idaarah: Jurnal Manajemen Pendidikan*, 4(2), 249-255. <https://doi.org/10.24252/idaarah.v4i2.16798>
- Chusnah, M. (2013). Pelaksanaan Pendidikan Karakter di Madrasah Tsanawiyah Negeri "X" Jakarta. *Aspirasi*, 4(3), 133-142.
- Fathurrochman, I., Danim, S., Syaiful Anwar, A., & Kurniah, N. (2021). The School Principals' Role in Education Management at the Regional Level: An Analysis of Educational Policy in the Industrial Revolution 4.0. *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)*, 532(ICETeP), 237-242. <https://doi.org/10.2991/assehr.k.210227.042>
- Fauzi, M. S., & Falah, M. S. (2020). Peran Kepala Sekolah dalam Peningkatkan Mutu Pendidikan Studi di SMANU 1 Gresik. *JM-TBI: Jurnal Manajemen Dan Tarbiyatul Islam*, 1(1), 54-76.
- Gian, P. M., & Bao, D. Q. (2020). The Competences of Teaching Staff and Principals in the Context of Educational Innovation and School Development. *International Education Studies*, 14(1), 65. <https://doi.org/10.5539/ies.v14n1p65>
- Gustini, N., & Mauly, Y. (2019). Implementasi Sistem Penjaminan Mutu Internal Dalam Meningkatkan Mutu Pendidikan Dasar. *Jurnal Isema: Islamic Educational Management*, 4(2), 229-244. <https://doi.org/10.15575/isema.v4i2.5695>
- Handoko. (2020). Manajemen Mutu Pendidikan dalam Perspektif Kebijakan Pendidikan Nasional. *Jurnal Dewantara*, 9(1), 35-45.
- Hasanah, M. L., & Kristiawan, M. (2019). Supervisi Akademik dan Bagaimana Kinerja Guru. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 3(2), 97. <https://doi.org/10.29240/jsmp.v3i2.1159>
- Hayudiyani, M., Saputra, B. R., Adha, M. A., & Ariyanti, N. S. (2020). Strategi Kepala Sekolah Meningkatkan Mutu Pendidikan melalui Program Unggulan Sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 89-95. <https://doi.org/10.21831/jamp.v8i1.30131>
- Imhangbe, O. S., Okecha, R. E., & Obozuwa, J. (2019). Principals' Leadership Styles and Teachers' Job Performance: Evidence from Edo State, Nigeria. *Educational Management Administration and Leadership*, 47(6), 909-924. <https://doi.org/10.1177/1741143218764178>

- Jusriadi. (2018). Strategi Kepala Madrasah, Mutu Pendidikan. *Jurnal Ilmu Pendidikan*, 3(1), 58–70.
- Kalangi, S., Weol, W., Tulung, J., & Rogahang, H. (2021). Principal Leadership Performance: Indonesian Case. *The International Journal of Social Sciences World*, 3(2), 74–89.
- Kholili, A. N., & Fajaruddin, S. (2020). Manajemen Strategik Peningkatan Mutu Lembaga Pendidikan Muhammadiyah di Kabupaten Gunungkidul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 53–69. <https://doi.org/10.21831/jamp.v8i1.31630>
- Kurniawan, S. (2017). Pengembangan Manajemen Mutu Pendidikan Islam di Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2), 25–36. <https://doi.org/10.33650/al-tanzim.v1i2.111>
- Mardhatillah, M., Musdiani, M., & Khausar, K. (2019). Analysis the Role of Headmaster in Applying Quality of Education in Primary School Kabupaten, Aceh Barat. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(3), 19–27. <https://doi.org/10.33258/birle.v2i3.349>
- Mardhiah, M. (2021). Pengaruh Tanggung Jawab Profesi, Komitmen Mengajar, Motivasi, dan Kepuasan Kerja Terhadap Efektivitas Kinerja Guru. *Idarah: Jurnal Manajemen Pendidikan*, 5(1), 83.
- Maulana, A., Dian, D., & Jahari, J. (2020). Implementasi Manajemen Mutu Pendidikan di Madrasah Swasta. *Al Ma'arif: Jurnal Pendidikan Sosial dan Budaya*, 1(2), 134–141. <https://doi.org/10.35905/almaarief.v1i2.1109>
- Miftachurrohman, A. S., & Atika. (2018). Manajemen Lembaga Pendidikan Berorientasi Mutu di SMP Ali Maksum Krapyak Yogyakarta. *Jurnal Pendidikan Madrasah*, 3(2), 473–480.
- Mulya, C. (2019). Implementasi Pembiayaan Pendidikan melalui Pengelolaan Dana BOS dalam Meningkatkan Mutu Pendidikan. *Indonesian Journal of Education Management & Administration Review*, 3(2), 149–154.
- Musfah, J. (2020). Kepemimpinan Kepala Sekolah di Masa Pandemi. *Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19*, 129–133. Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.
- Mustari, M. (2014). *Manajemen Pendidikan*. Bandung: Raja Grafindo Persada.
- Nanang. (2004). *Landasan Manajemen Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Naslim, N., Mulyadi, M., & Mulyono, M. (2021). Implikasi Supervisi Akademik Kepala Madrasah dalam Meningkatkan Profesional Guru Pendidikan Agama Islam (Studi Kasus di MAN 1 Polewali Mandar). *Idarah: Jurnal Manajemen Pendidikan*, 5(2), 176–187.
- Nata, A., & Sofyan, A. (2020). Making Islamic University and Madrasah as Society's Primary Choice. *Al-Hayat: Journal of Islamic Education (AIJIE)*, 4(2), 210–222.
- Nurhayati, N., Siraj, A., & Yaumi, M. (2020). Pengaruh Kompetensi Supervisi dan Manajerial Kepala Madrasah Terhadap Mutu Pendidikan Di Madrasah Tsanawiyah Se-Kecamatan Gantarang Kabupaten Bulukumba. *Idarah: Jurnal Manajemen Pendidikan*, 4(1), 60–72.

- Nurmiyanti, L., & Candra, B. Y. (2019). Kepemimpinan Transformasional dalam Peningkatan Mutu Pendidikan Anak Usia Dini. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(2), 13–24. <https://doi.org/10.33650/al-tanzim.v3i2.646>
- Nursita, L. (2021). Dampak Mata Kuliah Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa. *Jurnal Ideas*, 7(3), 84-97.
- Onia, S. I., & Elkhder, E. (2021). The Effect of Principals' Management Styles on Teachers' Performance in Private Primary Schools in Omdurman Locality in Sudan. *Managere: Indonesian Journal of Educational*, 3(1), 62–74.
- Rohmah, E. (2021). Principal as A Manager In Improving The Quality of Education. *Managere: Indonesian Journal of Educational*, 3(2), 43–51.
- Said, A. (2018). Kepemimpinan Kepala Sekolah dalam Melestarikan Budaya Mutu Sekolah. *Evaluasi*, 2(1), 257–273.
- Sani, R. A. (2019). *Strategi Belajar Mengajar*. Jakarta: Rajawali Perss.
- Saufi, A., & Hambali. (2019). Menggagas Perencanaan Kurikulum Menuju Sekolah Unggul. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 29–54.
- Wahjosumidjo. (2002). *Kepemimpinan Kepala Sekolah: Tinjauan Teoretis dan Permasalahannya*. Jakarta: Raja Grafindo Persada.
- Wibowo, A., & Subhan, A. Z. (2020). Strategi Kepala Madrasah dalam Meningkatkan Mutu Pendidikan. *Indonesian Journal of Islamic Educational Management*, 3(2), 108–116.
- Zahara, E. (2018). Peranan Komunikasi Organisasi Pimpinan Organisasi. *Peranan Komunikasi Organisasi Bagi Pimpinan Organisasi*, 1829–7463(April), 8. <https://doi.org/10.46576/wdw.v0i56.8>