

# The Revitalization of The Madrasah Principal Leadership in Improving The Quality of Education

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DOI: <http://doi.org/10.33650/al-tanzim.v6i4.3583>

Received: 10 April 2022; Received in Revised Form: 04 July 2022, Accepted: 10 July 2022, Available online: 11 September 2022

## Abstract:

This study aims to analyze the strategy of revitalizing the leadership of madrasah principals in improving the quality of education units in Madrasah Tsanawiyah (MTs) in the West Aceh Regency. This study uses a qualitative approach to revealing the factual conditions of the revitalization of madrasah leadership in improving the quality of education. Data collection techniques were carried out through observation, interviews, and document studies on reports of madrasa activities. Data analysis techniques for research results are carried out by interpreting and designing action plans on research results. The results show that the head of MTs West Aceh has not optimally improved the quality of functions in revitalizing the synergy and harmony among teachers and employees in improving the quality of education units, revitalizing processes, tools, and learning media in improving the quality of education units and revitalizing the participation of the community and government in improving quality. Education units in madrasas. The implication of the less than the optimal revitalization of madrasah leadership has resulted in a decline in the quality of the learning process and the quality of educational outcomes in madrasas.

**Keywords:** *Revitalization; Leadership, Principals, Quality*

## Abstrak:

Penelitian ini bertujuan menganalisis strategi revitalisasi kepemimpinan kepala madrasah dalam meningkatkan mutu satuan pendidikan di Madrasah Tsanawiyah (MTs) daerah Kabupaten Aceh Barat. Penelitian ini menggunakan pendekatan kualitatif dalam mengungkapkan kondisi faktual revitalisasi kepemimpinan kepala madrasah dalam meningkatkan mutu pendidikan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumen terhadap laporan kegiatan madrasah. Teknik analisis data terhadap hasil penelitian dilakukan dengan cara menginterpretasi dan merancang rencana aksi terhadap hasil penelitian. Hasil penelitian menunjukkan bahwa kepala MTs Aceh Barat belum optimal meningkatkan kualitas fungsi dalam merevitalisasi sinergi dan harmoni sesama guru dan karyawan dalam meningkatkan mutu satuan pendidikan, merevitalisasi proses, perangkat dan media pembelajaran dalam meningkatkan mutu satuan pendidikan dan merevitalisasi peran serta masyarakat dan pemerintah dalam meningkatkan mutu satuan pendidikan di madrasah. Implikasi dari kurang optimal revitalisasi kepemimpinan kepala madrasah telah berimbas menurunnya kualitas proses pembelajaran dan kualitas hasil pendidikan di madrasah.

**Kata Kunci:** *Revitalisasi; Kepemimpinan, Kepala madrasah, Mutu*

Please cite this article in APA style as:

Herman, H., Kurniawan, A., & Hasnadi, H. (2022). The Revitalization of The Madrasah Principal Leadership in Improving The Quality of Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(4), 1021-1034.

## INTRODUCTION

Effective and efficient management of academic units requires managerial competence of madrasah principals who are reliable in encouraging madrasah residents to realize good governance in every educational program and activity in madrasahs" (Raharjo et al., 2017). Good governance can free madrasah residents from corruption and nepotism and always be customer and public-oriented in managing education units. Good management of academic units is not limited to regulating, organizing, and moving educational programs and activities but, more importantly, being able to revitalize a function that has experienced functional and visual degradation in improving the quality of educational units.

The revitalization of madrasah leadership is a leadership approach to revitalizing things that are functionally and visually degraded so that the quality of a function can return to the quality standards set by the government or exceed the expectations of customers and the community. In revitalizing the quality of a function, the madrasah principals must draw up a completed work plan, provide sufficient time, carry out programs and activities seriously as well as strict supervision of the improvement and enhancement of the quality of a function so that it returns to its position (Koswara, 2018). Development and improvement that have undergone degradation are a form of quality assurance by national education standards (Sugiono, 2013).

The success of the madrasah principals in revitalizing certainly cannot be separated from the capacity of the madrasah principals to build a quality management system in managing academic units. The key to school management is the principal. The principals are responsible for achieving school quality (Kurniawan, 2019). The Quality Assurance (QA) System must refer to the National Education Standards (NES) article 2 paragraph (2) of the year 2013, which stated that education quality assurance and control must be by the National Education Standards (NES) (PP. No. 32 of 2013). National education standards are the direction of national education that has breadth and flexibility in its implementation (Raharjo et al., 2017). NES is a reference for managing academic units and becomes a driving factor for achieving quality and highly competitive educational goals.

Madrasah principals who ignore NES in the management of academic units can result in decreased quality of graduation, teaching quality, teacher guidance and training, and teacher and employee work performance. NES can control and ensure human resources (man) function as managers and controllers of the quality of education units, educational infrastructure (materials) functions as work facilities, methods function as procedures, mechanisms, and budgets (money) functions as funding for educational activities and educational marketing functions as the marketing of educational services to customers (Lahada, 2018). Control and the guarantee of the NES must be the priority of the madrasah principals in managing and improving the quality of education units in the madrasah.

The management of academic units can develop rapidly if visionary and innovative madrasah principals support them in rebuilding the quality of a function that has experienced functional and visual degradation in improving the quality of education units (Koswara, 2018). The madrasah principals in their leadership need a strategy that is relevant in revitalizing the synergy and harmony between teachers and employees in improving the quality of education units, revitalizing quality learning processes, learning devices, and media, and revitalizing the participation of the community and government in improving the quality of education units.

Based on the results of initial observations at MTs, the revitalization of the leadership of the madrasah principals still needs to be improved in managing the education unit. The leadership behavior of the madrasah principals still needs to be improved regarding the quality of a function that is experiencing degradation in the areas of synergy and harmony with teacher and employee, quality learning processes and implementation, and increasing the participation of education stakeholders to support educational programs. The lack of leadership of the madrasah principals in improving the quality of a function that is experiencing degradation can result in teachers and employees being less motivated to work with discipline, trust, and responsibility for the tasks assigned to them, thereby decreasing the quality of the learning process and educational outcomes in madrasah.

According to Darmadi's opinion (2018), the madrasah principal, as the top manager and leader, has the obligation and responsibility to neutralize things that can weaken the quality of a function experiencing degradation by revitalizing the elements of management and leadership patterns. The principal's very fundamental task is to think about the progress of the quality of education by the standards and expectations of customers and education stakeholders. Furthermore, Nurlena (2020) said that the madrasah principals must have technical competence beyond the average of other personnel in the madrasah so that it is easy for the madrasah principals to revitalize the quality of a function by transforming the entire madrasah community, programs, and activities as well as the participation of the community and government to improve optimal quality of education units.

The results of previous research related to revitalizing the leadership of madrasah principals were studied by Mohammad Thoha, and R. Taufikurrahman found the study results: First, the form of revitalization efforts carried out by madrasah diniyah was to maintain the *salaf* curriculum and maximize community involvement in institutional policymaking. Second, the response of the stakeholders, the student, the community, and the teacher, welcomed the revitalization movement. Third, the challenges faced are the low interest and ability of non-input in religious studies and the lack of financial support from the government (Thoha & Taufikurrahman, 2022). Then it was once written by Sri Hidayati Djoeffan explained that new education provides benefits to the community and individuals as well as to the nation's pillars; if you have a strategy with a revitalization paradigm, it can provide clear process direction and goals toward a quality nation (Djoeffan, 2004). Furthermore,

Nurlena explained that the head of the madrasah, in carrying out their duties and functions, has followed national education standards by determining policy directions, preparing educational plans at the beginning of the new school year that is adapted to the curriculum, and deputy head and madrasah resident have designed programs and activities and has built good cooperation with all parties to improve the quality of education units in madrasah (Nurlena, 2020).

The results of that study are different from this research study, which only looks at the aspect of revitalizing the leadership of the madrasah principals in improving the quality of the function of teachers and employees, as well as the community, government, and education customers. The madrasah principals revitalize the quality of a function by making improvements and empowering educational resources in the madrasa, especially in terms of building synergy and harmony between teacher and employee, implementing quality learning processes, and building communication and coordination with students' parents, the community and the government to support educational programs in madrasah.

Observing the issues and the results of initial observations at MTsN 6 West Aceh towards the revitalization of the leadership of madrasah principals in improving the quality of education units, it is very relevant to conduct research related to this in order to meet the expectations of customers, communities, education stakeholders and the Regional Government of West Aceh Regency on the quality of education units. This study aims to analyze the strategy of revitalizing madrasah principals' leadership in improving the education unit's quality. The focus of the problems studied relates to; 1) revitalizing the synergy and harmony between teachers and employees in improving the quality of academic units; 2) revitalizing learning processes, tools, and media in improving the quality of the unit; and 3) revitalizing the participation of the community and government in improving the quality of education units.

## RESEARCH METHODS

This study uses a qualitative approach with a phenomenological type, where the researcher tries to understand the meaning behind the phenomena that occur in the field related to the revitalization of the leadership of the madrasa principals in improving the quality of the education unit. The role of the researcher in this study is to try to understand and examine in depth how the revitalization of the leadership of the madrasa principals in improving the quality of function of educational resources in the madrasah.

This research was conducted for 1 (one) month, from April 1 to 30, 2022, at MTsN 6 West Aceh. The data collection technique was carried out in three ways: first, by making observations to see the condition of the madrasa environment and madrasah administration management, second by conducting interviews with 1 (one) of the madrasah principals, 1 (one) head of Administrative Affairs and 2 (two) administration staff at MTsN 6 West Aceh, and the third conducted a document study of reports on intra and extra-

curricular education activities in madrasa. While the data analysis technique is carried out in stages, starting from data collection, data reduction, data presentation, and concluding the research results.

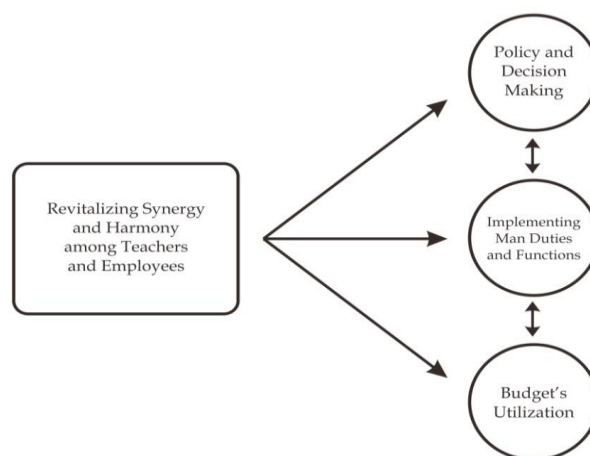
## RESULTS AND DISCUSSION

### Revitalizing Synergy and Harmony among Teachers and Employees in Improving the Quality of Education Units

Based on the observations and interviews with the madrasah principals, the head of administration, and employees of MTsN 6 West Aceh, it can be seen that the madrasah principals still experience weakness (degradation) in building synergy and harmony with teachers and employees. The behavior of the madrasah principals is still lacking in establishing good communication and cooperation with teachers and employees in implementing educational programs and activities in the madrasah. Teachers and employees still lack confidence in the leadership of the madrasah principals because the madrasah principals often do not involve teachers and employees (colleagues) in preparing work programs and making decisions and policies that will be implemented in the madrasah.

Referring to the study's findings, in his leadership, the madrasah principal is very urgent to build and strengthen the quality of synergy and harmony by involving teachers and employees in various educational programs and activities. Every planning activity, decision-making, and use of the budget must involve teachers and employees to build synergy and harmony with colleagues (Saleh, 2020). Synergy and harmony can encourage teachers and employees to work together in carrying out the tasks assigned to them. Teachers work together in preparing learning tools, replacing colleagues who cannot enter the class, and assisting colleagues in carrying out intra and extracurricular activities. Employees cooperate in paperwork administration, student administration, facilities and infrastructure administration, and financial administration.

As the top manager, the madrasah Principals are responsible for building synergy and harmony among teachers and employees. To be more precise, it can be seen in chart one below:



**Figure 1. Revitalizing Synergy and Harmony among Teachers and Employees**

Based on figure 1 above, it can be explained that in overcoming the degradation of synergy and harmony, the madrasah principals have the authority to overcome this through policy and decision-making activities, implementation of the primary duties and functions of the education unit, and the use of madrasah budgets, to be more apparent from each of these activities can be described as follows:

### **Policy and Decision Making**

Policy and decision making is very urgent for a leader, especially for the madrasah principals as the top manager and leaders in the madrasah. "The madrasah principals in building synergy and harmony in policy and decision making must involve teachers and employees so that the policies and decisions taken are truly relevant to the situation and conditions as well as the needs expected by teachers and employees" (Sabri, 2013). The decision-making less relevant to the needs of teachers and employees can damage the synergy and harmony between leaders and subordinates and subordinates and subordinates so that the policies and decisions taken do not run usually, and can even damage solid teamwork.

The revitalization of synergy and harmony in policy and decision-making is something that top managers and leaders must prioritize so that the policies and decisions taken can realize the quality of education units. "Policies and decisions are the whole process and result of the formulation of strategic educational steps outlined from the vision and vision to realize the goals of the education unit" (Sabri, 2013). The revitalization of the quality of the synergy and harmony functions in decision-making and policy can restore positive confidence in the leadership of the madrasah principals. Teachers' and employees' trust in the policies and decision-making of the madrasah principals can encourage them to implement these policies and decisions wholeheartedly.

### **Implementing Main Duties and Functions**

Synergy and harmony are interaction process that produces a harmonious balance in implementing the primary duties and functions assigned to them (Sulasmı, 2018). Synergy and harmony are the keys to success for the madrasah principals in carrying out the main tasks and functions to achieve the previously set vision, mission, and educational goals. Synergy and harmony in carrying out the main tasks and functions can result in optimal work productivity in quantity and quality. Synergy and harmony can also make it easier to carry out tasks because mutual trust grows with each other in achieving common goals.

As a top manager and supervisor, the madrasah principal is very urgent to revitalize synergy and harmony in carrying out their primary functions. Synergy and harmony in the main tasks and functions can encourage teachers and employees to carry out their primary tasks with a complete sense of responsibility, sincerity, and trust (Herman et al., 2020). Revitalizing the quality of functions from synergy and harmony can foster positive motivation from colleagues and stakeholders to move forward cooperatively, actively, and creatively in carrying out the main tasks and functions to improve the quality of

the education unit. The revitalization of synergy and harmony also facilitates communication among leaders, teachers, and employees in carrying out madrassas' main tasks and functions.

### **Budget's utilization**

As a budget planner, the madrasah principal must create synergy and harmony in using the budget for implementing educational programs and activities in madrassas (Wahyudin et al., 2021). Synergy and harmony in using the budget can foster motivation and responsibility for teachers and employees at work and avoid misunderstandings between the leader and the subordinates they lead. Synergy and harmony in using the budget can create vital harmony between leaders and subordinates when moving activities that teachers and employees will carry out in madrassas.

The madrasah principals should not ignore the revitalization of synergy and harmony by using the budget as the top manager and leader in agitating the programs and activities by teachers and employees. The revitalization of the quality of the synergy and harmony functions in the use of the budget can restore the trust of subordinates to the leadership, especially regarding the use of the budget to improve the quality of the education unit. The trust of teachers and employees in the leadership can encourage teachers and employees to carry out educational programs and activities with a complete sense of responsibility, discipline, and trust in the task at hand.

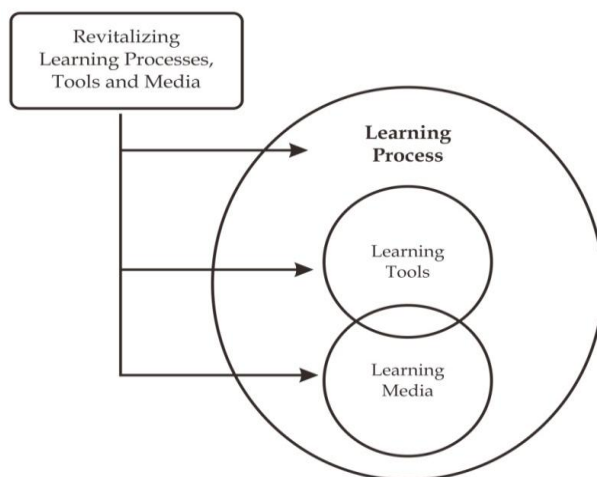
### **Revitalizing Learning Processes, Tools, and Media in Improving the Quality of Education**

Based on the observations and interviews with the madrasah principals, head of administration, and MTsN 6 West Aceh employees, it can be seen that the process carried out by teachers cannot guarantee the quality of educational outcomes. This can be seen from the ability of the madrasah principals to have not been able to revitalize the learning processes, tools, and media prepared and used by teachers in teaching and learning activities. The learning process in the classroom has not made students learn actively and creatively and changes in behavior for the better. The learning tools used by teachers are still limited to the syllabus and Learning Implementation Plans (LIP) without being supported by other tools such as the Annual Program, Semester Program, and adequate learning media. Meanwhile, learning media still uses manual methods so that they ignore the use of information and communication technology (ICT) media such as computers/notebooks, laptops/tablets, infocus, digital cameras, and internet networks as well as wifi networks with high-speed connections to support the smooth learning process and madrasah administration activities.

The results of the research findings align with Sunhaji's opinion that in the process, the preparation of devices and the use of learning media must receive serious attention from the madrasah principals so that there is no degradation of the implementation of learning in the madrasah. The learning process aims to make students learn and change behavior positively. While learning tools are instruments or tools teachers use in the learning process, such

as syllabi, Learning Implementation plans (LIP), Annual programs, Semester programs, and learning media (Sunhaji, 2014). Then learning media are tools that facilitate the teacher in delivering the material. ICT as a learning medium can be in the form of self-made or downloaded applications, materials presented in audio, visual, audio-visual, and presentation formats using PowerPoint (Huda, 2020). The learning media can be carried out offline or online, depending on the teacher's policies and the students' conditions.

As the top manager, the madrasah principal is responsible for revitalizing the learning process, tools, and media. To be more explicit, it can be seen in chart two below:



**Figure 2. Revitalizing Learning Processes, Tools and Media**

Based on figure 2 above, it can be explained that in overcoming the degradation of learning processes, tools, and media, the madrasah principals have the authority and responsibility to make innovations related to improving the quality of the learning process, procurement of learning tools, and media, to be more apparent from each of these activities can be described as follows:

### **Learning Process**

The madrasah principals as an educator have obligations and responsibilities to improve the quality of the learning process. The teacher's professional competence must, of course, support the quality learning process. "Teacher's professional competence is the ability to master the subject matter broadly and deeply. "Teachers who have professional competence in the field of learning must master the foundation of education, including a) knowing the goals of education to achieve national education goals, b) knowing the functions of madrasahs and community, and c) recognizing the principles of educational psychology (Usman, 2010), and mastering teaching materials, including a) mastering curriculum teaching materials, b) mastering inquiry materials and c) compiling teaching programs" (Usman, 2010).

As a teacher and educators, the madrasah principals have the authority to improve the quality of the process and the quality of learning outcomes by revitalizing the learning process (Purnomo et al., 2021). Revitalizing the quality of the functions of the learning process must stimulate learning activities and



the student intelligence in the learning process. The revitalization of the quality of the learning process functions can be realized if the principal always focuses on guiding, fostering, assisting, and overcoming teacher difficulties in the learning process. The madrasah principals continuously improve and enhance the quality of learning through observations of class visits and supervision.

### **Learning Tools**

As teaching staff and educators, the madrasah principals must always strive to improve the quality of learning carried out by teachers (Mulyasa, 2014). One of the efforts made by the madrasah principals is to assist teachers in preparing adequate learning tools for teachers to use in teaching and learning activities. Learning tools must be provided, including Learning Implementation Plans (LIP), Syllabus, Annual Programs, Semester Programs, Academic Calendars, Teacher Handbooks, Student Activity Sheets, and Learning Outcomes Tests.

As a supervisor, the madrasah principal must ensure that a teacher owns all the learning tools in the teaching and learning process. The revitalization of the quality of the learning device functions must be seriously considered by the madrasah principals when the teacher conducts the learning process. Learning tools must guide and provide technical guidance for teachers in the learning process (Alfulaila, 2022). The revitalization of the quality of the learning tools functions used by teachers can be realized if the madrasah principals are consistent and committed to guiding, fostering, and assisting teachers in preparing learning tools.

### **Utilization of learning media**

Today's most effective learning media teachers use information and communication technology (ICT). ICT, seen from the aspect of information technology, is everything related to the process, use as a tool, manipulation, and management of information. Meanwhile, ICT, seen from the aspect of communication technology, is everything related to using tools to process and transfer data from one device to another (Huda, 2020). The function of ICT in the learning process is as a tool for students and teachers in the learning process. The tool for students is to make it easier for them to follow learning such as processing data, making graphs, making portfolios, etc. At the same time, the tools for teachers are to make it easier to achieve learning goals, such as displaying material in the form of audio, visual, and even audio-visual (Istiyarti & Khristiyanta, 2014).

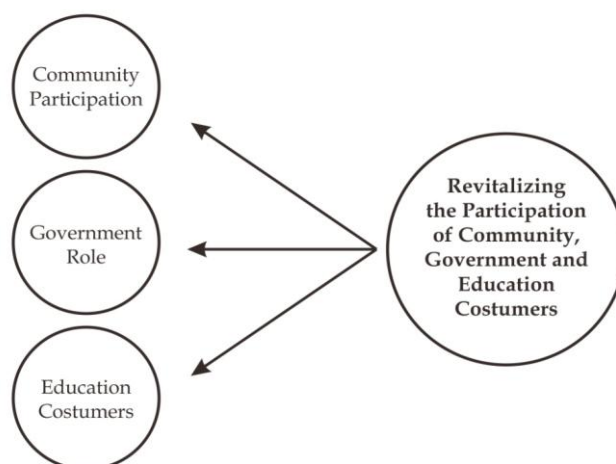
As an education consultant, the madrasah principal must be able to guide and direct teachers to utilize ICT media in learning. Revitalizing the quality of the function of ICT media in learning must be able to guide and direct teachers in using and utilizing ICT in the learning process. According to Parker and Dunn (1972), ICT positively impacts the education industry; besides reducing unit costs of education, it can also provide equal access for all students and community members (Koswara, 2018). The utilization of ICT is not only a work tool but also a critical literacy media to improve the quality of learning processes and outcomes (Iriantara, 2009).

## Revitalizing the Participation of the Community, Government, and Education Customers in Improving the Quality of Education Units

Based on the results of observations and interviews with the madrasah principals, head of administration, and employee of MTsN 6 West Aceh, it can be seen that control in overcoming this degradation is inseparable from the lack of skills of the madrasah principals in revitalizing the participation of the community, government, and customers in improving the quality of education units. Madrasah principals are still weak in establishing relationships with student guardians, religious leaders, community leaders, district leaders, and related agencies. This can be seen from the lack of frequency of meetings between the madrasah principals with students' guardians, meetings with religious leaders and the community, as well as establishing relationships with the *muspika* (sub-district leadership deliberation) and related agencies such as the education office, public works department, and Islamic law services in the context of assist and contribute thoughts, energy, funds, facilities, and infrastructure to improve the quality of education units in madrasah.

The findings of this study are in line with the opinion of I Nyoman Temon Astawa that the community as users of educational services has a vital role in education which includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and social organizations in implementing and controlling the quality of education unit services. The government and local governments have the right to direct, guide, assist, and supervise the implementation of education and are obliged to provide services and facilities for providing quality education for every citizen without discrimination (Astawa, 2017).

As the top leader, the madrasah principal has the obligation and responsibility to revitalize the participation of the community, government, and customers. To be more explicit, it can be seen in chart three below:



**Figure 3. Revitalizing the Participation of Community, Government and Education Customers**

Based on figure 3 above, it can be explained that in overcoming the degradation of the participation of the community, government, and education customers, the madrasah principals have the obligation and responsibility to

communicate and coordinate to increase the participation of the community, government and education customers, to be more apparent from each other. Each of these roles can be described as follows:

### **Community participation**

Community involvement in the management of academic units can encourage the smooth implementation of educational programs and activities in madrasahs. "Community involvement is not only as a user of educational services, but the most important thing is community participation is to contribute funds, land, and manpower, assist in madrasah activities, facilitate madrasah relations with the government and social organizations, accept madrasah aspirations, participate in policies and decision-making and controlling educational activities in madrasah" (Astawa, 2017). Community participation must be maintained and preserved permanently and continuously to keep the madrasah's existence in the public's eyes.

As the person in charge of public relations, the madrasah principals must be able to establish good communication with the community so that they take an active and creative role in assisting the implementation of programs at the madrasah. Revitalizing the quality of the function of community participation is not only for recipients of educational services, but what is essential is that they have a responsibility to play a role in helping funds, thoughts, and energy in improving the quality of academic units (Heningtyas, 2014). Empowerment of community participation must be part of an essential agenda in the management of education units (Astawa, 2017).

### **Government Role**

The government as an education provider, as mandated in the 2003 National Education System Law, states that the government and local governments have the right to direct, guide, assist, and supervise the implementation of education and are obliged to provide services and facilities for providing quality education for every citizen without discrimination (UU RI, No. 20 of 2003). The government and local governments are obliged to ensure the availability of funds, educators and education staff, facilities, and infrastructure to provide education for every citizen, from early childhood education to higher education programs (college).

As the spearhead of the government, the madrasah principals must build good coordination with the government so that the government can be serious about helping funds and educational facilities increase the smooth running of educational programs and activities. It is expected that the revitalization of the quality of the function from government participation can make the madrasah principals be able to build continuous communication and coordination with the government so that it can provide funds, educators and education staff, facilities, and infrastructure for the implementation of education that runs efficiently. "The participation of the government and local governments is expected to be able to allocate as much as 20% of Regional Revenues and Expenditures Budget funds as mandated in the Regional Autonomy Law" (Waliadin, 2019).

## **The Role of the Education Customer**

Customers as users of educational services must be positioned as the crown in the education industry because the marketing of educational service products is aimed at customers (consumers). "Marketing educational service products is an activity of offering products for educational services to customers (consumers) in order to meet the wishes and expectations of customers (consumers) for the quality of educational services offered (Ma'sum, 2020). Product offerings for educational services must consider customer (consumer) needs for educational services so that the products offered are genuinely by customer expectations and desires (Elytasari, 2017). Good quality management of educational services is an effort to attract customer interest and trust in the quality of marketing products for educational services offered. (Bungin, 2018).

The madrasah principals as education marketing have the obligation and responsibility to market quality educational service products to customers (consumers). Revitalizing the quality function of customers (consumers) is not just to attract customer (consumer) interest and trust in the quality of educational services but also because customers (consumers) have high loyalty to educational service products in madrasah (Bungin, 2018). Customers (consumers), besides being users of educational services, are also promoters and benefactors to improving the quality of education services in madrasahs.

## **CONCLUSION**

Based on the study results, it can be concluded that the MTsN 6 West Aceh principle has not optimally implemented the revitalization of the leadership of the madrasah principals in improving the quality of the education unit. This can be seen clearly from the attitude and behavior of madrasah principals, who are still weak in revitalizing the synergy and harmony between teachers and employees in improving the quality of education units. Then, he is still unable to revitalize learning processes, devices, and media to ensure the quality of academic units. Furthermore, in revitalizing community participation, the government and customers (consumers) are still categorized as weak in helping to improve the smooth running of educational programs and activities in madrasah. The madrasah principals, who should be the top manager and leaders, must be able to improve the quality of functions that have been degraded functionally and visually so that they can function again according to the quality standards set by the government or exceed the expectations of customers and society.

The findings of this study can be recommended to the Head of the Regency/Municipal Ministry of Religious Affairs Office so that they can continuously guide and foster madrasah principals to revitalize things that have been degraded functionally and visually so that the quality of a function can return to the quality standards set by the government or exceed customers and community desires because the quality of education units can be improved if they can enhance the quality of the functions of things that have been degraded through revitalizing synergies and harmonies with teachers and employees, revitalizing learning processes, tools, and media and revitalizing the

participation of the community and government in improving the quality of education units.

## ACKNOWLEDGMENT

This work was compiled by 3 (three) authors from the State Islamic College (STAIN) Tengku Dirundeng Meulaboh by collaborating in contributing new opinions and ideas (Novelty), analyzing and establishing an action plan for research results related to revitalizing the leadership of madrasah principals in improving the quality of the education unit., The authors will be very grateful and appreciate all parties because it can add to the scientific treasures for writers, colleagues, and observers of the education industry.

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