

Strengthening Characteristics of Organizational Structures as An Effort To Improve Madrasah Employee Performance

Hartina¹, Ahmad Hariyadi², Tukiyo³, Rona Romadhianti⁴, Ismaeel Seena⁵

¹Sharia Banking Department, Sekolah Tinggi Agama Islam Yayasan Pendidikan Nasional Jenepono, South Sulawesi, Indonesia

²Indonesian Language and Literature Education Department, Universitas Muria Kudus, Kudus, Central Java, Indonesia

³Teacher Professional Education Department, Universitas Widya Dharma Klaten, Klaten, Central Java, Indonesia

⁴Indonesian Language Education Department, Universitas Muhammadiyah Lampung, Lampung, Indonesia

⁵Islamic Senior High Scholl Yala, Yala, Thailand

Email: thinafattah@gmail.com¹, ahmad.hariyadi@umk.ac.id², tukiyo@unwidha.ac.id³, ronaromadhianti@gmail.com⁴, i.seena@gmail.com⁵

DOI: <http://doi.org/10.33650/al-tanzim.v6i3.3769>

Received: March 2022

Accepted: June 2022

Published: July 2022

Abstract:

This paper aims to analyze the characteristics of the organizational structure and the efforts of the head of the madrasah to improve employee performance at the Amanatul Ummah Pacet International Standard Madrasah. This type of research has used descriptive qualitative. Data collection techniques using observation, interviews, and documentation. Data analysis was carried out through data collection, reduction, presentation, and conclusion drawing. The results showed that the characteristics of the organizational structure in the madrasah had an impact on increasing employee performance. The characteristics of the organizational structure using the line staff organizational structure are different from school institutions. The organizational structure in this madrasa impacts employee performance where the performance has a perfect communication pattern.

Keywords: *Organizational Structure, Employee Performance, Head of Madrasah, Communication*

Abstrak:

Paper ini bertujuan untuk menganalisis karakteristik struktur organisasi dan upaya kepala madrasah dalam meningkatkan kinerja pegawai di Madrasah Bertaraf Internasional Amanatul Ummah Pacet. Jenis penelitian telah menggunakan deskriptif kualitatif. Teknik pengumpulan datanya menggunakan observasi, wawancara, dan dokumentasi. Analisis datanya dilakukan melalui pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dari karakteristik struktur organisasi yang ada di madrasah berdampak pada peningkatan kinerja pegawai. Karakteristik struktur organisasi menggunakan struktur organisasi lini staf berbeda dengan lembaga sekolah. Adapun struktur organisasi di madrasah ini mempunyai dampak pada kinerja pegawai yang mana kinerja tersebut mempunyai pola komunikasi yang sangat baik.

Kata Kunci: *Struktur Organisasi, Kinerja Pegawai, Kepala Madrasah, Komunikasi*

INTRODUCTION

One crucial aspect that needs to be considered to improve the quality of management in education is the organization of educational institutions (Pavlidou & Efstathiades, 2021). The achievement of the goals of the people who are members of the organization and also of other parties related to efforts to achieve these goals; on a broad scale, this working relationship is increasingly important considering that in the era of globalization, no one can achieve goals without a working relationship (Magalhaes, 2020; Wallace et al., 2021).

Organizing is the process of compiling an organizational structure following the organization's goals, its resources, and the environment surrounding it (Aisyah et al., 2022; Nuraeni et al., 2022). Organizing is done to achieve the strategic goals of an organization that must begin with several stages, one of which is the process of designing the organization (Rofifah et al., 2021; Torres, 2022). The pattern of specific relationships in this process is called organizational structure. Organizational structure can be defined as formal mechanisms. The organizational structure defines how job tasks are formally divided, grouped, and coordinated. The success of organizational quality is determined by the organizational structure that is considered to be able to meet the needs and success of educational institutions (Danim, 2006; Schulman, 2020).

The organizational structure shows the framework and arrangement of the embodiment of a fixed pattern of relationships among functions, sections, or positions, as well as people indicating different positions, duties, authorities, and responsibilities within an organization (Andersson et al., 2019; Nekovee & Pinto, 2019). The organizational structure contains elements of work specialization, standardization, coordination, centralization or decentralization in decision making, and the size of the work unit (Ansori, 2020). This also applies to educational institutions under the auspices of the Amanatul Ummah Education Foundation, namely the International Standard Madrasah (MBI) Pacet Mojokerto.

The characteristics referred to in the International Standard Madrasah Amanatul Ummah Pacet are coordinators, deputy coordinators, administrative sub-sections, and functional groups. The deputy coordinator, as intended, is seven people who carry out tasks in teaching, curriculum, student affairs, Islamic boarding schools, *muadalah*, and infrastructure. The head leads the administration in charge of the implementing group of positions. The functional group of positions referred to consists of teachers and librarians.

The organizational structure used in the institution is the line and staff organizational structure. The delegation of authority in this organization takes place vertically from a superior leader to the leadership below him (Ben-Ner, 2013). To assist the smooth running of the organization, a leader receives assistance from the staff under him. The task of the staff here is to help provide thoughts, advice or suggestions, data, information, and services to the leadership as consideration for determining a decision or policy (Bai et al., 2017).

According to Armstrong (2022), performance is the result of the work function/ activities of a person or group in an organization which is influenced by various factors to achieve organizational goals within a certain period. Employee performance is a measure of the success of an agency or institution. To achieve an optimal agency or institution goal, it takes the ability of the leader to pay attention to the skills of the relationship between staff/employees, which of course leads to coaching and providing motivation to employees so that employees can also understand duties and responsibilities of each and fulfill the rules that have been set in the agency or institution (Hasibuan, 2022).

The previous research on strengthening teacher performance through principal leadership was quantitatively investigated by Adzkiya (2021), Astuti (2017), Dian et al. (2022), Karim et al. (2021), Nurjannah et al. (2021), Rofifah et al., (2021), Suprihatin et al., (2022) results in that leadership style has a significant effect both with charismatic, authentic or other leadership models. Meanwhile, qualitatively, madrasah principals improve teacher performance with exemplary models and an integrated commitment to madrasa rules (Azizah & Apdila, 2021; Gaol & Siburian, 2018; Nilda et al., 2020). As for the comparison with school institutions, the principal's leadership improves teacher performance by giving rewards, high work motivation, providing examples of discipline, and building active and innovative workgroups (Javed et al., 2020; Muazza, 2021).

From some of the differences and similarities of previous research, the authors would like to analyze the role of the head of the madrasah in improving the performance of teachers and employees by strengthening the characteristics of the organizational structure at the MBI Amanatul Ummah Institute Pacet Mojokerto, Indonesia.

RESEARCH METHODS

Referring to the formulation of the problem in this study, the author uses a qualitative descriptive type. The use of this research design aims to describe the behavior of people, field events, and specific activities in detail and depth. As for what is meant by descriptive research is a study to describe a variable relating to the problem under study without questioning the relationship between variables (Creswell & Creswell, 2018).

The place of this research is the Amanatul Ummah Pacet International Standard Madrasah. This location is in Kembang Belor Village, Kec. Pacet Kab. Mojokerto is close to the center of the district. Pacet is + 7 km away, with the capital of Mojokerto Regency + 40 km and the capital of East Java Province + 70 km. This study's participants were several teachers, institutional coordinators, school principals, education and curriculum coordinating staff, and students' parents. The time used by researchers for this research was from September 2, 2021, until December 2, 2022.

Collecting data using interviews with informants who are informally structured by bringing questions. Observation of participants and documentation of data in the field. Meanwhile, the data analysis followed the

(Miles & Huberman, 1994) model: raw data collection, display data, and conclusions written in descriptive form.

RESULTS AND DISCUSSION

Characteristics of Organizational Structure in Madrasah

After the data is known, the author presents the facts of the research findings above; then, as a follow-up to this research, the author will analyze the data collected on the Characteristics of the Organizational Structure of the Amanatul Ummah Pacet International Standard Madrasah. Based on the theory, the organizational structure is a unified organizational framework set for managerial processes, systems, and behavioral patterns that arise and occur in organizational and management practices (Siagian, 1982). The organizational structure can have a significant influence on its members. The influence of organizational structure on employee satisfaction and performance leads to an obvious conclusion (Lee & Yang, 2011).

By the theoretical study, according to Miner (2002), line and staff organizations are a combination of line organizations with staff departments to provide advice and input for line departments. Decision-making affecting the organization's primary operations is the authority of line departments, whereas staff departments are only at the level of specialized technical support.

Creating a structured organization at MBI Amanatul Ummah Pacet uses a line and staff organizational structure, a combination of collaboration between the coordinator and MBI Amanatul Ummah Pacet staff/employees to provide advice and input for the coordinator to achieve the goals that have been determined together. The coordinator carries out decision-making while the staff/employees are only at the level of providing input and support. The MBI Amanatul Ummah Coordinator is a leader who interacts directly and coordinates with the deputy coordinator, employees, teachers, and students. Such as the interview with Puji Laksono in the field of teacher career development.

"We as staff as well as teachers at MBI Amanatul Ummah follow all the provisions that have been agreed upon together in the big annual meeting. The commitment of the teacher and all school members is to apply the rules according to the standard SOP of Madrasah management. I am professional even though in the institution, sometimes my status as a teacher will be reprimanded by the homeroom teacher if my performance is not optimal. The curriculum team and homeroom teacher coordinate every week in weekly meetings."

The form of coordination of the MBI Amanatul Ummah Pacet coordinator is by conditioning the students before doing the morning apple, checking and making sure the teachers in each class, conducting daily briefings with all deputy coordinators whether there are obstacles or not, holding meetings every Wednesday at nine o'clock in the evening, which all employees attended without exception to solve the problems that existed in the previous week and deliberation as a form of evaluation for the development for the progress of MBI Amanatul Ummah Pacet Mojokerto.

In the characteristics of the organizational structure at the Amanatul Ummah International Standard Madrasah Pacet, the organizational structure is said to be good because the Amanatul Ummah International Standard Madrasah has fulfilled and has characteristics that follow (Tabroni et al., 2022) theory, namely discipline in organizational structure, discipline in maintaining service stability, cooperation in terms of problem-solving, exemplary leadership as an example of value application.

The organizational structure at MBI Amantul Ummah Pacet has a characteristic where the organization is different from other school institutions. This can be seen through a variety of schemes and descriptions of different structures that will always fulfill the strategic elements and characteristics of each institution by the expectations and desires of the government, as stated in the Minister of Education and Culture Regulation Number 6 of 2019 concerning Organizational Guidelines and Work Procedures for Education Units. Elementary and Secondary Chapter 3 Article 13 The organizational structure of SMA consists of the head, deputy head, administrative sub-section, and functional position groups. The deputy head, as intended, is a maximum of 4 people who carry out tasks in the fields of academics, student affairs, public relations, infrastructure, and administration of educational units. The head leads the administration in charge of the implementing group of positions. The functional group of positions referred to consists of teachers and librarians.

The difference between MBI Amanatul Ummah and other madrasahs is that there are deputy coordinators for Islamic boarding schools and deputy coordinators for *muadalah* who are included in the organizational structure under the auspices of school institutions. The organizational structure at the International Standard Madrasah Amanatul Ummah Pacet consists of a coordinator, deputy coordinator, administrative sub-section, and functional groups. The deputy coordinator, as intended, is six people who carry out tasks in teaching, curriculum, student affairs, Islamic boarding schools, *muadalah*, and infrastructure.

Meanwhile, in other high school level schools, a public relations section is included in the realm of the deputy principal because the task of PR is to regulate school relations with parents, the community, school committees, government agencies, and others. If at MBI Amantul Ummah Pacet, everything has been resolved by the administration. Because students who register at MBI Amantul Ummah are students from all over Indonesia, of course from 34 provinces, all of that can be handled with existing systems. Like an interview with Abdul Halim, namely; "We coordinate with the surrounding environment, the guardians of the students, and the caregivers of the pesantren so that every activity and learning process can be maximized. Each coordinator reports monthly, weekly and annual activities as a leadership evaluation to evaluate activities for the next school year."

The characteristics of the organizational structure have a very significant role in forming a conducive work climate. Therefore MBI Pacet Mojokerto makes a reference as well as an instruction in emphasizing the value of discipline and values that are building morale, such as discipline in complying

with applicable regulations, which is then personally internalized together so that commitment is built in upholding the agreed values. Discipline at MBI Pacet Mojokerto is very well guarded, not only between fellow employees and elements of the existing madrasa administration. Even students are very stressed on the value of discipline, especially in terms of their obligations as students so that they can follow the rules that apply in the madrasa, such as arriving on time, maintaining cleanliness, and being disciplined in respecting teachers, and others. The school always urges at a particular moment to convey a positive message to students, shaping students' morale towards a better direction. The discipline applied in the organizational structure starts by constantly monitoring every day, from checking each division, teacher, class examination, and conditioning students. Coordinators do not necessarily give authority without having to intervene themselves.

Cooperation at MBI Amanatul Ummah Pacet has an excellent action in achieving work efficiency and effectiveness. Why is that because the meaning of collaboration is how to make all existing elements able to contribute to an existing problem so that the workload becomes lighter? Therefore, MBI Amanatul Ummah Pacet building a culture of interpersonal cooperation is not an easy matter to do because it tends to be influenced by the relative emotional and psychological elements of the individual and wherein building a framework of cooperation, a good and harmonious relationship must first be established, and able to unify an agreement. MBI Amanatul Ummah holds regular deliberations and meetings on Wednesdays at 21.00 and will be attended by all employees, without exception. The aim is to solve existing problems and develop the Amanatul Ummah MBI to be more advanced.

After the data is known, the author presents the facts of the research findings above; then, as a follow-up to this research, the author will analyze the data collected on Efforts to Improve Employee Performance at Pacet International Standard Madrasahs. Another thing to note is that the organizational structure shows the framework and arrangement of the embodiment of a fixed pattern of relationships between functions, sections, or positions, as well as people who show different positions, duties, authorities, and responsibilities (Ikramullah & Sirojuddin, 2020; Nurulloh et al., 2020). in an organization to improve and correct weaknesses, as well as improve the performance of employees who are professional according to their field of work and have a disciplined, efficient, creative, productive, and responsible work ethic (Ulfiah et al., 2022). Meanwhile, in terms of leadership, in this case, the Director of the Educational Institution or the Principal, called the coordinator, has a policy for improving employee performance through the characteristics of the organizational structure they agreed upon (Barirohmah & Subiyantoro, 2021).

Efforts to Improve Employee Performance at International Standard Madrasah Amanatul Ummah Pacet Mojokerto Based on the theory of employee performance with the development and progress of an organization, it is undeniable that the quality factor of performance management influences a driven force capable of accelerating the achievement of organizational goals

(Cardy & Leonard, 2014). Performance management is a goal-oriented process to ensure that organizational processes are in place to maximize the productivity of employees, teams, and ultimately the organization. The general objective of performance management itself is to create a culture of individuals and groups taking responsibility for efforts to continuously improve work processes and capabilities (Xavier, 2014).

In addition, the employee's obedience to laws and regulations and official services has not been as expected. This can be seen by finding some employees who are not punctual in completing office work due to employees who leave the office during working hours only for personal purposes. This is contrary to article 6, paragraph 2 of the Regulation of the Minister of Education and Culture, which states, among other things, that "employees' working hours are from 07.30 to 16.00, while the break time is from 12.00 to 13.00".

On the other hand, responding to this condition, MBI Amanatul Ummah Pacet continues to strive to improve its sub-optimal performance by holding regular meetings once a week as a form of weekly evaluation, which is attended by all staff/employees of MBI Amanatul Ummah Pacet. Presumably, the problems and efforts made by MBI Amanatul Ummah Pacet in overcoming them are exciting things for further analysis. Moreover, it is related to the problem of employee performance and has a vital role in running the wheels of educational institutions.

Another thing to note is that the organizational structure shows the framework and arrangement of the embodiment of a fixed pattern of relationships between functions, sections, or positions, as well as people who show different positions, duties, authorities, and responsibilities. In an organization to improve and correct weaknesses, as well as improve the performance of employees who are professional according to their field of work and have a disciplined, efficient, creative, productive, and responsible work ethic (Dickson, 1991).

Meanwhile, in terms of leadership, in this case, the Director of the Educational Institution or the Principal, called the coordinator, has a policy for improving employee performance through the characteristics of the organizational structure they agreed upon. The organizational structure at MBI Amanatul Ummah Pacet is very influential on employee performance because, in this case, the organizational structure is a mapping of tasks and responsibilities in which the coordinator, deputy coordinator, and employees at MBI Amanatul Ummah Pacet always collaborate and will always work together. Need each other for the progress of MBI Amanatul Ummah Pacet. Due to the organizational structure, employees are fully responsible for the tasks assigned.

To improve employee performance at MBI Amanatul Ummah Pacet has fulfilled and has characteristics according to (Siagian 1982) theory, namely the following; 1) Establishing a cooperative relationship with employees; 2) Strive to Improve the Quality of Employee Knowledge; 3) Giving a Good Example; 4) Trying to Procure and Complete the Facilities; 5) Appropriate Placement (Assignment); 6) Respect the Rules.

If an excellent cooperative relationship is established between the coordinator and the employees, the goals of the madrasa can be achieved easily. Based on the results of the interviews, the authors obtain an overview of establishing cooperative relationships with employees, MBI coordinator Amanatul Ummah Pacet considers employees as work partners and even friends. Having a principle other than a sense of kinship, there is also no term superiors and subordinates; there are comrades in arms in the context of educating the nation's children. The coordinator sometimes gives advice through joking so that employees do not feel offended, and if there are problems, they vent and talk in the meeting rooms and give each other input.

The coordinator appreciates the employees who provide input for the development of the madrasa. The cooperative relationship between the coordinator and the employees is very harmonious. Informally he joined us and conveyed something in the form of suggestions, sometimes through joking so that we would not feel offended, and if there were problems, we vented and chatted in our room with the employees and gave each other input; he was happy to be given input he even gave his appreciation to the employees who provided input for the development of the madrasa.

In an organization, leadership is the ability to influence the behavior of others to achieve goals in certain situations (Korotaeva & Chugaeva, 2019). Leadership in the management concept can also be understood as a concept in the organizational process, which has a strategic position and is a social interaction always there for group life (Ferine et al., 2021).

Madrasa heads are also required to create an Islamic atmosphere in their madrasas by mastering several competencies such as madrasa principals as educators, managers, entrepreneurs, and supervisors, creating a work climate, and counseling guidance services (Mulyasa, 2003; Purwoko, 2018). The creation of a religious culture means creating a religious atmosphere. In an atmosphere of impact, it provides the development of life imbued with Islamic teachings and religious values in daily life as well as skills in the madrasa community (Siregar et al., 2021). The success of these goals cannot be separated from the head of the madrasa, who has the authority to organize, direct, and harmonize the available educational resources. The leadership of the madrasah principal is one of the driving factors for realizing the vision, mission, goals, and facilities through planned madrasa programs.

The success of the learning process and results achieved by students is one indicator of an improvement in the learning process and an increase in the quality of knowledge for employees, namely teachers (Ma'arif et al., 2022). A teacher is a spearhead in the teaching and learning process. To produce students who excel, of course, starts with a teacher giving them knowledge. There are still very few teachers who are enthusiastic about adding their knowledge. MBI Coordinator Amanatul Ummah Pacet Mojokerto enhances the quality of teachers' knowledge by doing several ways, including Sending and holding training (workshops), seminars, book reviews, and others. The training was held in madrasas as well as outside madrasas. Apart from that, holding discussions between employees, namely the teacher council.

In improving the professionalism and capability of educators, the methods adopted by MBI-AU Amanatul Ummah Mojokerto are; 1) strict selection of educator inputs, for example, affiliated with Aswaja Ke-Nuan, interviews about scientific abilities possessed, having good character, preferably graduates of Islamic boarding schools; 2) appropriate rewards and rewards, which the honorarium received by decent teachers empowers; 3) response, informal or formal interaction, namely the interaction of education and training, seminars, workshops, lectures, consultations, and comparative studies. Teachers also form MGMP (subject teacher deliberation) (Ma`arif & Rusydi, 2020); 4). Self-development is the way teachers are given easy access to continue higher education; 5) system support; 6) discipline in carrying out the task.

Setting a good example is very important. A coordinator who is a leader in an Islamic educational institution must, of course, be able to set a good example for employees as his subordinates. Both in discipline, perseverance in carrying out duties, and matters directly related to the teaching profession. A person's example is seen from what he does and does not says. The MBI coordinator gives the example of Amanatul Ummah Pacet Mojokerto is that he is disciplined in his work and diligent in carrying out his duties in an orderly and orderly manner. As a teacher, the coordinator also sets an example for staff on how to teach in the classroom. Make teaching preparations before teaching and always check each student's work, which is evidenced by the success achieved by MBI Amantul Ummah Pacet as a reflection of leadership that is a good role model.

According to Heiskanen et al. (2018), the increase in teacher performance is influenced by the professionalism of the principal. In organizational theory, a good leader is always a role model for his subordinates, and the nature of subordinates is to imitate the leader. Thus, a principal who is professional and has integrity will be an inspiration for teachers and educational staff in carrying out their duties. His speaking ability can cool the environment, arouse students' enthusiasm for learning, and encourage the birth of a vision and mission.

The principal is vital to the school's progress because of his ability. A good principal can be seen from how rich he is in formulating rules wisely. Everything is made based on educational needs, goals, and expectations. Embracing teachers and teaching management to staff is the first step in building a quality school system. Innovative principals know that the system is the fairest controller for all school members (Syukkur & Fauzan, 2021).

Educational facilities are equipment and supplies that directly support the educational process, especially the learning process, such as buildings, classrooms, tables, chairs, and teaching media tools. At the same time, infrastructure is a facility that indirectly supports the course of the education or teaching process, such as courtyards, cabins, and madrasa gardens. However, if it is used directly for teaching and learning processes, such as a madrasa park for teaching biology, the component is a means of education.

Facilities and infrastructure are critical in education, so the coordinator must try to organize and complete it by collaborating with existing employees

to characterize the organizational structure. The existing facilities and infrastructure at MBI are complete with supporting the success of the learning and teaching process and completing the needs of their subordinates, including computers, practical tools, books, and books in the library following the applicable curriculum. Moreover, the chief coordinator is trying to procure and complete the facilities and infrastructure still lacking in the MBI Pacet Mojokerto educational institution, which will be discussed together.

The placement of the correct assignment is critical in realizing the characteristics of the organizational structure. This seeks to improve employee performance; MBI coordinator Amanatul Ummah Pacet Mojokerto, the leading actor in the organizational structure, has a significant way of assigning employee duties. The coordinator on proper assignment must assign and assign tasks to employees according to their abilities and educational qualifications. Giving the right task will significantly affect the performance of employees.

Employees and students must obey the rules of the madrasa, and the coordinator must also respect the rules of the madrasa. Educational institutions under the auspices of the Ministry of Religion adhere to 5 values of the work culture of the Ministry of Religion, namely Integrity, Professionalism, Innovation, Responsibility, and Exemplary. The character of the organizational structure, which is an effort to improve employee performance, in this case, the coordinator, really applies madrasa regulations, especially the five work cultures of the Ministry of Religion. Apart from that, employees in the madrasa environment are not allowed to smoke.

CONCLUSION

The differences in the Amanatul Ummah Pacet MBI are that there are deputy coordinators of Islamic boarding schools and deputy coordinators who are included in the organizational structure under the auspices of school institutions. The organizational structure at the International Standard Madrasah Amanatul Ummah Pacet is the organizational structure consisting of a coordinator, deputy coordinator, administrative sub-section, and functional groups. The deputy coordinator, as intended, is six people who carry out tasks in teaching, curriculum, student affairs, Islamic boarding schools, *muadalah*, and infrastructure. Meanwhile, in other high school level schools, a public relations section is included in the realm of the deputy principal. Because the task of PR is to regulate school relations with parents, the community, school committees, government agencies, and others. MBI Amanatul Ummah Pacet has all been resolved by the Administration.

Efforts to Improve Employee Performance in International Standard Madrasah Amanatul Ummah Pacet have been achieved seen from the six indicators of research results that are by the theory including, establishing cooperative relationships with employees, trying to improve the quality of employee knowledge, providing good examples, trying to establish and equip facilities, proper placement (assignment) and respect the rules.

AKCNOWLEGMENT

Acknowledgments to the Indonesian Islamic Education Association (P3II) research team and the MBI Amanatul Ummah Research Center for assisting in completing this research.

REFERENCES

- Adzkiya, A. (2021). Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah, Iklim Sekolah dan Komitmen Profesional Guru terhadap Kinerja Guru (Studi Kasus di MTs Ma'arif NU Kabupaten Banyumas). *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 22(4), 492-500. <https://doi.org/10.32424/jeba.v22i4.1772>
- Aisyah, S., Ilmi, M. U., Rosyid, M. A. (2022). Kiai Leadership Concept in The Scope of Pesantren Organizational Culture. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 40-59. <https://doi.org/10.31538/tijie.v3i1.106>
- Andersson, T., Cäker, M., Tengblad, S. (2019). Building Traits for Organizational Resilience Through Balancing Organizational Structures. *Scandinavian Journal of Management*, 35(1), 36-45. <https://doi.org/10.1016/j.scaman.2019.01.001>
- Ansori, M. (2020). Pengembangan Kurikulum Madrasah di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(1), 41-50. <https://doi.org/10.31538/munaddhomah.v1i1.32>
- Armstrong, M. (2022). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Performance Leadership*. Canada: Kogan Page Publishers.
- Astuti, A. D. (2017). Pengaruh Motivasi dan Disiplin Kerja terhadap Kinerja Guru SD di Kabupaten Cilacap. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(2), 150-160. <https://doi.org/10.21831/amp.v5i2.13931>
- Azizah, M., & Apdila, M. N. (2021). Peran Kepala Madrasah sebagai Supervisor dalam Peningkatan Kinerja Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(1), 73-84.
- Bai, W., Feng, Y., Yue, Y., & Feng, L. (2017). Organizational Structure, Cross-Functional Integration and Performance of New Product Development Team. *Procedia Engineering*, 174, 621-629. <https://doi.org/10.1016/j.proeng.2017.01.198>
- Barirohmah, B., & Subiyantoro, S. (2021). ISO 9001:2008 Quality Management System in Education. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 353-361. <https://doi.org/10.31538/nzh.v4i2.1485>
- Ben-Ner, A. (2013). Preferences and Organization Structure: Toward Behavioral Economics Micro-Foundations of Organizational Analysis. *The Journal of Socio-Economics*, 46, 87-96. <https://doi.org/10.1016/j.socec.2013.08.003>
- Cardy, R., & Leonard, B. (2014). *Performance Management: Concepts, Skills and Exercises*. London: Routledge.

- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: SAGE Publications.
- Danim, S. (2006). *Visi Baru Manajemen Sekolah: Dari unit birokrasi ke lembaga akademik*. Jakarta: Bumi Aksara.
- Dian, D., Trisna, M. Y., & Huda, N. N. (2022). The Effect of School Principles Motivation in Efforts to Improve Teacher Performance at Integrated Islamic Elementary School. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 27–40. <https://doi.org/10.33650/al-tanzim.v6i1.3221>
- Dickson, G. L. (1991). Developmental Theory and Organizational Structure. *Naspa Journal*, 28(3), 202–215.
- Ferine, K. F., Aditia, R., Rahmadana, M. F., & Indri. (2021). An Empirical Study of Leadership, Organizational Culture, Conflict, and Work Ethic in Determining Work Performance in Indonesia's Education Authority. *Heliyon*, 7(7), e07698. <https://doi.org/10.1016/j.heliyon.2021.e07698>
- Gaol, N. T. L., & Siburian, P. (2018). Peran Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Kelola: Jurnal Manajemen Pendidikan*, 5(1), 66–73. <https://doi.org/10.24246/j.jk.2018.v5.i1.p66-73>
- Hasibuan, S. (2022). The Effect of Organizational Culture, Principal Leadership and Motivation on Teacher Performance in Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 41–53. <https://doi.org/10.33650/al-tanzim.v6i1.3228>
- Heiskanen, N., Alasuutari, M., & Vehkakoski, T. (2018). Positioning Children With Special Educational Needs in Early Childhood Education and Care Documents. *British Journal of Sociology of Education*, 39(6), 827–843. <https://doi.org/10.1080/01425692.2018.1426443>
- Ikramullah, I., & Sirojuddin, A. (2020). Optimalisasi Manajemen Sekolah dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 131–139. <https://doi.org/10.31538/munaddhomah.v1i2.36>
- Javed, S., Malik, A., & Alharbi, M. M. H. (2020). The Relevance of Leadership Styles and Islamic Work Ethics in Managerial Effectiveness. *PSU Research Review*, 4(3), 189–207. <https://doi.org/10.1108/PRR-03-2019-0007>
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497–512. <https://doi.org/10.31538/ndh.v6i3.1686>
- Korotaeva, E., & Chugaeva, I. (2019). Socio-Moral Development of Preschool Children: Aspects of Theory and Practice. *Behavioral Sciences*, 9(12), 129. <https://doi.org/10.3390/bs9120129>
- Lee, C.-L., & Yang, H.-J. (2011). Organization Structure, Competition and Performance Measurement Systems And Their Joint Effects on Performance. *Management Accounting Research*, 22(2), 84–104. <https://doi.org/10.1016/j.mar.2010.10.003>

- Ma'arif, M. A., & Rusydi, I. (2020). Implementasi Pendidikan Holistik di Pondok Pesantren Amanatul Ummah Mojokerto. *Edukasi: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 18(1), 100–117. <https://doi.org/10.32729/edukasi.v18i1.598>
- Ma'arif, M. A., Zuana, M. M. M., & Sirojuddin, A. (2022). Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools). In *Supporting Modern Teaching in Islamic Schools*. London: Routledge.
- Magalhaes, R. (2020). The Resurgence of Organization Design and Its Significance for Management Education. *She Ji: The Journal of Design, Economics, and Innovation*, 6(4), 482–504. <https://doi.org/10.1016/j.sheji.2020.09.002>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. California: SAGE.
- Miner, J. B. (2002). *Organizational Behavior: Foundations, Theories, and Analyses*. England: Oxford University Press.
- Muazza, M. (2021). In Search of Quality Human Resources in Education: Professional Competency, Compensation, Working Climate, and Motivation toward Vocational Teachers' Performance. *Indonesian Research Journal in Education (IRJE)*, 5(1), 175–191.
- Mulyasa, E. (2003). *Menjadi Kepala Sekolah Profesional: Dalam Konteks Menyukseskan MBS dan KBK*. Bandung: Remaja Rosdakarya.
- Nekovee, M., & Pinto, J. (2019). Modeling The Impact of Organization Structure and Whistle-Blowers on Intra-Organizational Corruption Contagion. *Physica A: Statistical Mechanics and Its Applications*, 522, 339–349. <https://doi.org/10.1016/j.physa.2019.01.140>
- Nilda, N., Hifza, H., & Ubabuddin, U. (2020). Peran Kepala Sekolah sebagai Supervisor dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 12–18.
- Nuraeni, R., Manggala, T. S., Mutmainah, N. A., & Wulandari, R. T. (2022). The Influence of Madrasah Organizational Characteristics on the Principal Decision-Making. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(2), 327–337. <https://doi.org/10.33650/al-tanzim.v6i2.3244>
- Nurjannah, E., Kuswarno, E., Mudrikah, A., & Kosasih, U. (2021). Teacher Performance Management in Improving Islamic Religious Education (IRE) Lesson Learning. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(2), 400–412. <https://doi.org/10.31538/ndh.v6i2.1312>
- Nurulloh, A., Aprilianto, A., Sirojuddin, A., & Maarif, M. A. (2020). The Role of the Head of Madrasah's Policy in Improving Teacher Professionalism. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 5(3), 334–346. <https://doi.org/10.31538/ndh.v5i3.963>
- Purwoko, S. (2018). Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, dan Budaya Sekolah terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 150–162. <https://doi.org/10.21831/amp.v6i2.8467>

- Rofifah, S., Sirojuddin, A., Ma`arif, M. A., & Zuana, M. M. M. (2021). The Influence of Organizational Culture and Work Motivation on Teacher Performance at the International Standard School, Amanatul Ummah Mojokerto. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(1), 27–40. <https://doi.org/10.31538/ndh.v6i1.899>
- Schulman, P. R. (2020). Organizational Structure and Safety Culture: Conceptual and Practical Challenges. *Safety Science*, 126, 104669. <https://doi.org/10.1016/j.ssci.2020.104669>
- Siagian, S. P. (1982). *Organisasi, Kepemimpinan dan Perilaku Administrasi*. Surabaya: Gunung Agung.
- Siregar, M. Y., Siahaan, A., & Rafida, T. (2021). The Head of Madrasah's Strategy in Developing A Culture of Love Reading The Quran. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(2), 483–496. <https://doi.org/10.31538/ndh.v6i2.1675>
- Suprihatin, S., Rachmawati, D. W., Sasongko, R. N., Ma`arif, M. A., & Kader, M. A. K. (2022). The Effect of Work Motivation and Discipline on The Performance of The Leading Teachers of Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(3), 693–704. <https://doi.org/10.33650/al-tanzim.v6i3.3619>
- Syukkur, A., & Fauzan, F. (2021). Improving The Quality of Education Through The Principal's Strategy to Develop Teacher Competence. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 563–574.
- Tabroni, I., Munajat, N., Uwes, S., & Rostandi, U. D. (2022). Parenting Patterns in Educating Children's Prayer Discipline During the Coronavirus Disease (Covid-19). *Edukasi Islami: Jurnal Pendidikan Islam*, 11(01), 177–194. <https://doi.org/10.30868/ei.v11i01.2140>
- Thomaidou Pavlidou, C., & Efstathiades, A. (2021). The Effects of Internal Marketing Strategies on The Organizational Culture of Secondary Public Schools. *Evaluation and Program Planning*, 84, 101894. <https://doi.org/10.1016/j.evalprogplan.2020.101894>
- Torres, L. L. (2022). School Organizational Culture and Leadership: Theoretical Trends and New Analytical Proposals. *Education Sciences*, 12(4), 254. <https://doi.org/10.3390/educsci12040254>
- Ulfiah, U., Nurannisa, A., & Firdausi, F. (2022). Stress and Its Impact on Principal Performance: An Overview of Education Management. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(1), 295–304. <https://doi.org/10.33650/al-tanzim.v6i1.3364>
- Wallace, D. M., Torres, E. M., & Zaccaro, S. J. (2021). Just What Do We Think We Are Doing? Learning Outcomes of Leader and Leadership Development. *The Leadership Quarterly*, 32(5), 101494. <https://doi.org/10.1016/j.leaqua.2020.101494>
- Xavier, J. A. (2014). A Diagnostic Approach to Performance Management: The Case of the Performance Management and Delivery Unit of Malaysia. *International Journal of Public Administration*, 37(13), 970–979. <https://doi.org/10.1080/01900692.2014.944991>