

Nurturing Teacher Leadership: A Principal Strategy to Develop Teacher Leader in Madrasah

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Abstract:

This research paper aims to interpret the experience of Islamic school (Madrasah) principals in nurturing leadership skills of Islamic Teaching (PAI) teachers to lead outside the classroom in three State Madrasah of Central Java, Indonesia. It was qualitative research with a Phenomenology approach, using in-depth interviews, observation, and documentation. Data was analyzed using the Miles and Huberman Model of analysis by applying three steps: data reduction, data display, and verification. The result shows that the principals of three Madrasah in Central Java have nurtured PAI teachers leaders by distributing the leadership roles, modeling persistently to lead the various programs, applying a democratic style of leadership, building teachers' intrinsic and extrinsic motivation to work, applying learning organization by facilitating teamwork, training and development program. Thus, PAI teacher leaders can be developed well in Madrasah, Central Java. This can lead to improving the Human resources teacher quality at Madrasah so that it can face the challenges in this 21st-century era.

Keywords: *Principal, Distributive Leadership, Teacher leadership, Learning Organization*

Abstrak:

Artikel ini bertujuan untuk menginterpretasikan pengalaman kepala sekolah dalam mengembangkan skills kepemimpinan guru PAI untuk memimpin diluar ruang kelas. Penelitian ini merupakan penelitian kualitatif dengan pendekatan fenomenology. Data data dalam penelitian ini dikumpulkan melalui wawancara mendalam, observasi dan dokumentasi. Analisis data dilakukan dengan menggunakan model Miles and Huberman melalui tiga langkah yaitu reduksi data, penyajian data dan verifikasi. Hasil penelitian menunjukkan bahwa para kepala Madrasah di Jawa Tengah mengembangkan guru PAI untuk menjadi teacher leader dengan mendistribusikan peran kepemimpinannya, meneladankan bagaimana memimpin berbagai program, khususnya keagamaan, menerapkan gaya kepemimpinan yang demokratis, membangun motivasi intrinsik dan ekstrinsik dalam bekerja, mengaplikasikan learning organisation dengan memfasilitasi timwork, dan program pelatihan dan pengembangan. Dengan demikian teacher leader PAI dapat dipupuk dengan baik di Madrasah, Jawa Tengah, sehingga

qualitas SDM guru di Madrasah meningkat, sehingga sekolah dapat menghadapi berbagai tantangan di era abad 21 ini.

Kata Kunci: *Kepala Sekolah, Distributive Leadership, Teacher Leadership, Learning Organization*

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INTRODUCTION

School principals in the 21st century are challenged with various educational problems. Some challenges must be faced related to the changes in National Education policies, such as curriculum changes and demands for the ability to motivate teachers to be more competent as teachers are not yet fully able to meet various changes in National Education policies, as well as the needs and developments in this era (Leonard, 2016). School principals also face challenges from external sources in the form of the extraordinary rapid development of ICT and the massive use of ICT in various sectors, including the education sector. Adequate infrastructure management is needed to accommodate changes in ICT-based educational media (Supartilah & Pardimin, 2021).

Then, the urgent need to encourage teachers in the 21st century to be masters of Information and Communication Technology (ICT) for learning purposes (Riyana, 2010), as well as always be dynamic in following technological developments and preparing students to compete in the 21st century (Meilia & Murdiana, 2019). To meet all the demands of the 21st century, more is needed for the principal to lead the school alone, in the sense of being the sole owner of authority (Fitrah, 2022). It takes the will and ability to train junior partners to lead schools by supporting teachers to step into leadership roles to become teacher leaders. The traditional understanding has been that the principal is the sole leader of the school. However, in line with the demands of the times, more participation from teachers is needed in leadership at the school to assist the principal in leading the school with its various challenges in this global era. This is why studying school principals' strategies for developing teacher leadership skills in and outside the classroom needs to be conducted.

"Teacher leaders are the classroom teachers who lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice" (Katzenmeyer & Moller, 2009). So a teacher leader is a teacher who not only leads his/her students inside and outside of the classroom but also leads his / her colleagues, contributes to learning communities of teachers and leaders, inspires colleagues to improve educational practices (in the sense of convincing colleagues to use new approaches to teaching and become more skillful).

Thus, PAI teacher leaders are Islamic teaching (PAI) teachers who become teacher leaders. For PAI teachers to become teacher leaders, support is needed from the school environment, one of which is from the principal, to facilitate the growth and development of teacher leadership potential and skills to become teacher leaders. If the school principal is authoritarian, does not respect teachers' opinions, and does not distribute leadership roles properly to the teachers, then teacher leaders cannot be developed (Sandy & Khalip, 2018). Thus, Madrasah

principals need to be democratic and distribute leadership to support teachers to become leaders.

There is some research literature on school leadership where the principal is still the center of leading the school and is perceived as the sole leader according to the traditional understanding. Almost the majority of leadership research in the school context in Indonesia refers only to school principals as leaders; even if there is research on teacher leadership, the focus of discussion is only related to the traditional role of teachers to lead their students in the classroom, not yet leading their colleagues to improve their teaching practice. There have also been several literatures on teacher leadership from various countries, such as

Europe and now expanding to the Middle East and Asia countries discussing teacher leaders and how school principals' leadership can support their development, such as: "How Do You Know Whether You are a Teacher Leader?" (Kajitani, 2015). "Carolyn Cort Jennifer L. Snow, Sarah Anderson, and Sherry Dismuke and A. J. Zenker, Definitions, Structures, and Cultures That Promote Teacher Leadership (Sheppard et al., 2020). However, we rarely find literature research that discusses teacher leaders in Islamic teaching (PAI) and the roles of school principals in supporting the growth and development of these teacher leaders in Central Java, Indonesia. The research will likely add to the existing literature on how school principals can develop teacher leadership in the context of Madrasah in Indonesia. This article aims to fill the existing literature gap to explore and interpret the experiences of Madrasah principals' experience in supporting PAI teachers to become teacher leaders.

RESEARCH METHODS

This research is qualitative research with a phenomenological approach to explore meaning based on the informants' views, perceptions, understanding, and meaning regarding the existing reality (Moleong, 2017). "Treating subjectivity as a research topic (Denzin & Lincoln, 2011). For this reason, in-depth interviews were conducted with Three Madrasah principals who are secondary Islamic Schools from three Madrasahs in Central Java: Two State Senior High Schools (MAN 2 Kudus and MAN 2 Semarang), and State Junior High School (MTsN 1 Pati).

Thus, the informants of this research were three Madrasah principals selected as they have supported the growth and development of PAI teacher leadership skills and have sufficient strategies to cultivate PAI teachers' leadership at Madrasah. Then, they also involve some Islamic teaching (PAI) teachers to participate in their leadership roles at school actively. Interviews were also conducted with the selected PAI teachers. PAI teachers are selected based on two considerations. The first is PAI teachers, who are regarded by school principals and their colleagues as PAI teacher leaders. Second, apart from being seen by their principals and fellow teachers as PAI teacher leaders, he also has good readiness to become a PAI teacher leader based on the initial interview before deciding to conduct in-depth interviews. Thus, the informants in this research were three selected Madrasah principals and three PAI teacher leaders. Participant observation and documentation methods were also applied to data collection (Nugroho, 2022). Thus, observation and documentation were applied to

strengthen data resulting from interviews with Madrasa principals and teacher leaders. All data, was then Analyzed by using the Miles and Huberman Model consisted by three steps: data reduction, data display, and verification.

RESULTS AND DISCUSSIONS

Distributing the Leadership Roles

School principals provide PAI teachers with the opportunity to participate in their leadership at school by providing authority in managing various religious programs for both students and teachers, as well as being involved in school committees (Aninda et al., 2018; Supartilah & Pardimin, 2021). This is as stated by the principal of MAN 2 Kudus that the steps he took to develop PAI teachers to become leaders were: "First, the vision and mission are aligned. Second, they are given assignments. Tasks are distributed evenly. He measures them by assigning tasks, monitors them, and controls them for a month or two months.

Shofi provides the broadest possible opportunity for PAI teachers to participate in the school leadership, either formally entering the leadership structure under the principal by becoming vice Principal for Public Relations, vice Principal for Curriculum, or Student Affairs, as well as coordinators of various teacher development programs, and committees (Interview with SFI, KEP.SEK. dari DWM, TL.09, 2023). This means that the head of MAN 2 Kudus is aware of sharing leadership authority with teachers, especially PAI teachers leaders.

The head of Madrasah Tsanawiyah Negeri Pati, Ali Musyafak, also conducts the same thing. Who has stated that, In Madrasah, I hand over all the programs to the Team, then make PAI teachers play a role in all Madrasah programs and activities. For example, if the National Assessment program is only occupied by natural and social science teachers or another subject teacher, then at the Madrasah, we include PAI teachers join the committee of this program; the aim is that PAI teachers can be a model of the moral and ethical attitudes in each program activity. More than that, I entrust PAI teachers to occupy structural positions in developing student's character, for example, the charity coordinator, religious coordinator, and student creativity coordinator (Interview with SFK, KEP.SEK. from MJB, TL.07., 2023).

From MAN 2 Kudus and MTSN Pati principals' statements, it can also be interpreted that those two principals distribute tasks evenly to PAI teacher leaders. Before distributing the tasks, the principal first agrees with the school's vision and mission with the teacher leader to have the same view regarding the goals achieved in carrying out the tasks with the same vision and mission.

The MAN 2 Kudus principal first measures the tasks that will be distributed to PAI teacher leaders and whether the workload is adjusted with the capacity of the teacher leaders so these tasks can be carried out well by PAI teacher leaders. This way, the weight or level is adjusted to the teacher leader's abilities (Satyawati, 2020). So, the tasks can be done maximally. In addition, the MAN 2 principal also observes the implementation of the task for approximately two months and controls whether the task can be carried out as expected and what obstacles the PAI teacher leader faces in implementing the task. Only after approximately a month to two months, this task is carried out by the PAI teacher leader, under the control and supervision of the school principal. He gives full leadership authority

to the PAI teacher leader after two months. If only they asked, the principal would assist in the form of ideas or suggestions regarding problems faced by teacher leaders. However, it still provides the opportunity to independently try to solve the problems without interference related to the task of leading the program given by the school.

Meanwhile, based on MTsN Principal's statement, Ali Musyafak, PAI teachers are given broad opportunities in some school's programs by becoming TIM or committee role models in moral values in each program or activity. Thus, their leadership skills are nurtured well (Interview with SFK, KEP.SEK. dari MJB, TL.07., 2023). From this, it can be understood that school principals develop the leadership skills of PAI teachers to become leaders by distributing their leadership authority to PAI teacher leaders (Sumarni, 2017). So, distributing the roles or authority is essential for the principal.

Furthermore, Shofi has stated regarding the distribution of leadership authority by saying that "The teachers in this Madrasah develop their leadership because I ask them to be actively involved in creating and leading programs for children, then creating program divisions..." (Interview with SFI, KEP.SEK. dari DWM, TL.09, 2023). From this explanation, the distribution of leadership roles at MAN 2 Kudus is by encouraging and facilitating teachers to develop programs for students and being actively involved in their implementation. Apart from that, he also develops programs with various divisions where there are opportunities for PAI teachers to train and develop their leadership skills and processes to become PAI teacher leaders. Based on Nasution, this is how principals can develop teacher leadership skills (Nasution, 2016). Therefore, the Madrasah Principals develop leadership skills by actively involving PAI teacher leaders to lead various student programs.

When discussing leadership at schools or Madrasahs, distributive leadership is currently the favorite style of leadership applied. From various literature studies, school principals who apply distributive leadership make the schools they lead more effective and achieve sustainable improvement. Elmore provides an operational definition of distributive leadership as "carrying out leadership tasks jointly and mutually accountable towards a common goal to increase the success of an organization" (Wahyuni et al., 2020). In various literature, it is explained that distributive leadership is leadership that is based on collaborative decision-making, group problem-solving, negotiation, and reflection.

Distributive leadership is collective leadership, not individual, with a vision that all stakeholders support. This leadership takes the form of leadership skills, not just formality, but more in the form of expertise than power. It involves work teams, distributing organizational tasks to sections, and encouraging research, innovation, and organizational improvement. Furthermore, distributive leadership is leadership that involves individual team members, is more controlled by learning than results, is based on a broad level of involvement in decision-making, collaboration/cooperation (negotiation - reflection), is based on work descriptions, is connected to capacity development in various fields, and expanding opportunities, resources, and benefits of joint leadership (teachers,

parents, and students). In this leadership, responsibility is not individual but collective. Thus, in distributive leadership, a voice is given to all school or madrasa stakeholders (Kultsum, 2020; Arar, 2022).

In distributive leadership, leadership abilities are developed consistently throughout the organization, and stakeholders are encouraged to have a voice in making school or Madrasah decisions (Bandur et al., 2022; Sulistyorini et al., 2022). This distributive leadership is flexible, adaptable, fluid, and not fixed to a specific pattern, but is regulated according to the basic rules - Domestic worker. In distributive leadership, all leaders are agents of change. All leaders are expected to be able to develop the leadership of others. Thus, in distributive leadership, anyone can become an effective leader, where the principal can distribute leadership to others (Jambo et al., 2020; Lessy et al., 2023). By implementing distributive leadership, a culture of professional trust is encouraged. The most important thing is that distributive leadership can seed teacher leadership and focus on improving classroom instructional practices and creating the infrastructure for teachers to become the best (Wahyuni et al., 2020). Thus, distributive leadership is not just "delegation of authority," just additional work, but is joint leadership so that the school runs effectively.

From the interpretation and understanding of the Madrasah principals regarding nurturing PAI teachers to become PAI teacher leaders, it can be interpreted that principals interpret delegation and distribution of tasks as the right step to encourage PAI teachers to become PAI teacher leaders. This will undoubtedly positively impact the growth and development of PAI teacher leaders in Madrasah because it can build the maximum potential of PAI teachers.

Becoming a Model in Leading Religious Programs

The next step that the principals of MAN 2 Kudus, MTsN Pati, and MAN 2 Semarang have conducted to encourage PAI teachers to become teacher leaders is distributing their leadership and setting an example in implementing and leading the program and division. For example, the MAN 2 Kudus principal has stated that: I am just giving an example at the beginning, one or two months later, they can run the program alone, coordinating or leading the program and division. I modeled the method for preparing the program for two months, and then after that, I gave the responsibility to the teachers whom I appointed to be the program coordinators, then I controlled it very well. So, teachers can become leaders for sure because the principal motivates and sets an example. PAI teachers must be in sync between words and deeds, the program being implemented, and their behavior in exemplifying. For example, he is always the Dhuhur Asr prayer congregation in the congregation program, and in the *Asmaul Husna* program, he can. This can be an exemplary example of religion's application by students and their colleagues at this school (Interview with SFI, KEP.SEK. dari DWM, TL.09, 2023).

From the information above, it can be understood that as MAN 2 Kudus principal. provides an example for teachers in leading their students and colleagues. He interprets exemplary as conformity between words and actions. (Budiman & Isnaeni, 2019; Putra, 2014). He provides an Example for teacher

leaders to be able to run the program well by being an example in implementing the program and synchronizing religious programs with their daily behavior. In determining who will participate in leadership at school and become PAI teacher leaders. School principals must choose a figure who can emulate their daily behavior. Primarily if the program is related to increasing the awareness and practice of worship of students and colleagues. As a school principal, he knows the character of the teachers and employees he leads well. Sofi has stated, "I know and understand each person's skills and character. I know who is just talking, without action, I observe Kiai Dawam as the PAI leader in Ring 1 among other PAI teachers.

"I understand the abilities of the teachers I lead, which ones have good leadership and role models, and which ones do not"(Interview with SFI, KEP.SEK. dari DWM, TL.09, 2023). He has the perception that the teachers he trusts to lead programs and program divisions in the context of distributing authority and responsibility and leadership responsibilities are teachers whose characteristics he understands as figures who can provide role models related to the program so that they can be emulated and are suitable for becoming a model or example in implementing the program. Related to the role of PAI teachers in leading, Sofi states. This aligns with Dawam's statement as a PAI teacher leader and Religious Program Coordinator at MAN 2 Kudus. He has said, "His principal provides some exemplary in leading.

"The principal chose me because he considered me capable of leading religious activities in this school, especially the religious activities of students, colleagues and the school community that can run in an orderly manner" (Interview with DWM, TL.09., 2023). The principal has various roles at school, and one of his roles is as a leader and motivator. As a leader, the principal can motivate the teachers he leads by setting a good example. In leading teachers, the example has a vital role in the success of school principals in leading. Without example, leadership will not significantly impact moving teachers and students to implement school policies and programs (Rigby, 2021; Hargreaves, 2021). Exemplary can be used as a strategy for principals to make various school policies and programs run well. This is because everyone who is led, namely teachers, staff, and students, will highlight and imitate what the school principal exemplifies as their leader. This example will encourage and motivate the people around him to be motivated. If the school principal has exemplary motivating abilities, he will be able to increase the work effectiveness and efficiency of the teachers and employees that he leads.

According to Albert Bandura, the founder of social cognitive theory, he believes that the modeling process occurs when someone observes, and then what he has observed is stored in his memory. Suppose the observation is not impressive or has no significant value for someone. In that case, the results from the role model, in this case, the school principal, will only stop being stored in short-term memory and are quickly forgotten. However, if what is seen is recorded repeatedly or is something impressive and has value for teachers, staff, and students, it will become a strong memory. This is because the information will enter their long-term memory, after which the memory will be reproduced

according to what was exemplified. In the sense that the Madrasah principal's exemplary behavior will be emulated by the people around him (teachers, employees, students). If this example is reinforced with appreciation or rewards from the school, then this example will become stronger. However, the environment needs to receive a good or positive response, including not being concerned by the principal to reinforce by giving verbal or non-verbal appreciation. In that case, the example modeled by the principal will weaken. Thus, the principal needs to model behavior continuously, explain the importance of the behavior he is modeling, and give appreciation to those who can imitate him well so that the principal's example can be firmly accepted by everyone he leads.

Applying a Democratic Leadership Style

The democratic leadership of the principal creates an atmosphere where teachers are free to express their opinions and aspirations regarding the principal's policies and various matters at school. Implementing the school principal's democratic leadership supports honing teachers' leadership skills to step onto the leadership path. This is because it can encourage teachers to express their opinions and needs.

Sofi has stated that He is very open to getting criticism, suggestions, and input at any time, even every day, even via WhatsApp, will be responded to 1 x 24 hours (1 x 24 hours). The entire MAN 2 Madrasah community can provide input. Even children dare to give input. He gave an example when the student reported that the teacher did not teach without information, so He looked for the teacher and even asked him/her nicely why he/she was not teaching. He has never been scolded in public for the past five years.

In addition, there were times when students reported broken lights to me via direct message of Whats up, and the students dared to say names, He immediately asked the head of infrastructure to handle it (Interview with SFI, KEP.SEK DWM, TL.09, 2023). In line with the principle of MTsN Pati, Ali Musyafak, who has stated that he gives teachers the opportunity at any time to give any suggestion or criticism related to his policies, he does not even hesitate to meet directly with teachers who do not support his policies to stay in touch and dialogue or communicate wisely, and directly. He wants to hear their opinions directly, communicate and dialogue with them to encourage them, and support them in following programs that he believes are good for the development of teacher human resources (Interview with SFK, KEP. SEK. dari M.J.B., TL.07., 2023).

From this statement, it can be concluded that the principal of MAN 2 Kudus, MTsN Pati, is democratic in providing opportunities for teachers, parents of students, and even students to express aspirations, suggestions, opinions, input, and questions about the school they lead. Thus, when applying democratic leadership, not authoritarian, they can support the growth and development of PAI teacher leaders.

Based on the study by Katzenmeyer and Moller, hierarchical structures and top-down leadership models were identified as the main structural barriers to teacher leadership when teachers want to step up to become teacher leaders (Katzenmeyer & Moller, 2009). Bart also has stated that extraordinary influences

work against teacher leadership in school culture; for example, a principal may not want to share leadership authority or may not be willing to give more autonomy to teachers where the principal is afraid of losing prestige and becoming just a manager. Operations as a result of teachers taking on new leadership roles. Barth argues that if this happens, teacher leadership will not be successful because it will be challenging to find teacher-leader figures in schools led by autocratic and authoritarian principals (Barth, 2001). Thus, an autocratic principal will hinder teachers from becoming leaders. In contrast, a democratic principal will encourage teachers to develop their leadership skills because he/she gives teachers the autonomy to express opinions and boost their potential and leadership skills.

Building Intrinsic and Extrinsic Motivation at Work

Motivation is essential for school principals and teachers to achieve school goals. There are several definitions of motivation. According to Arnold, motivation is "the force that drives behavior." This means that if people have good motivation, this will encourage them to behave in a certain way. This is as stated by Perry and Porter that motivation is "the level and type of effort shown by an individual in a behavioral situation." According to Ryan and Deci, motivation is "the influence or drive that causes us to behave in a certain way and has been described as consisting of energy, direction, and sustainability (Ryan & Deci, 2000). Therefore, based on the definitions above, motivation can be defined as a force that encourages, directs, and moves people to behave in specific ways

What the principals at MAN 2 Kudus, MTsN Pati, and MAN 2 Semarang have done to encourage PAI teachers to participate in leadership to become PAI teacher leaders is by building their intrinsic and extrinsic motivation. Shofi, the principal of MAN 2 Kudus, and Ali Musyafak, the principal of MTsN Pati, have stated that they appreciate the leadership tasks well. They encourage teachers to work just because of Allah or to be Lillahi Ta'ala, but I also appreciate them with adequate rewards (Interview with SFK, KEP.SEK. dari MJB, TL.07., 2023). His PAI teacher leader, Mujib, supports Ali Musyafak's statement that his principal always motivates him to use his tasks as PAI leader at school as the media to be close to Allah, and conduct his job just because of Allah or Lillahi Ta'ala (Interview with MJB, TL. 07, 2023). Then, Shofi said that if there are teachers who are excellent or reach the best achievement, he announced the names at a ceremony and gave them some money (Interview with SFI, KEP.SEK. from DWM, TL.09, 2023). From this statement, several things are done by the principal of MAN 2 Kudus to intrinsically motivate PAI teachers to work, namely by building awareness that work is worship because it is based on God's commands. Then, he also motivates extrinsically by giving good rewards and recognizing them at school ceremonies. According to him, the most important thing is to provide high awareness to teachers that work is not only to obtain material or appreciation but also to work as PAI teachers solely to achieve God's blessing.

Based on the results of various studies on the condition of school institutions, school principals spend their time and energy to increase the productivity of teachers and employees and the effectiveness of their schools if they cannot motivate them well. This is because it is believed that motivation can increase the productivity of teachers and employees. The higher the teacher's

motivation, the more productive the teacher will be. As a result, school principals need to understand how to motivate their teachers and relate this to their leadership policies, especially those related to reward systems to increase the productivity of teachers in schools.

In addition, the Head of MAN 2 Semarang, Junaedi, has stated that he has encouraged PAI teachers to become teacher leaders by providing some examples when assessing teacher teaching performance with direct examples of creative teaching-learning practices. Mainly, when teachers teach under challenging situations, such as in his school, where there is total building renovation, or even at a school lacking facilities, he models teaching creatively by using things around the students as a teaching medium. Moreover, he has also given an example of how each PAI teacher who becomes a program coordinator or is elected in the school leadership structure regenerates the staff led by PAI teachers to develop their leadership skills and one day be able to replace his position as leader or program coordinator. In addition, the principal also appreciates the time, energy, and thoughts teachers have dedicated outside of their teaching obligations, namely in participating in leadership at school by providing adequate appreciation. (Interview with JUN, KEP. SEK. dari R.Y.N., TL.10., 2013). Meanwhile, Shofi, the Principal of MAN 2 Kudus, and Ali Musyafak, the principal of MTsN Pati, informally encourage teachers to be able to lead by becoming motivators and, inspirators, and role models for students and their colleagues, building both intrinsic and extrinsic motivation in teachers, so that teachers' productivity is increased.

Implementing Learning Organization, Training and Development

Another effort made by all three Madrasah principals to encourage PAI teachers to become teacher leaders is by facilitating various training and professional development for teachers at and outside of school to develop themselves. In addition, besides facilitating training and development, MAN 2 Semarang Principal also provides informal and formal opportunities or sufficient time for teachers to collaborate and work together in a team. According to Junaedi,

"There is training and development through MGMP, and I support teachers to be active in this forum, through In House Training, of course, workshop" (Interview with JUN, KEP.SEK. dari RYN, TL.10., 2023). His statement is supported by his PAI teacher leader, Riyatno, who has said that he is encouraged to participate in training and development to increase his skills, such as ESQ training, attending National Seminar or workshops, and being active in teachers' collaboration of professional and development forum, MGMP (Interview with RYN, TL.10., 2023). In addition, MAN 2 Kudus Principal has stated that he conducts training and development. When it is essential to respond to the change in education, he will hold training in schools. He has invited the expert several times from outside to provide training. Then, he maximized teachers' development from within the school in various teacher forums. Then, manage teachers office seats close to each other or in the same block as fellow study groups based on their same teaching subjects matters, so they can deliberate and discuss and collaborate at any time, outside of discussions in the more extensive teacher

professional development forums that are held at school (Interview with SFI, KEP.SEK. dari DWM, TL.09, 2023).

From those two Madrasah principals' statements, it can be concluded that besides providing various opportunities to participate in training and development, MAN 2 Semarang principals also facilitate teachers by conducting in-house training or workshops. Meanwhile, the MAN 2 Kudus principal has created an environment allowing teachers with the same subject group to easily discuss, collaborate, and work in teams. This reflects the application of one discipline in organizational learning.

In this global era, schools must function as learning organizations. Learning is essential for all members of an organization or institution because this is the main requirement for an organization to successfully adapt to the changes that occur (Luu, 2006). Confessore states that learning organizations are structured so that teamwork, collaboration, and creativity are valued. He also stated that organizational learning is essential and demanding for organizations because the capacity of each member to contribute to the knowledge base is explicitly recognized within the organization (Confessore, 1997). Senge in Kriz explains that there are five disciplines of learning organizations: shared vision, exchange of mental models of individuals in groups, skills for teamwork and team learning, personal mastery, and systems thinking (Kriz, 2003). These five disciplines work together to create a learning organization. A learning organization can be created if the school structure is flat, developing all the stakeholders involved.

Teamwork, as an essential part of a learning organization, can run effectively if a safe learning environment supports a democratic power structure and participative leadership. Leadership commitment is essential to encourage the people led not only to learn but also to share and use knowledge. In addition, teamwork will be efficient if all teams in an Islamic organization are involved in the decision-making process. In addition, the relationship between the commitment to supporting each member of the organization's learning and the long-term benefits such learning can provide to the organization is also essential. Therefore, a broader orientation towards learning throughout the school organization must be provided to support and strengthen the learning organization. Moreover, this impacts broader structural and cultural issues (Kriz, 2003). Thus, if every organization member learns and uses their knowledge and skills, it will improve the quality of Islamic education management.

Effective communication between teachers and Madrasah school principals is also essential to further increase knowledge and meaning within an Islamic organization. However, Madrasah school principals must address the obstacles to implementing learning organizations. Identify several barriers that can become obstacles in the struggle towards a learning organization. These obstacles can be in the form of, First, the conflict between everyday informal learning and formal learning in training programs. Then, Second, using professional specialization to maintain the status quo (Rowley, 1988). Thus, learning organizations can be applied in Madrasah.

CONCLUSION

Madrasah principals can have a significant role in developing the leadership skills of their teachers. PAI teacher leadership at MAN 2 Kudus can grow because it is supported by the principal with various steps, namely distributing his leadership authority, allowing PAI teacher leaders to have authority in leading various programs, providing an example of how to lead a program, being democratic, by allowing teachers to express their opinions or suggestion, building teachers' intrinsic motivation to work only because of *Allah Ta'ala*, as well as applying organizational learning by facilitating teamwork, and training and development programs. The various steps taken by those three *Madrasah* principals can support the growth and development of PAI teacher leaders. Our research study can contribute to the body of knowledge in the leadership and management of Islamic education. This research also contributes to changes in the behavior of school principals to be more aware of the potential and presence of teacher leaders to be able to support the leadership at school, as well as encouraging teachers not only to feel enough to teach in the classroom but also want to train their leadership skills outside the classroom, by participating in the school leadership. So, the school can survive in facing the challenges in the 21st-century era. In the future, further research needs to be done on the roles of teacher leaders at Madrasah to lead their students and colleagues in teaching practice and their impact on improving their students, colleagues, and school / Madrasah.

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