



THE ROLE OF THE MADRASAH HEAD IN IMPLEMENTING MEETING MANAGEMENT AT MADRASAH

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Abstract:

This research aims to determine the role of the Madrasah head in implementing meeting management, the obstacles faced, and the factors that influence the implementation of meeting management at MAN 1 Nganjuk. This research is qualitative research using data collection techniques through observation and interviews. The results of the research show that the head of MAN 1 Nganjuk implements four roles in implementing meeting management, namely as Leader, Manager, Motivator, and Supervisor. The obstacles faced by the head of MAN 1 Nganjuk in implementing meeting management included: the absence of several meeting participants, lack of focus from meeting participants, as well as conflict and tension between meeting participants. Apart from that, several factors influence meeting management at MAN 1 Nganjuk, such as meeting objectives, meeting preparation, effective communication, effective leadership, evaluation and follow up.

Keywords: *Role, Madrasa Head, Meeting Management, Leadership*

INTRODUCTION

The Madrasa Principal is the leader in all activities carried out in the madrasa environment so the madrasa principal must be able to resolve all problems that arise in the madrasa, the problems that arise must be discussed with the teachers and teaching staff. This discussion is called a special meeting. (Murfi et al., 2020) The madrasa head coordinates the madrasa environment with teachers and education staff. The head of the madrasah must try to maximize the smoothness of the meeting and achieve the goals set in the meeting at the madrasa so that activities can run smoothly. Meetings are the same as deliberation, namely the right policy to arrive at a consensus decision. (Angga & Pradana, 2021) In meetings/negotiations, of course, a leader chairs the meeting. Namely, the negotiator has the right to decide on the next procedure. (Qiptiah, 2019) We know that not all decisions can be taken according to expectations. Of course, this depends on the direction and organization of the meeting organizer and how the meeting manager can control and organize the meeting. Usually, school meetings are held directly by the head of the madrasa. The meeting occurred when the Principal requested the presence of Education staff. The substance to be handled is usually an internal problem, a problem that only exists within the school environment, so the principal does not want to use other management channels to solve it. Deliberations are held at schools when there are problems that need to be resolved, such as admitting new students (PSB), determining graduation, enforcing school discipline, improving school performance, and even drug adoption, brawls, or brawls between schools. Meetings are also held at the discretion of the principal or there is time to hold regular meetings. Meetings are a means of direct communication between managers and employees.

A meeting requires a professional secretary to record all conversations in it. The Secretary main task is to prepare, record, and report ongoing meeting activities. The secretary is responsible for his work and knows how to prepare a good meeting. Meeting preparations are carried out by writing an invitation letter, preparing the meeting place/room, preparing an agenda, and preparing a report on the meeting results. Teachers and educators have the opportunity to convey directly various ideas, concepts, suggestions, opinions, and opinions regarding learning problems in particular and school progress problems in general. Thus, better school development can be achieved through regular and repeated meetings. Meeting teachers and other staff must have good thoughts to improve school progress, especially in the direction of future meetings, planning, equipment, and other matters related to the benefits of the meeting. Meeting management is management and planning to achieve goals in the form of policies that can be agreed upon by meeting participants. (Abu- Shreah & Al-Sharif, 2017) Without careful preparation or planning, the meeting will not be successful and effective, that is, the meeting will not take place according to what you want together. Effective meetings must be planned, organized, and implemented as well as monitored and evaluated. (Rismayana & Nur, 2019) The point here is that there must be three categories. The meeting process considers the following things: opening of the meeting, administration/implementation meeting, Closing of the meeting. The head of the madrasa should carry out meeting management in the madrasa because, with the management and management of meetings, meetings will automatically run smoothly and can lead to the expected decisions. (Balkar & Şahin, 2015) We know that not all decisions can be agreed upon as expected. Of course, how the meeting leader manages and organizes the meeting depends greatly on the direction and organization of the meeting. Research conducted by M Yusuf with the title Meeting Management, Theory and Application in Islamic Boarding Schools. The results of this research show that meeting management in Islamic boarding schools is not yet running according to office management concepts and theories. This discrepancy is mostly due to the diversity of typical Islamic boarding schools, making Islamic boarding schools unlike other organizations. Islamic boarding schools have unique characteristics from all sides, including structural aspects, learning methods, financial management, policy making, including managerial activities. The difference between this research and the research above is that this research was conducted at the State Madrasa Aliyah educational institution and the discussion is related to the role of the madrasa head as a leader in the educational institution. Based on the explanation above, the author is interested in conducting research regarding the role of the head of Madrasah Aliyah Negeri 1 Nganjuk in implementing meeting management. Where the head of the madrasa can manage meetings that should be by mutual expectations and produce decisions that are fair and wise and can be accounted for by the general public.

RESEARCH METHODS

This research is a type of qualitative research. (Putri et al., 2022) Qualitative research is the process of exploring and understanding the importance of individuals or groups in describing social problems. (Sianturi, 2022) The technique used to identify informants is purposive sampling. (Margaretha, 2022)) This research was conducted at Madrasa Aliyah Negeri 1 Nganjuk. The informants in this research were the head of the madrasa, teachers, and education staff at MAN 1 Nganjuk. The data collection techniques used in this research were observation and interviews. Triangulation is a technique that researchers use to test the accuracy of field data. Triangulation itself means taking steps to verify the correctness of data by comparing it with other means. Apart from that, the data analysis technique used is Milles and Huberman analysis which divides analysis into data collection, data condensation, data presentation, and drawing conclusions or verification.

RESULTS AND DISCUSSION

The Role of Headmaster Madrasa

About education, the key to the success of a madrasa is the madrasa head. The head of the madrasa is the leader of the madrasa institution who is most responsible for realizing the ideals of the institution in the future. (Syafaruddin et al., 2020) Therefore, the head of the madrasa must have a clear vision, mission, and goals for the school or madrasa he leads. The head of the Madrasa must be able to function as an intermediary figure in institutional development. Thus, the job of a madrasa head is increasing day by day and continues to increase following expected educational developments. The role of the Madrasa head, among others, is as an educator in carrying out his function as an educator. The madrasa head must have the right strategy to increase the professionalism of the education staff in his school. (Sarifudin, 2019) Creating a conducive madrasa climate, providing advice to madrasa residents, providing encouragement to all education staff, as well as implementing interesting learning models, such as team teaching, moving classes, and holding accelerated programs, for students who are intelligent above normal. The head of the madrasa is a manager, Management is the process of planning, organizing, implementing, guiding, and leading the efforts of members of the organization and using all organizational resources to achieve predetermined goals. (Ajepri et al., 2022) The role of the head of the madrasa as a manager is very complex, not only manages the curriculum and textbooks, but also manages teacher resources, administrative staff, and investment and development management, as well as the Institution finances. To fulfill his role and duties as a manager, the madrasa head must have the right strategy to strengthen teaching staff through cooperation or collaboration, provide opportunities for teaching staff to develop their profession and encourage all teaching staff to participate in various activities that support the Madrasa program.

The role of the madrasa head as manager, namely: Institutional areas include madrasa budget, madrasa maintenance, inventory of madrasa material resources, completion of all questionnaires and reports, and data collection. The curriculum areas are lesson organization, learning materials for lessons, lessons in madrasas, and extracurricular activities. The field of personnel includes teacher materials and equipment, teacher accommodation, selection of madrasa committees, selection of leaders from among students, student work organization, teaching load, and responsibilities. the cultural and social sector includes: holding madrasa committee meetings, implementing madrasa work plans, training madrasa committees to conduct effective meetings, and training madrasa committee administrative bodies to carry out their duties. The head of the madrasa as an administrator the head of the madrasa as an administrator has a very close relationship with various administrative management functions of recording, compiling, and documenting all madrasa programs. (Kaharudin & Hannah, 2021) Specifically, the head of the madrasa must have the ability to manage the curriculum, student administration, personnel administration, facilities and infrastructure administration, archives administration, and financial administration. These activities need to be carried out effectively and efficiently to support madrasa's productivity. Madrasa head as supervisor The main activity of education in madrasas to realize its goals is learning, so that all madrasa organizational activities lead to achieving efficiency and effectiveness of learning. (Hendri Fauza, Achmad Anwar Batubara, 2020) Therefore, one of the duties of the madrasa head is as supervisor namely supervising the work carried out by teaching staff. Supervision can be carried out by the head of the madrasa who acts as a supervisor, but in the modern education management system a special supervisor is needed who is more independent and can increase objectivity in leadership and implementation of his duties. As a madrasa supervisor, the head of the madrasa must be able to demonstrate the ability to prepare and implement educational supervision programs and use the results. In its implementation, the madrasa head a supervisor must pay attention to the principles of consultative, collegial, non-hierarchical relationships, implemented democratically, focused on teachers (teachers), implemented. based on the needs of teaching staff (teachers) is professional assistance. Madrasa head as a leader. As a madrasa head, you must know how to direct and control,

arouse the will of the teaching staff, open two-way communication, and delegate tasks. (Rahmawati, 2020) The skills that the madrasa head must apply as a leader can be analyzed from the personality, knowledge of the teaching staff, madrasa vision, and mission, decision-making, and communication.

The ability of the madrasa head as a leader will be reflected in the characteristics of honesty, self-confidence, responsibility, courage to take risks, big heart, stable emotions, exemplary. As a leader, the madrasa principal shows leadership behavior by communicating that influences members. The madrasa principal has the potential to become a facilitator who essentially facilitates all the needs of the school community and knows how to lead himself and the madrasa principal. have good quality. Malayu Hasibuan defines a leader (manager) as a person who has the authority to lead and direct subordinates to carry out some of their work to achieve a goal through the actions of other people. Madrasa Head as an Innovator, to fulfill his role and duties as an Innovator, the madrasa head must have the right strategy to maintain a relationship in harmony with the environment, look for new ideas, integrate all activities, be a role model for all school teaching staff and develop new learning models. (Jauhari & Maunah, 2022) Madrasa heads as innovators are reflected in the way they work constructively, creatively, delegated, integratively, rationally and objectively, pragmatically, modeling, disciplined, adaptive, and flexible. Constructive, namely increasing the professionalism of madrasa teachers, madrasa leaders must try to advise, encourage, and support each teaching staff, so that they can develop optimally in the tasks assigned to them. It is creative that by increasing the professionalism of madrasa teachers, madrasa heads must try to find new ideas and ways to carry out their duties. Delegation means that to increase the professionalism of madrasa teachers, madrasa heads must try to delegate tasks to teaching staff by their job description, position, and expertise. Integrative is created to integrate all functions so that synergy is possible. achieved to achieve Madrasa's goals effectively, efficiently, and productively. Rational and objective, namely Madrasas must try to act based on rational and objective considerations. Pragmatically, this means that in increasing the professionalism of madrasa teachers, madrasa leaders must try to determine activities or goals based on the actual circumstances and abilities of each teaching staff and the capabilities of the madrasa. Exemplary means that in increasing the professionalism of madrasa teachers, madrasa administrators must try to be role models and Adaptable role models. flexible, meaning that in increasing the professionalism of madrasa teachers, madrasa heads must be able to adapt and become flexible in solving new situations and trying to create a pleasant work situation and encourage the adaptation of educational staff in fulfilling their duties. Madrasa Heads as Motivators.

The vision for the future suggests that madrasa heads must also be able to act as figures and mediators in the development of society and their environment. As a result, the job of a madrasa head is increasing day by day and always developing under expected educational developments. The implementation of these roles, main tasks, and functions cannot be separated from each other, because they are interconnected and influence each other and form a unity in the person of a professional madrasa head. The madrasa head must be able to implement this vision in a new paradigm for providing education. (Risman, 2020) The madrasa head as a motivator is one of the seven main tasks and functions of madrasa leaders in administering madrasas. According to manager Wahjosumidjo Mintzberg, who plays the role of leader (movers), in this case, the superior must be able to motivate and guide each of his subordinates so that the subordinates are encouraged and developed in carrying out their duties. (Nugraheni & Khanifah, 2016) In this case, it can be said that the head of the madrasa is the leader of the madrasa who can act as a leader or leader and must also be able to act as a motivator for teachers and other educational staff. In addition, according to the theory of subordinate-oriented behavior, leadership style also explains that leaders motivate more than direct reports. Therefore, the role of madrasa leaders as motivators plays a very important role in increasing the professionalism of teachers and lecturers in madrasas.

Meeting Management

In experimental class 2, the LT learning model was applied. LT is a learning model that combines one study group and team competition. The steps for implementing the LT learning model in this research refer to the theory put forward by Mel Silberman including teams, quizzes, and group awards. etc. Management is the process of planning, organizing, leading, and controlling the efforts of organizational members who use organizational resources to achieve predetermined organizational goals. So the concept of management is an activity or art of managing and knowing exactly what you want to do through the process of planning, organizing, driving, and supervising to achieve the goals that have been set. (Suranto et al., 2022) A meeting is a gathering (group) to discuss something, a session, or an assembly. Meetings are official group communications. A meeting is a group deliberation to reach a consensus. Meetings are a face-to-face group communication medium. (Karl et al., 2022) From the definition above, it can be concluded that a meeting is a meeting between members of an organization that aims to negotiate or solve problems involving the interests of the organization.

The meeting will run well and smoothly if the meeting leader can properly control the continuity or flow of the meeting. In holding a meeting, the meeting leader is the person who is responsible for the smooth running of the meeting from start to finish. Meeting management is a process consisting of planning, organizing, and directing the school principal to solve problems together to achieve the expected goals. In other words, meeting management guides and plans the achievement of goals in the form of policies that can be agreed upon by meeting participants. Without careful preparation or planning, the meeting will not run efficiently and effectively and therefore will not reach a joint decision. Therefore, meeting management is understood as direction and planning in a forum that can create agreements to achieve goals in the form of guidelines that can be agreed upon by all meeting participants. It can also be interpreted as a meeting where decisions have to be made. In the context of holding meetings, several basic principles are used as guidelines or guidelines in preparing them, namely as follows: Why? Why does a meeting need to be held? This is to determine the urgency of the meeting. What? What issues will be discussed at the meeting? This is to prepare the meeting agenda. Who? Who will be invited to the meeting? This is to determine which meeting participants are invited. Where? Where will the meeting be held? This determines the location of the meeting. When? When will the meeting be held? This is to determine the day, date, and time the meeting will be held. How? How will the meeting be held? This is to determine whether the meeting will be held periodically or only once, closed or open, with meeting materials distributed in advance, or using an LCD projector, tape, video, and other tools. Several things that need to be prepared when holding a madrasa meeting are the preparation of invitations, room arrangements, and meeting equipment. (M. Yusuf, 2020) It is not easy to plan and prepare a meeting so that it runs smoothly. Various parties must be involved in organizing the meeting so that the meeting is held well. Apart from the meeting leader (head of the madrasa), the meeting minutes/secretary is also very important to speed up the meeting process. The secretary responsibilities in preparing meetings include setting the agenda, distributing invitations to meeting participants, preparing attendance lists, preparing meeting documents, and arranging meeting rooms and equipment. Effective meetings must be planned, organized, implemented, as well as monitored and evaluated.

The meaning here is that three categories need to be considered in the meeting process, namely: opening the meeting, holding the meeting, and closing the meeting. (Mariani, 2004) The things that must be stated in opening the meeting are as follows: meeting agenda, meeting rules, motivation, introduction of the problem or issue to be discussed, purpose of holding the meeting, responses or suggestions. (Sastypratiwi et al. 2018) So that the purpose of the meeting meets expectations, several things need to be considered at the meeting. A meeting is said to be good if it meets the following requirements: First, led by a good leader. A good leader is someone active, knowledgeable, capable, and can provide guidance and direction during meetings. Second, the meeting atmosphere is open. Third, each meeting participant participates actively and avoids monopolization of conversation. Fourth, always receive guidance and

supervision. The meeting leader must be able to close the meeting well so that the meeting does not drag on. If a decision is not reached at the meeting, the meeting chairman can appoint a task force to resolve the problem. However, if there are no obstacles during the meeting and a decision has been taken, then at the end of the meeting, the meeting leader can read out the results of the meeting. At the end of the meeting, the note taker must be able to conclude from the agreed meeting results. There are several functions of holding a meeting, namely: (a). To solve problems, (b) To convey information, (c) As a democratic forum, meeting participants are expected to participate in the problems raised. (d) As a means of good coordination between meeting participants and the organization, (e) As a means of negotiation, and (f) Legal provisions. Considering the importance of program planning and problem-solving in madrasas, meetings are also the most effective and efficient way to make joint decisions democratically. Meetings are held when the head of the madrasa needs to contribute ideas to solve a problem in the madrasa. The material discussed in meetings is usually internal, so madrasa heads do not want to use other administrative channels to discuss it. Factors that influence meeting management by madrasa heads are first, management, which is defined as matters related to the system created by the leader to manage, supervise lead, and control educational personnel. Second, meetings are management and planning in a forum that can produce agreements to achieve goals in the form of policies that can be agreed upon by all meeting participants. Third, education, in general people who have higher education will have broader insight. Fourth, Skills, the more skilled the educational staff will be, the better they will be able to carry out their duties well.

The role of the Madrasa Head in Implementing Meeting Management at MAN 1 Nganjuk

Implementation of meeting management at MAN 1 Nganjuk, in this case the head of the madrasa has carried out his role starting from: First, the Head of the Madrasa appoints employees to prepare the place or location of the meeting. This preparation is carried out 1 day before the meeting. This is the role of the madrasa head as a leader. Second, the Madrasa Head appoints staff to prepare meeting equipment such as meeting attendance cards, meeting minutes, etc. This is the role of the madrasa head as a leader. Third, the Principal of the Madrasa invites all teachers, staff, and madrasa employees. The media used to invite teachers, staff, and employees is WhatsApp social media. This is the role of the madrasa head as Manager. Fourth, the Head of the Madrasa opens politely and in a friendly manner then the head of the madrasa explains the materials or issues that will be discussed on the meeting agenda. This is the role of the head of the madrasa as a leader. Fifth, the head of the madrasa records the attendance of meeting participants and supervises and controls the progress of the meeting. This is the role of the madrasa principal as Supervisor. Sixth, the principal appoints a minutes officer to record every important event that occurs during the meeting. This is the role of the madrasa head as a leader. Seventh, the head of the madrasa always motivates meeting participants to increase the enthusiasm of meeting participants. Apart from that, the madrasa head also provided the opportunity for meeting participants to express their arguments or opinions. This is the role of the madrasa head as a Motivator. Eighth, the head of the madrasa always maintains a conducive meeting atmosphere and then concludes the results of the meeting by providing innovations following the observations and experience of the head of the madrasa. This is the role of the madrasa head as a leader. Ninth, the head of the madrasa mediates politely and wisely if there is a conflict or prolonged debate between meeting participants. Then close the meeting by reading out the results of the meeting decisions following the results decided at the meeting. This is the role of the madrasa head as a leader. Of the seven roles of the Madrasa Head, namely Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. In implementing meeting management at MAN 1 Nganjuk, the Madrasa Head applies four roles, namely Leader, Manager, Motivator, and Supervisor. By combining these roles, the Head of Madrasa at MAN 1 Nganjuk can help ensure that meetings are

effective, objectives are achieved, and participants feel involved and motivated. The obstacles faced by the Madrasa Head in implementing Meeting Management at MAN 1 Nganjuk include: first, the absence of participants, where there are participants who have not been able to attend the meeting because they are not at school or are carrying out other tasks. Second, there is a lack of focus and discipline, there are still some teachers and teaching staff who leave late for meeting forums and lack of focus in attending meetings.

This has an impact on the meeting running less smoothly. Third, Conflict and Tension cannot be denied that in any institution there are still many teachers and staff in groups. Sometimes incompatibilities between one group and another are brought into meeting forums which results in prolonged conflict. Factors that influence meeting management according to MAN 1 Nganjuk include: First, the purpose of the meeting, namely determining clear objectives for the meeting, which is very important. If the purpose of the meeting is not well understood by all meeting participants, then the meeting may not be effective. Make sure all meeting participants have the same understanding of the goals and expectations of the meeting. Second, Meeting Preparation: Good preparation before the meeting is very important for the smooth implementation of the meeting. This includes developing a clear meeting agenda, collecting and distributing relevant materials in advance to meeting participants, and ensuring the availability of all necessary facilities and equipment. Third, Effective Communication: Good communication between meeting participants is very important. Each participant must be able to convey opinions, ideas, or problems clearly and openly. It is also important to listen carefully and respect other people's opinions. Fourth, Effective Leadership: Meetings require a leader who can direct and manage meetings well. Meeting leaders must be able to maintain focus, manage time efficiently, and facilitate productive discussions. Fifth, Active Participation: Active participation from all meeting participants is very important. If some meeting participants are inactive or don't contribute, this can hinder the progress of the meeting. It is important to encourage the participation of every meeting participant and ensure that all voices are heard. Sixth, effective decision-making: meetings are often the place where decisions are made. It is important to have a clear and effective decision-making process, and ensure that decisions taken are based on sufficient information and involve consensus where possible. Seventh, Evaluation and Follow-up: After the meeting is finished, it is important to evaluate the implementation of the meeting and the results achieved. If there is any follow-up that needs to be done, ensure that these tasks are assigned and followed up well.

CONCLUSION

Based on the results of research conducted by the author, it can be concluded that the role of the head of the madrasa in implementing meeting management at Madrasa Aliyah Negeri 1 Nganjuk of the seven roles of the head of MAN 1 Nganjuk implements four roles, namely as Leader, Manager, Motivator, and Supervisor. The obstacles faced by the head of MAN 1 Nganjuk in implementing meeting management were as follows: Several meeting participants were not present, lack of focus from meeting participants, and conflict and tension between meeting participants. Apart from that, Several factors influence meeting management at MAN 1 Nganjuk, including meeting objectives, meeting preparation, effective communication, effective leadership, active participation, effective decision-making, and evaluation or follow-up.

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