



Jurnal Eduscience (JES)

Volume 11, No.3

Desember, Year 2024

Submit : 28 November 2024

Accepted : 28 Desember 2024

THE ROLE OF THE MADRASAH HEAD IN STUDENT ACHIEVEMENT AT MADRASAH ALIYAH NEGERI 2 MATARAM

Nazar Amrullah¹, Suyud², Dwi Esti Andriani³

Manajemen Pendidikan, Fakultas Ilmu Pendidikan dan Psikologi,
Universitas Negeri Yogyakarta

nazaramrullah.2022@student.uny.ac.id, suyud_md@uny.ac.id,
dwi_esti@uny.ac.id

Abstract

The leadership of the same madrasah head but has a different influence, especially in terms of student achievement. The purpose of the research is to find out and analyze the role of the madrasah principal as well as the supporting and inhibiting factors in achieving student achievement in the academic and non-academic fields at Madrasah Aliyah Negeri 2 Mataram. The research approach used is qualitative with the type of case study research. The analysis technique used is the miles Huberman model, namely data collection, data condensation, data presentation, and conclusion drawing/verification. The results showed that the role of the madrasah head in achieving student achievement is as an educator, manager, administrator, supervisor, leader, innovator, motivator, informant, communicator, evaluator, and facilitator. Supporting factors are the enthusiasm of the teaching staff to guide and foster students, high enthusiasm and mentality and motivation of students in participating in all competitions, the madrasah head has strong principles, madrasah has mastered social media, superior madrasah in Indonesia, complete facilities, mentors and trainers for Olympics from outside or external parties, training for teaching staff, providing articulation material for new students, good Olympic coaching management, and motivational factors and advice from the madrasah head, teaching staff, and parents to students. The inhibiting factors are the financing of the competition for students when many will participate in the competition but the madrasah has not been able to finance the whole but only half, not all parents support to participate in the competition especially on the grounds of focusing on learning in class, some students are inconsistent when participating in the selection, lack of mentors from lecturers, and clashing schedules for using facilities and infrastructure.

Keywords: Role, Madrasah Head, Achievement, Learners

Abstrak

Kepemimpinan kepala madrasah yang sama akan tetapi memiliki pengaruh yang beda terutama dalam hal prestasi peserta didik. Tujuan dalam penelitian untuk mengetahui dan menganalisis terkait peran kepala madrasah serta faktor pendukung dan penghambat dalam pencapaian prestasi peserta didik pada bidang akademik dan nonakademik di Madrasah Aliyah Negeri 2 Mataram. Pendekatan penelitian yang digunakan ialah kualitatif dengan jenis penelitian studi kasus. Teknik analisis yang digunakan ialah model miles Huberman yakni pengumpulan data, kondensasi data, penyajian data, dan pengambilan kesimpulan/verifikasi. Hasil penelitian menunjukkan peran kepala madrasah tersebut dalam pencapaian prestasi peserta didik yakni sebagai educator, manager, administrator, supervisor, leader, inovator, motivator, informant, komunikator, evaluator, dan fasilitator. Faktor pendukung yakni semangat para tenaga pendidik untuk membimbing dan membina para peserta didik, Semangat dan mental yang tinggi serta motivasi peserta didik dalam mengikuti seluruh kompetisi, kepala madrasah punya prinsip yang kuat, madrasah sudah menguasai media sosial, madrasah unggulan di Indonesia, fasilitas yang lengkap,



mentor dan pelatih untuk olimpiade dari pihak luar atau eksternal, pelatihan bagi tenaga pendidik, pemberian materi martikulasi bagi peserta didik baru, bagusnya manajemen pembinaan olimpiade, dan faktor motivasi serta nasehat dari kepala madrasah, tenaga pendidik, dan orang tua terhadap peserta didik. faktor penghambat yakni pembiayaan lomba bagi peserta didik ketika banyak yang akan ikut lomba namun madrasah belum bisa membiayai secara keseluruhan melainkan hanya setengah saja, tidak semua orang tua mendukung untuk mengikuti perlombaan khususnya dengan alasan fokus belajar di kelas saja, beberapa peserta didik tidak konsisten ketika mengikuti seleksi, kekurangan mentor dari dosen, dan bentrok jadwal penggunaan sarana dan prasarana.

Kata Kunci: Peran, Kepala Madrasah, Prestasi, Peserta Didik

INTRODUCTION

Humans are formed through a process where one of them is through the process in the world of education that exists in social life. Education is one of the most important factors in shaping quality human resources in order to make individuals with better personalities. According to Hidayati & Nurgiansah (2023), education is a learning process that aims to change a person's behavior for the better by educating, guiding, teaching, and motivating with good goals. Another opinion reveals that education is a science, then skills, and attitudes where it is taught by educators to students in order to have capable skills, emotional intelligence, and become individuals who have good morals so that they are useful for themselves, the nation, and the people around them both in the family in particular and in social life (Siahaan, 2023). With education, it will produce millennial generations where in the future they will be able to excel and have more value in order to compete globally (Febriani, Karim, & Azmi, 2024). So that this will later have a positive impact, especially on the individual.

The quality of education as one of the pillars in the realm of human resource development is very important, one of which is in the context of national development (Fathon, Eko, & Badaruddin, 2020). The existence of quality education is a good future with the existence of education in Indonesia with a record that there must be a quality educational institution. This is also in line with Pujiastuti (2022) who stated that the success of the quality of education is very decisive for the sustainability of human resources which is expected to drive increased development and future challenges for the nation. One of the indicators of success in the quality of education is an increase in the quality of education at the school/madrasah level through improving academic and non-academic quality.

Therefore, in order to improve the quality of education, it is necessary to have the right strategy and even support from all parties from top to bottom to create quality education. The main factors in improving the quality of education are the leadership of school principals, educators, students, parents or communities and so on (Yumnah et al., 2023). One of the focuses in this research is on the leadership of madrasah principals which plays a crucial role in developing and improving the quality of madrasah (Elmanisar, Utami, Gistituati, & Anisah, 2024). By Arfin & Anggraeni (2017) who stated that one of the human components in the educational process that greatly contributes to the formation of potential human resources in the field of development is the leadership role of the madrasah principal. In addition, a leader must have leadership competencies that have been stated in education in our country which have then been mentioned in the Regulation of the Minister of National Education Number 13 of 2007 concerning the five competencies that must be possessed by madrasah heads, namely: (1) personality competence; (2) managerial competence; (3) entrepreneurial competence; (4) supervision competence; and



(5) social competence. Thus, the existence of these competencies is expected to be the basis and capital in carrying out leadership as a madrasah head.

There are several relevant studies by Sujarwo (2023) with the title “the role of school principals and supervisors in improving student learning achievement” showing the results that the role of the principal in improving student learning achievement at SMP IT Miftahul Jannah Kotabumi is as a coordinator, as a consultant, as a leader, and as an evaluator. The similarities of this study are the same as analyzing the role of the madrasa head, while the difference is that the previous research was about improving learning achievement. While the researcher analyzes the academic and non-academic achievements of students. Second, by Fitria, Alwasih, & Hakim, (2022) with the title “madrasah head strategy in improving student academic achievement” shows the results that the madrasah head strategy at Madrasah Aliyah Negeri 1 Mojokerto by developing resources by providing scholarships to students who excel, giving rewards to students and teachers who take part in competitions, developing the potential possessed by teachers according to their abilities and cooperating with universities both public and private. The similarity in this study is that both analyze in improving student achievement. While the difference is that the previous researcher examined the strategy of the madrasah head while the researcher analyzed the role of the madrasah head.

Third, Mahmudah, (2023) with the title “The role of the madrasa principal in improving student learning discipline in madrasa shows the results that the role of the madrasa principal in improving student learning discipline is as a manager and administrator. The similarities in this study are both analyzing the role of the madrasah head. While the difference is that previous research analyzes improving student learning discipline while researchers improve student achievement. Fourth, Widiyanto & Al-Kadhafi (2023) with a study entitled “the strategy of the madrasa head in improving student achievement at Madrasah Ibtidaiyah Unggulan Sabilillah Lamongan” which shows the results that the madrasa head's strategy includes planning, task distribution, implementation and control. All have a very important and interrelated role in order to create a Madrasah Ibtidaiyah Unggulan Sabilillah Lamongan that achieves in all lines from sub-district to international. The similarities in his research are both analyzing the achievement of students. While the difference is that previous research analyzes the strategy of the madrasa head while the researcher analyzes the role of the madrasa head.

Fifth, research conducted by Rahim, (2022) with the title “madrasah head management in improving student learning achievement” shows the results that in developing student learning achievement, for example, there is an open system among school residents in fostering learning achievement and there are programs that focus on certain learning achievements. The similarities in this study are both analyzing about improving achievement. While the difference in this study is that the previous study analyzed the management of the madrasah head while the researcher was about the madrasah head. Sixth, research conducted by Hanifah (2022) with the title “madrasah principal management strategies in improving academic and non-academic achievements at MTs” which shows the results that always evaluating KBM every month through teacher meetings and evaluating teacher work programs such as supervision of teaching devices so as to make a daily work plan to follow up on the discipline of teacher performance in monitoring and improving the performance of the curriculum waka. The similarities in this study are both analyzing about improving achievement. While the difference is that previous research analyzes the strategy of the madrasa head while the researcher is about the role of the madrasa head.

Based on some of the research presented that has been conducted by several researchers above, of course it is very important to analyze how to analyze the leadership role of the madrasah principal on student achievement. This is because the essence of a madrasah head has an obligation to carry out various



roles in an institution as a madrasah head. If we look in general related to the role of the madrasah head, namely as a leader, manager, and supervisor in order to improve the quality of an institution both in terms of learning, teaching staff, education staff and students. This is in accordance with the results of Sihan's research (2023) which states that the leadership role of the madrasah head as a leader is to mediate teachers with students, motivate, make decisions, and foster and improve the ability of educators and if as a manager, namely managing by planning, organizing, mobilizing, and evaluating.

Madrasah Aliyah Negeri 2 Mataram is a formal institution under the Ministry of Religion of West Nusa Tenggara Province of the Republic of Indonesia. In addition, this madrasah continues to move with a progressive spirit as evidenced by the various advances obtained, one of which is the status of Madrasah Model from the Decree of the Ministry of Religion of the Republic of Indonesia, the Regional Office of the Ministry of Religion of the Province and getting the status of Madrasah Aliyah Unggulan in West Nusa Tenggara Province and in the last process in 2010 from the National Accreditation Agency (BAN) Jakarta that Madrasah Aliyah Negeri 2 Mataram received an A+ grade (Al Idrus, 2017). This institution is also one of the madrasahs to attract and motivate parents and even students to look at the madrasah since they were in junior high school / MTs, even one of the madrasahs that is no stranger to often getting achievements in the academic and non-academic fields.

In addition, based on the experience of researchers who happened to hear the achievements of Madrasah Aliyah Negeri 2 Mataram several times, even more or less almost four times met them at the level of the island of Lombok to West Nusa Tenggara Province, they often won the competition. This happened when meeting in 2016 three times and 2017 once at the KSM (Madrasah Science Competition) and OSN (National Science Olympiad) competitions. In addition, they also very often represent West Nusa Tenggara Province and even now very often represent the region to the international level. Of course, this achievement is not inseparable from a leader in bringing an organization that is able to display the best quality, one of which is the achievement of student achievement in the academic and non-academic fields.

Based on the results of the preliminary study, the principal's influence in leading an institution is very great. Because in fact the success of the madrasah principal in leading the organization shows that the role of the madrasah principal has a significant influence on the development of the madrasah. Thus, madrasah as an educational organization must be led by principals who can function their leadership roles well (Herlina & Pujianti, 2024). Based on the results of the initial study that the above is reinforced by a statement submitted by Mr. Haerul Muamaar (32) on August 15, 2023. In addition, related to these achievements, researchers also obtained data related to achievements during the last data collection in the period January 20 to June 20 even semester in the 2022/2023 school year. As for their achievements from the level of the city of Mataram, Lombok island, provincial, national and even international. In addition, they also participated in individual and group competitions and for classes varying from classes X, XI, and XII. Furthermore, the total names of students who get these achievements are approximately 125 people with varying following their respective fields or events that are followed.

This is in accordance with the data that has been provided based on file data collection to researchers. Furthermore, that related to data for achievements achieved by students, namely in the academic and non-academic fields. In addition, the predicate obtained by students at Madrasah Aliyah Negeri 2 Mataram based on this data is the ranking of first, second, and third place. In addition, the number of competitions or competitions that have been participated in is recorded as many as 40 events or competitions in both academic and non-academic fields which make them outstanding students at Madrasah Aliyah Negeri 2 Mataram. In addition, this madrasah has a myriad of achievements such as acrobatic competitions, Madrasah Science Competition competitions, robotic competitions. Furthermore,



one of the achievements at the national level and several more competitions at the local level, such as competitions in the championship debate and choir competitions (Saputra, 2019).

Thus, based on this explanation related to the role of a madrasah head in order to improve student achievement, the researcher analyzes more deeply related to the role of student achievement and how to see the driving and inhibiting factors of the role of the madrasa head in improving student achievement in the academic field and in the non-academic field. In connection with this, the researcher is interested in conducting research on “the role of the madrasah head in achieving student achievement in the academic and non-academic fields at Madrasah Aliyah Negeri 2 Mataram, West Nusa Tenggara Province.

RESEARCH METHOD

Type of Research

The type of research used by researchers in this study is qualitative. In addition, this research uses a qualitative research design with a case study method, in the sense that the research is focused on a single phenomenon that is selected and then understood and analyzed in depth (Watini, 2020). The reason the research uses case studies is because there is something very special that happens at the institution in terms of students' academic and non-academic achievements.

Research Data Sources

The data sources in this study are research subjects and research informants. Research subjects according to Moleong (Sumiati, 2015) describe research subjects as informants, which means people who are used to provide information about the situation and conditions of the research site. The research subject in this study is the Head of Madrasah (LS) at Madrasah Aliyah Negeri 2 Mataram. Meanwhile, in this study, the informants in this study that researchers used were Deputy Head of Madrasah for Academic / Curriculum (LAF), Deputy Head of Madrasah for Public Relations (SR), Deputy Head of Facilities and Infrastructure (LP), Deputy Head of Madrasah for Religious Programs (M), Deputy Head of Madrasah for Student Affairs (MKS), Educator W (VRM), Olympic coach (KK), Head of Madrasah Administration (P), Student AM (M), Student B (MBP), Student N (AS), and Student C (CFPY).

Research Techniques and Instruments

In the first stage, namely by conducting observation techniques. In this study, researchers used non-participant observation. The second stage is by using interview techniques. In this study, the interview technique used by researchers is systematic or structured interviews. The tool or instrument used by researchers in this study is to use interview guidelines. Furthermore, the last stage is to use documentation techniques. This document is in the form of public documents, for example, newspapers, papers, reports, offices, etc.) or private documents (for example, diaries, diaries, e-mails, letters, and others (Creswell, 2016).

Data Validity

In this study, researchers used data validity techniques with source triangulation where the authors compared and cross-checked information obtained through different data collection techniques. Source triangulation according to Hidayah (2021) is data that has been obtained by researchers then trying to compare the information said by the information and observation data with the results of interviews. In this case, the researcher compares the interview data between one informant and another informant or by comparing the data from observations or observations with the data from interviews with research subjects.



Data Analysis

The first stage is data collection where in this method data collection is carried out by conducting observations, interviews and documentation. The three components have one basic aspect in general, the main analysis is adjusted to the interpretative & integrative skills of the researcher. Therefore, interpretation is necessary because the data collected is long, rich in details and rarely in the form of numbers. In this study, data collection was carried out by involving several research subjects and informants, namely the head of the madrasa, deputy head of the madrasa for academic/curriculum, deputy head of the madrasa for facilities and infrastructure, deputy head of the madrasa for student affairs, deputy head of the madrasa for public relations, deputy head of the madrasa for religious programs, educators, administrative heads, Olympic coaches, students, and teaching assistance students at Madrasah Aliyah Negeri 2 Mataram, West Nusa Tenggara province. Furthermore, the second stage is data condensation where data condensation refers to the process of selecting, focusing, summarizing and simplifying, and transforming data included in transcripts or field notes in research with stages of selection, narrowing, summarizing, simplifying and transforming. Then the third is data presentation. Then at the last stage, namely drawing conclusions / verification where at this stage is the last stage of the analysis carried out in the analysis.

RESULTS AND DISCUSSION

Of course, in the role of the madrasah head related to this research, there are several previous studies that have already conducted research. For example, the first one by Masrufa & Harun, (2023) entitled “the role of the madrasah head as a manager in improving the performance of administrative staff at MA Miftahul Ulum Cermenan Ngoro Jombang” with the results showing that the role of the madrasah as a manager at MA Miftahul Ulum Cermenan Ngoro Jombang is: a. compiling programs: the madrasah head forms a special committee; b. organizing the madrasah: the madrasah head forms a work team contained in the hierarchical organizational structure; c. mobilizing staff: the madrasah head directly supervises his employees in completing madrasah tasks. The similarities of the research are both analyzing the madrasah head. While the difference is that previous research analyzes the performance improvement of administrative staff, while researchers are about student achievement.

Further research by Usman, Ruhmady, Tasrim & Rudji, (2022) with the title “the role of the madrasah head as an educational supervisor in improving teacher professionalism at MTs Muhammadiyah Tolitoli” with the results showing that the madrasah head as a supervisor includes the preparation of curriculum planning monitoring and evaluation of the implementation of Madrasah activities, admission of new students, organizing students, coaching and student services, compiling a list of needs, recording all costs and compiling procurement plans. leadership, mentoring, training, certification, and evaluation of educational activities. The similarities are both analyzing the madrasah head. While the difference in research is that previous research analyzes improving teacher professionalism while researchers analyze student achievement.

Not only that, it is further emphasized by research by Citra, Acepudin, & Saputra, (2022) with the title “the role of the madrasah principal in improving the work ethic of teachers” showing the results that the madrasah principal plays an active role in efforts to improve the work ethic of teachers, namely by establishing harmonious relationships with fellow teachers (teachers), providing welfare to adequate teachers, controlling and evaluating teachers in carrying out their duties so as to change the mindset in building the character of teachers, so that teachers help build madrasah to the forefront in accordance with its vision and mission. The similarities in this study are both analyzing the role of the madrasah head.



While the difference is that previous researchers analyzed improving teacher performance while researchers analyzed student achievement.

Then finally reinforced again related to this research which is almost the same as the research conducted by Rizal & Bakhri (2023) with the title “the role of the principal as a motivator of teacher performance at SMP Islam Al Azhar 29 BSB Semarang” shows the results that the role of the madrasah principal as a motivator which includes: regulating the physical environment, regulating the work atmosphere, instilling discipline, giving appreciation, providing encouragement and providing learning resources through the learning resource center. The similarities are both analyzing the role of the madrasah head. While the difference is that the previous researcher analyzed teacher performance while the researcher was about student achievement.

As described in relation to several previous studies, it is certain that the role of the madrasah head in terms of leadership in an institution indirectly has an impact on the goals of the organization being led. Because indeed in an institution almost all have a leader and even the same resources, it's just that most of the madrasah heads do not have competence and understand and understand it. Even the selection of madrasah heads based on the observations of researchers is based on heredity not based on capacity in accordance with the competencies that must be possessed by a leader. It is very useful when a leader can understand the duties and obligations and responsibilities as a leader in an educational institution.

Moreover, if the madrasah head in leadership can be carried out properly and according to the rules of the role in educational institutions. As we know that a madrasah head is the most important part in the running of an institution, especially in the world of education. Without the connectivity and connection of all parties in it, the educational institution will not run well. So that all parties are expected to have their respective roles in carrying out their duties and obligations. One of them is as a leader of the madrasa head in advancing an institution, one of which is the achievement of student achievement both in the academic and non-academic fields. The following below will be presented and discussed regarding the leadership role of the madrasah head in achieving student achievement at Madrasah Aliyah Negeri 2 Mataram. With the hope that later it will have a good impact on the running of the education process in accordance with the ideals of the Indonesian nation as stated in the law in educating the nation's children.

Educator

The madrasah head not only acts as a leader who is structurally the highest in their respective institutions, but as someone who must be able to provide direction and education to all madrasah residents and must be versatile in any case. Thus, the selection as a madrasah head is not playing games and is even strictly selected through several stages and must have the skills and indicators as a leader in educational institutions. As stated by the head of the madrasa during the interview who stated that:

As a leader, of course, there are many roles that we must be able to implement perfectly, we try to do my duties as a leader. So as a head, we must always educate the madrasa community. Maybe the meaning in this case is related to educating it through small things like discipline. Then the second is also related to cleanliness where I am most typical in that I cannot be dirty, I must be neat and very clean wherever it is and in any context. Because I know that whatever a chairman or leader does will definitely be followed by his people, which in this case are the madrasa residents. The point is that as a leader must always provide education to his subordinates...

Based on the results of these interviews, the madrasah head as an educator includes educating all madrasah residents related to discipline and cleanliness, just to name a few. In addition, a madrasah head always provides education to his subordinates in terms of education personnel and educators about their



work. Not only that, a head must also provide good examples and role models, for example in the event that he is indirectly a madrasah head who is very accomplished and provides direction for everything for the implementation of all things that become madrasah goals in general.

This is in accordance with the opinion of Fitri (2020) which states that the role of the madrasah head as an educator includes being involved in implementing learning programs, always providing guidance and direction to educators, providing direction and guidance to employees or education personnel, guidance and direction to students, developing staff, being able to keep up with the times and master science and technology, and being able to provide examples of counseling / career guidance. Not only that, where the madrasah head is an educator who is equipped with the expertise to manage all components in the madrasah effectively to fulfill optimal results (Heriyanto, Ismail, & Muadin, 2024). In addition, it is explained that as an educator, the madrasah head has a strategic role in influencing, directing, encouraging, guiding and mobilizing madrasah residents (Rumasukun, 2023).

Furthermore, the madrasah head in carrying out his role as an educator by working with educators and teaching staff to plan things up to the evaluation of activities (Maulidah, 2024). In addition, the role of the madrasah principal as an educator is the ability to guide educators in carrying out their duties, being able to provide effective learning alternatives, and the ability to guide various student activities (Akmalia, Syahkila, Situmorang, Dahyanti, Harahap, & Ramadhan, 2024). Not only that, as an educator, the madrasah head functions to create a conducive climate for the madrasah, provide guidance to madrasah residents, and can encourage education personnel to implement interesting learning models (Karwanto, 2020).

However, as an educator, he/she must have extensive knowledge so that the madrasah principal can be a guide for educators if any part of the learning carried out by educators must be improved (Natalia, Murtafiah, & Hidayat, 2024). The madrasah principal is not only responsible for madrasah management, but also acts as a role model in practicing religious values for all madrasah residents (Najah & Syukri, 2024). This is also relevant to Rifa'i & Ananda (2022) who stated that the madrasah principal must also be the best role model for all residents in the madrasah he leads. Thus, basically the madrasah head must always provide instructions and directions to the madrasah residents (Putri, Nurdiana, & Fathoni, 2024).

Manager

The Head of Madrasah as a manager is of course a demand because it must be a necessity that is owned in order to guarantee all functions within the institution to all the duties and responsibilities of madrasah residents. In addition, as a person who is responsible for the role as a manager, the madrasah head plays a role in terms of planning, then organizing, after that mobilizing or suggesting for madrasah residents and conducting a control or supervision of all madrasah programs which is an indirect task. This was revealed by the madrasah head himself when asked that:

Speaking as a manager, of course this is a very broad thing. So all of them have their own clarity so that how they run according to their respective duties and roles. For example, from before, we did have a one-year meeting in planning what kind of madrasa in the future, what programs we do, who is involved, who is the target, how many targets, how much is produced, what is the solution, how to run the program or agenda until the evaluation stage of all work programs, whether it goes well or maybe otherwise....

Based on the results of these interviews, the role of the madrasa principal as a manager includes the madrasa principal ensuring that all elements run well in accordance with their duties and functions, there is already careful planning from the beginning of each activity/activity/work program what it will be like in the future, what programs will be carried out, who will be involved, who will be the target or any target, how many targets or how much will be produced, standard operating procedures for how to



run the program like what up to the evaluation stage and what the solution is if there are things that will become obstacles or obstacles to the program/activity/activity like what. Thus, something that has been planned in as much detail as possible so that the goals or vision of the madrasah can be carried out as well as possible and all the respective tasks of all elements in the madrasah can run properly without any obstacles, both internal and external factors.

The madrasah head in carrying out his role as a manager has a policy in improving competence, which in this case has been managed by the madrasah head and also the manager so that the process of improving the quality and quantity of the madrasah can be carried out properly in accordance with the criteria set (Maulidah, 2024). This is in organizing where the madrasah head of his activities arrange and form working relationships so that a unity is realized in achieving goals in the sense of creating an organizational structure, determining staff, duties and functions of each staff (Roziqin & Hotima, 2022). Of course, as a manager, the madrasah head also compiles and plans strategic and operational matters related to madrasah activities (Karwanto, 2020).

In addition, as a manager, the madrasah head is required to have three skills in acting, namely; Technical skills in the form of the ability to master knowledge about methods, processes, procedures and techniques for carrying out specific activities, Human skills in the form of psychological understanding of all members of the organization, and Conceptual skills in the form of analytical skills, rational thinking, and sensitivity to problems in order to find solutions that lead to improving the quality and quantity of madrasah (Hartono & Achmad, 2021). Furthermore, in the managerial role, the madrasah head is responsible for the management of human resources, finances, and madrasah facilities and must ensure that the budget is well managed, facilities are in optimal condition, and administrative policies and procedures run according to regulations (Sahrodin, 2024).

Administrator

As a superior, of course the madrasa head knows which direction the wheels of government that are being led in educational institutions are running. In addition, the madrasah head who acts as an administrator is closely related to how the leader must have the ability to manage the current curriculum, manage student administration, manage people personally when invited to communication, manage facilities and infrastructure, manage the administration of all institutional files, and finance. Although basically all of these things will depend on how the division of tasks is divided and assisted with the deputy head of madrasah. However, this must be mastered from the basics as a first step in moving to do something for the progress of the madrasa. As the head of madrasah revealed when asked that:

So we have arranged everything, for example in student affairs, we have slots related to the rules for madrasah residents along with the sanctions listed, this can be seen on the website. Likewise, in the business, everything has been regulated related to correspondence, administrative files of educators must be complete as well, student data is also complete, as well as financial matters and reports have also been prepared as possible. The same thing is also related to students who get champions, there are already procedures and others such as submitting photographic evidence of certificates or awards. The point is that there are already procedures or directions that have been structured in as much detail as possible ...

Based on the results of these interviews, the role of the madrasa principal as an administrator is where a madrasa principal is responsible for the implementation of all activities in the madrasa where it has been regulated and has standard operating procedures or guidelines in running it. Furthermore, the head of the madrasa already has a very structured division of all forms of administration in the madrasa, for example in terms of the student section, there is already an order that regulates everything, the administrative section has ensured that the correspondence section is regulated, the treasurer section in



the madrasa has regulated how income and expenses, the lending section of facilities and infrastructure has been arranged as neatly as possible, and for example when students get champions outside there is already a sop for them to get awards.

As an administrator, the madrasah head is the controller and determinant of the direction that the madrasah wants to take towards its goals so that it must make a good plan of the entire madrasah administrative service process by conducting a SWOT study or analysis by involving all stakeholders or madrasah residents (Anshar, 2022). In addition, the madrasah head plays a role in managing the student system, curriculum, personnel, finance, administration, infrastructure, and public relations (Julaiha, 2024). This aims to ensure that all elements and their respective duties, especially for all madrasah residents, can carry out their respective responsibilities in order to improve the quality and quantity of madrasah in general.

It is also explained that the role of the madrasah principal as an educational administrator where he has responsibility for the smooth implementation of education and teaching in his madrasah by being able to complete his duties properly and being able to understand, master, and be able to carry out activities related to his function as an educational administrator. This is reinforced by the expression that the madrasah head as an administrator must be responsible for all the smooth running of all administrative work and activities in the madrasah (Rahmadani, Kesuma, & Andriani, 2024). Thus, these roles require the madrasah head to be able to apply administrative functions to the management of the madrasah he leads (Rifa'i & Ananda, 2022).

Supervisor

As a madrasah head, of course, he has supervisory abilities. One focus is to supervise an educator where it becomes a necessity for an educator in order to improve the quality of learning which will greatly affect the effect or impact on the development of students. One of them is related to the achievement of students in the academic and non-academic fields at Madrasah Aliyah Negeri 2 Mataram. Furthermore, the head of madrasah explained when asked that:

The effort I make as a supervisor is to suddenly come and see from the window when the educators are teaching too where they also will not know I suddenly came. Not only limited to educators, employees also monitor from the window intentionally to see their performance. And also for non-academic events when they practice I am also present as a form of supervision that functions properly and hopes that it will have a very positive impact on students in particular and madrasah in general..

Based on the results of these interviews, the role of the madrasah head as a supervisor includes the madrasah head suddenly directly reviewing the KBM (teaching and learning activities) process in the classroom whether planned or not in order to improve the quality of learning, monitoring work in the administrative room on their work, Seeing the coaching process for students who will take part in the Olympics in the form of KSM (madrasa science competition) and OSN (madrasa science olympiad) in the dormitory when in quarantine, as well as during the waka meetings collectively as well as educators as a form of input, suggestions, and constructive criticism in order to improve the quality and quantity of madrasah in general and all madrasah residents in particular.

One of the duties of the madrasah head is as a supervisor, namely supervising the work carried out by educational staff because the main activity of education in madrasahs in order to realize its goals is learning activities so that all madrasah organizational activities lead to the achievement of learning efficiency and effectiveness (Akmalia, Syahkila, Situmorang, Dahyanti, Harahap, & Ramadhan, 2024). This aims to determine the extent to which educators are able to carry out learning, periodically the



madrasah head needs to carry out supervision activities which are tasked with organizing supervision of the teaching and learning process, guidance and counseling activities, extracurricular activities, administrative activities, cooperation activities with the community and related agencies facilities and infrastructure (Roziqin & Abidin, 2021).

Furthermore, the main task of supervision of supervisors is to help educators to be able to see the problems they face (Guntoro, 2020). In addition, carrying out madrasah self-evaluation (EDS) and curriculum development evaluation and preparing accreditation documents are the core of the madrasah's role as a supervisor (Adha & Fadhila, 2023). It is further explained that as a supervisor, the madrasah head is largely responsible for the success or failure of a madrasah activity or goal so that it is necessary to conduct regular supervision of the program or activities of educators in madrasah to evaluate the performance of educators (Karwanto, 2020). As a supervisor, it means that the madrasah head has the responsibility to monitor, foster, and improve the learning process in the classroom that must be improved so as to supervise educators, monitor the performance of educators and later get information about the performance of each educator (Natalia, Murtafiah, & Hidayat, 2024).

Leader

As a madrasah head, of course, must have the ability to influence all madrasah residents in terms of always carrying out all duties and responsibilities which are called a leader or leader in order to achieve madrasah goals. As a leader, of course, he is forced to work so that how all programs from various fields must be achieved and realized in order to create the success of an institution. In addition, as a leader, there will be many decisions on a program or rule that applies and there will be more communication with various parties outside for the advancement of the institution being led, especially the achievement of an achievement for madrasah, educators, and students. This is as conveyed by the head of the madrasa when interviewed who revealed that:

The name of the leader must be *asah asih asuh*. We must be a good role model for Madrasah residents because as the head, we must be a leader for all of them. So a leader must dare to be ready to fight in the front in the front row. When there are problems that attack related to Madrasah where there are outsiders who want to attack that's where the function of the head as a leader is there...

Based on the results of these interviews, the role of the madrasa principal as a leader includes how to be a face for madrasa residents and institutions in general, must dare to be the front when the enemy attacks, be precise in making a decision, the highest policy holder in the madrasa, can protect subordinates, must be collective in working in teams, know every madrasah activity or activity in all fields because it cannot be separated from the name communication and coordination at any time, give direction to something useful when something goes wrong or lacks or conditions that must be decided immediately, immediately approve or acc when there is a new idea for the benefit and good of the institution and madrasah residents without having to delay the work, must dare to put up a body when an outsider comes and is ready to be the front, must try to meet all the needs in the madrasah to run well, must participate in working not just talking, and be professional in carrying out their duties and obligations at the institution as the highest leader.

As a leader who leads with leadership qualities and uses his authority to direct staff and students to work together in achieving madrasah goals (Julaiha, 2024). This is also emphasized by Maulidah (2024) who states that the madrasah head in carrying out his role as a leader always directs the managers of the institution to continue to attend trainings that support the progress of the institution, providing good direction to each educator in particular and madrasah residents in general. Furthermore, as a leader in



implementing work programs which are specifically designed to participate in the creation and implementation of strategic improvement programs to improve educational institutions through the achievement of potential students (Solana & Mustika, 2023). Not only that, playing the role as a leader, the madrasah head can create a safe, inclusive and supportive learning environment for all learners in the madrasah (Selian & Restya, 2024).

Furthermore, the madrasah head as a leader, the madrasah head to improve the competence of educators optimizes his role according to the situation and needs (Karwanto, 2020). This is also reinforced by the statement that the madrasah head as an educational leader plays a very important role in helping educators and students and a madrasah head must be able to understand, overcome and correct deficiencies that occur in the madrasah environment (Dianty, 2024). Not only that, the madrasah head as a leader must be able to provide instructions and supervision, improve the ability of education personnel, open two-way communication, and delegate tasks (Akmalia, Syahkila, Situmorang, Dahyanti, Harahap, & Ramadhan, 2024).

Inovator

A leader, namely the madrasah head, who indirectly learns a lot so that he has an innovative spirit and mind for the sustainability and progress of the institution they are leading. In addition, the implementation of innovation in the world of education cannot be separated from an innovator or those who implement the innovation itself. Thus, madrasah as an educational institution and madrasah principal as an educational innovator in achieving madrasah goals in particular. As expressed by the madrasah head when interviewed that:

Based on my experience because it can often be said to be a resource person or event at the center representing mandua and manpk institutions, indirectly there must be refrensi or information in ideas or ideas that are very applicable in madrasahs in order to develop and improve the achievements of madrasahs, especially what we discuss is for students....

Based on the results of these interviews, the role of the madrasa head as an innovator where the madrasa head must keep up with the times in the era of globalization which demands continuous change, have ideas and insights that are always updated every change, must dare to implement innovations to the institution without having to delay as long as it is good, has very broad thoughts and insights, has a plan or thought that is rarely thought of by subordinates, and has foresight not backwards, has a powerful strategy according to current developments and continues to make updates to the institution and all madrasa residents. This is because madrasah as an educational organization requires a madrasah head who has high innovation in order to appear as an educational organization with quality human resources (Rifa'i & Ananda, 2022).

This is in accordance with Mulyasa's opinion that the madrasah head as an innovator must have a strategy in place to establish a harmonious relationship with the madrasah environment, look for new ideas, implement existing ideas, integrate every madrasah activity or agenda, provide role models for all madrasah residents, and can develop innovative learning models (Putra, 2020). Furthermore, the madrasah head must be an innovator who always seeks and finds new ways to improve the quality of education. Furthermore, they must identify and adopt best practices in education and inspire staff and learners to develop and innovate continuously (Komarelkhat, 2020).

This role as an innovator can be done by finding and determining ideas for renewal in madrasahs as well as the ability to implement reforms in madrasahs, such as making reforms in various aspects, encouraging educators, staff and parents to understand and provide support for the reforms offered for



the common good (Rifa'i & Ananda, 2022). It aims to be able to make all madrasa residents can be open-minded and continuously to find something new.

Motivator

Of course, in individual life, motivation is needed, whether it comes from internal or external sources. However, in this study we focus on discussing how external motivation is very influential on the development and change of a person towards better for themselves and for the institution where they work. Of course, as a leader, in this case the madrasah head, must have the ability to motivate all madrasah residents in order to provide progress, development, and change. One of them is how the achievement of madrasah, educators, and especially students. Thus, indirectly the madrasah head plays a very important role as a motivator. Based on the results of an interview with the head of the madrasah who revealed that:

Of course, at every opportunity I provide motivation in all madrasah residents that I visit elements from educators, employees, libraries, canteens, security guards, coaches and students in the classroom and madrasah residents in general including parents when there is their momentum in the madrasah at the time of the meeting ...

Based on the results of these interviews, the role of the madrasa principal as a motivator includes the ability of the madrasa principal to motivate educators to be enthusiastic in educating students because they are the spearhead of the quality and quantity of students, continue to encourage madrasa residents to always excel and that must be given an example by the leadership itself first, and can give awards in the form of (charter / money / certificate) to all madrasa residents both educators, education staff, and students. This is because the motivational influence of the madrasah head is seen in his ability to inspire and empower educators and staff through recognition, support, and professional development opportunities where this motivational approach can form a positive work environment and increase the morale and commitment of educators to achieve goals (Ariesta & Hananuraga, 2024).

This is because the madrasah head as a leader who has the highest power in the institution must try to find ways to improve their performance in terms of a higher quality learning process where one of them is to provide support and motivation to educators as the main driving force in order to create quality students, especially in terms of achievements for them both academic and non-academic (Hartinah, Arbaini, Arsil, & Hamengkubuwono, 2020). In addition, as a motivator, the madrasah head must be able to manage the work environment, create a comfortable working atmosphere, provide encouragement, impose discipline and reprimands for undisciplined educators, reward disciplined educators, provide learning resources, and maintain good relations with educators (Yuliarti & Sasongko, 2023).

Not only that, as a motivator, he is able to create a madrasah environment that motivates all members of the madrasah community (Julaiha, 2024). This is in accordance with the opinion of Guntoro (2020) which states that the madrasah head plays a role in providing motivation, encouragement, to improve the performance of educators, both in terms of educational administration, learning tools, teaching and learning methods and strategies, and so on (Guntoro, 2020). This is also reinforced by a statement stating that the head of the madrasa must provide motivation and enthusiasm to educators and education personnel in performing and carrying out their various duties and functions (Riyanto, Maufur & Nasukha, 2024). Furthermore, as a motivator, it must be able to regulate the physical environment, regulate the work atmosphere, discipline, encourage, reward effectively, and provide various learning resources through the development of a learning resource center (PSB), and can provide an award or reward (Maulidah, 2024).



Informator

In the current era, of course, it cannot be separated from the development of globalization where all information can be accessed even though it is limited to the current geography. Thus, as a leader, you must have a very broad insight and network in order to help improve the quality and quantity of an institution. In addition, positive information is needed for the institution so that it is not left behind the times and developments about anything. Based on the results of the interview with the madrasah, he said that:

Because I am rather often out because of official duties or indeed invited outside, I immediately convey something important to the vice principal who can later be directly conveyed to all madrasah residents. In addition, if there is information related to, for example, student competitions, whether it is any level, I immediately inform the madrasa community so that later it will be immediately executed...

Based on the results of these interviews, the role of the madrasah head as an informator where the madrasah head always provides important information to madrasah residents obtained from outside, for example when there is a clean canteen competition, library, training for educators and education personnel as well as information on competitions / events for students even for educators. This aims to be able to develop madrasahs in a better direction instead of running in place due to lack of information.

This is in accordance with the opinion of Anggal (2024) that the head of the madrasa as a source of information in the madrasa is needed by educators, so that the information conveyed can be carried out for the development of educators, the role or benefit of conveying messages is very large, namely, the head of the madrasa. It is reaffirmed that one of the roles of the madrasa principal is as a source of information for residents in the madrasa in particular (Andriani & Dafit, 2024). This is also reinforced by the statement that the madrasah head should convey strategic information to internal and external madrasah residents and the madrasah head must also be able to manage information before it is delivered (Adha & Fadhila, 2023).

As a small example, the role of the madrasa principal as an informator, for example, in the process of the emergence of a vision starting from the inspiring thoughts of a leader who is the essence and imagination of the results of contemplation of the treasures of science, experience, and technology which are rolled out by the madrasa principal then discussed with his deputy and the board of educators to solidify the vision and reach mutual agreement on the vision which can then be determined as an official organizational decision to be socialized to all madrasa residents so that they can know and understand fully (Siahaan, Neliwati, & Fadla, 2024). For this reason, it is the basis for the madrasah head to move.

In addition, it can be further exemplified as an informer in the madrasah head, we can take an example from the socialization of the madrasah vision is very important so that all madrasah residents and stakeholders can know the vision of the madrasah so that people in the madrasah and those related to it can live the values that become the basis in shaping the desired behavior patterns of all madrasah residents and stakeholders in order to carry out the mission and programs of the madrasah (Hadijaya, 2020). Thus, it is very important for the madrasah head to provide information, especially regarding competitions, events, and competitions related to the achievements of madrasah, teaching staff and participants.

Komunikator

A leader who in this case is the head of the madrasah indirectly cannot close himself to all circles of people who are required to always interact with everyone. Even in the law no sekian that one of the things that must be owned by a madrasah head is social competence and personality competence. Thus,



the head of the madrasa must maintain communication with anyone in order to realize the vision of the madrasa with all programs running well and in accordance with the expected goals or outputs. As the results of an interview with the head of the madrasa who stated that:

As a communicator, I am often invited to be a speaker or resource person in several places and to be a representative invited to Jakarta. Not only that, I am also active in communication and coordination related to the development of madrasah achievements, educators, and students in particular, especially since there are so many competitions that students participate in both at the city and international levels...

Based on the results of these interviews, the role of the madrasa principal as a communicator is the ability to speak in public to madrasah residents, able to communicate well with the motivation and direction given, able to provide suggestions to always continue to progress and achieve everything, able to invite and communicate with outsiders including with student guardians when there is a meeting, often discussing and sharing with all parties both internally and outside when there is an invitation, able to coordinate and communicate effectively with subordinates related to performance, and always have the ability to communicate personally, for example from the heart to the heart.

This is in accordance with the opinion of Anggal (2024) which states that communication in madrasahs has a very large role or benefit in conveying messages, namely the head of the madrasa to educators and educators can carry out this information to students. Not only that, the madrasah head as someone who is embraced must also continue to establish and build good communication with madrasah residents in a dialogical manner in order to create a harmonious relationship and minimize misperceptions of information (Mohamad Muspawi, 2020). In implementing the madrasah program, activities convey ideas to the entire organizational structure so that the communication process is more than channeling ideas, thoughts orally or in writing (Roziqin & Hotima, 2022).

Furthermore, as a communicator, the madrasah principal displays behavior that communicates madrasah goals which are then translated into programs and activities. In addition, the madrasah principal must communicate clearly with educators about what they believe in, share difficulties in dealing with problems so that educators know what is happening at school, treat teachers as friends who are open and thoughtful in any actions taken can reduce conflict and build a better work environment. Thus communication as a significant factor and predictor of madrasah climate so that all madrasah residents find that communication is an important factor that can help create a conducive work environment and can reduce conflict in the madrasah environment (Amin, 2022).

We need to know that being a speaker who carries out his duties is part of the role of the madrasah principal as a communicator (Setyaningsih, Ibrahim & Devi, 2022). This is also because the leader must be able to become a spokesperson for the organization he leads and as a communicator where all teams can be formed with the principal's ability as a communicator. This is because the communicator function is shown in fostering good relations with the organization he leads out and in through a good communication process (Nurlena, 2020). In addition, as a communicator, a madrasah principal manages and resolves conflicts that occur in the madrasah environment and has good communication and negotiation skills to solve problems between students, educators, and parents, and create a harmonious atmosphere (Daulay, 2024).

Inspirator

As a leader who is responsible for all systems that run, a madrasa head becomes a role model and guide for all madrasa residents in carrying out their duties and responsibilities in terms of assignments for the achievement of the Madrasah vision. This makes the madrasah head must provide a good example or



role model for everyone, especially for all madrasah residents at the institution being led. As the results of an interview with the madrasah head who stated that:

If you know that our jargon is independent, inspiring, and global. So whatever we do here, because we often go to the center, we automatically know the information first, especially as leaders. So that whatever we do can also inspire other madrasahs or madrasahs...

Based on the results of these interviews, the role of the madrasah principal as an inspirer is to be a very inspiring figure for madrasah residents, especially in terms of achievements that have been obtained, then inspiration related to personal personality assessed by each madrasah resident, can set a good example so that any ideas and work done for the benefit of all can inspire and bring madrasah with various new innovations so that it becomes an inspiration for other equivalent institutions in its implementation.

This is relevant to the statement that as an inspirer, the madrasah head provides inspiration to educators and education personnel in the madrasah which has a very important role as inspiration in terms of fostering an idea or new points of thought for students, employees, students he leads and can foster inspiration for the madrasah committee as a working partner in terms of improving and learning services in the madrasah (Anggal, 2024). This is also reinforced by the statement that the madrasah head as an inspirer of learning, must be able to play himself and provide inspiration for madrasah residents, so that all madrasah activities can generate various thoughts, ideas and new ideas (Guntoro, 2020).

Furthermore, as a madrasah head, in completing his obligations as a teacher, he generally provides guidance and direction and consistently provides inspiration as energy for educators and staff at work (Surani, Saputri, & Mustamin, 2022). This is reinforced by the statement that the madrasah head is a source of inspiration for educators and administrative staff and students, so that it can generate enthusiasm and enthusiasm in the work environment and be able to create a positive work climate, where educators and administrative staff feel motivated and eager to work hard to achieve the educational goals set (Nurhaedah & Kadir, 2024).

In addition, in developing and discovering the interests and talents of students, the important role of the madrasah head is to be a role model or figure who provides guidance in developing the potential of students in accordance with their actual fields (Rambe & Fadhli, 2024). In addition, what we need to know is that inspirational madrasah is part of the development of outstanding madrasah which is largely determined by the leadership of the madrasah principal where one of the supporting factors for madrasah can be said to be superior / inspirational, namely the inspirational leadership of the madrasah principal (Ria & Mukhibat, 2020).

Evaluator

Of course, as a person who has a big responsibility for the institution, a leader, in this case the head of the madrasah, has the right to see and assess and provide an assessment related to the performance of madrasah residents who already have their respective tupoksi in order to achieve the vision of the institution they lead. As the results of the interview with the leader, namely the head of the madrasah who revealed that:

I often conduct normal evaluations, especially for the five deputies, to ask how far the development and success of the programs that have been carried out and what is missing. Thus we can improve or reduce or add later depending on the results in the field. If there is something missing then we need to come up with a solution...



Based on the results of these interviews, the role of the madrasah head as an evaluator where the madrasah head evaluates his subordinates, for example in terms of being lazy, late and down in their performance. In addition, the madrasah head will also have a phase for limited meetings and in general for the development of madrasah both in the learning process in class, extracurricular activities, and student Olympics for what kind of progress their achievements are. Furthermore, it will also monitor how the performance of all positions that they already have their respective programs, especially the vice principal and always be a good listener when meeting with all elements in the madrasah in addition to the head who will evaluate them all. The point is that if the head of the madrasa will do an evaluation, he will automatically be ready to be evaluated both personally and in his work as a leader.

This is in accordance with the statement of Roziqin & Hotima (2022) that as an evaluator, the madrasah head must be able to play this role because all require an evaluation of the educational process and results to serve as the basis for education and quality growth. This is reinforced by the statement that as an evaluator, the madrasah principal evaluates all educational and learning activities and programs (Komara, Mulyanto, Miladiah, Sugandi, & Suganda, 2023). Furthermore, it is reaffirmed that as a leader, the madrasah head has the task of assessing the performance of his subordinates, both good and bad, and plays an important role in improving the quality of the madrasah through periodic evaluations (Saryati & Sakban, 2020) In addition, the madrasah head as an evaluator encourages collaboration between educators in designing and evaluating the curriculum, creating a stimulating and inclusive learning environment (Ambarwati, Darmiyati, & Syaifuddin, 2024).

Furthermore, in order to evaluate the performance of educators, madrasah principals refer to evaluation principles that involve assessing the ability of educators to apply all the competencies and skills needed in the learning process, mentoring, or carrying out additional tasks relevant to the functions of madrasah/madrasah (Sabariah, Rahmah, Atiqoh, Gunawan, Rahmi, & Danu, 2024). It is also emphasized that the head of the madrasah evaluates the ability of the educators in teaching when learning takes place.

Fasilitator

As a person who has the highest position in the educational institution, in this case the head of the madrasa, it is certain that he will handle and fulfill all the needs of the madrasa residents to facilitate the wheels of their work to run well. One of them is to become a leader who provides aspects in terms of accommodating all the necessary needs, namely achieving madrasah achievements, educators, and students. Focusing on the role of the madrasa head in this case as a facilitator in terms of student achievement in the academic and non-academic fields in Madrasah Aliyah Negeri 2 Mataram, West Nusa Tenggara province. As the results of interviews with the head of the madrasa who revealed that:

As a facilitator, we have prepared everything in the madrasah. It can be seen in terms of facilities or from education personnel or maybe in developing their interests and talents in supporting also...

Based on the results of these interviews, the role of the madrasah head as a facilitator where the madrasah head facilitates facilities and infrastructure in terms of teacher performance and learning for students, both learning facilities in the library or digitally. In addition, the madrasah head facilitates related to financing, in this case accommodation for students and companions when they take part in competitions or events outside the area for free. Furthermore, the madrasah head has accommodated facilities regarding dormitories where students who will take part in competitions such as Olympics will be quarantined first for stabilization before competing so that the results can be maximized.

The role of the madrasah head as a facilitator is to facilitate or accommodate educators in order to improve their performance and competence to be professional in providing the best possible educational



services for the achievement of students to be of good academic and non-academic quality (Maheswara, 2022). It is further emphasized that the madrasah head as a facilitator can be explained through the activities of the role of the madrasah head who provides convenience in the form of guidance to educators in the process of implementing various quality improvement programs in the madrasah (Roziqin & Abidin, 2021). As a facilitator, the madrasah principal collaborates with external parties such as sponsors or mentors who can provide support to achieve the expected goals in the progress of the madrasah (Purba, Halimah, Salminawati, & Sakdah, 2023). Where as a facilitator who facilitates so that every learning process can take place efficiently (Komara, Mulyanto, Miladiah, Sugandi, & Suganda, 2023).

For example, in identifying learners' interests and talents to adjust extracurricular offerings, the head of madrasah also diversifies extracurricular activities to cover various fields such as arts, sports, science and languages to encourage learners' active participation in extracurricular activities by providing the necessary facilities and support, involving qualified educators or instructors to guide extracurricular activities according to learners' interests and talents. It is further explained that madrasah heads organize teams or groups that focus on preparing for competitions in various fields, also providing facilities and additional time for practice and preparation is a special strategy, in involving experienced educators or mentors as competition guides, also encouraging learners to develop specific skills relevant to the type of competition to be followed accordingly (Raudatus, Hady, Ary, Silitonga, & Rangkutiy, 2022).

Thus, according to Suraya, Haeril, & Kasman (2021), there are four indicators of the leadership of the madrasa principal as a facilitator, namely 1) the madrasa principal can provide opportunities to convey problems faced by individuals or groups of educators and employees, 2) the madrasa principal is able to find a way out of every problem in the madrasa, 3) the madrasa principal involves educators and employees in discussing a matter in decision making, and 4) educators and employees are satisfied with the facilities provided in supporting their work in the madrasa, and 5) can provide the best forum for madrasa residents to develop and improve their achievements and quality and quantity.

CONCLUSION

The role of the madrasah head in achieving student achievement is the madrasah head as an educator, manager, administrator, supervisor, leader, innovator, motivator, informant, madrasah head as a communicator, inspirer, evaluator, and facilitator. The supporting factors for the role of madrasah principals in achieving student achievement in the academic and non-academic fields are the enthusiasm of the teaching staff to guide and foster students, high enthusiasm and mentality and motivation of students in participating in all competitions, madrasah principals have strong principles, madrasah has mastered social media, superior madrasah in Indonesia, complete facilities, mentors and trainers for Olympics from outside or external parties, training for teaching staff, providing articulation material for new students, good Olympic coaching management, and motivational factors and advice from madrasah principals, teaching staff, and parents to students. While the inhibiting factors of the role of the madrasah head in the achievement of students in academic and non-academic fields are the financing of competitions for students when many will participate in the competition but the madrasah has not been able to finance the whole but only half, not all parents support their sons / daughters to take part in competitions especially on the grounds of focusing on learning in class, some students are inconsistent when participating in the selection, lack of mentors from lecturers, and clashing schedules for using facilities and infrastructure.

ACKNOWLEDGMENTS

The author would like to thank PUSPLAPDIK (Education Financing Service Center), BPPT (Higher Education Financing Center), and LPDP (Education Fund Management Institution) for

supporting and helping to provide BPI (Indonesian Education Scholarship) to the author so that he can continue his studies until he completes his master's study at Yogyakarta State University.

REFERENCES

- Adha, W. A., & Fadhila, S. (2023). *Peran Kepala Sekolah Dalam Implementasi Kurikulum Merdeka*. *IBTIDA-Jurnal Kajian Pendidikan Dasar*, 3(1), 50-59. <https://doi.org/10.33507/ibtida.v3i1.1121>
- Akmalia, R., Syahkila, A., Situmorang, M. S., Dahyanti, N., Harahap, T. S. A., & Ramadhan, S. (2024). *Peran Kepemimpinan Kepala Sekolah dalam Lembaga Pendidikan Islam di MTs Al-Jihad Medan*. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(2), 411-418. <https://doi.org/10.47467/elmujtama.v4i2.832>
- Al Idrus, S. A. J. (2017). *Model Strategi Kemitraan pada Lembaga Pendidikan Islam (Studi Kasus di MAN 2 Mataram)*. *Palapa*, 5(2), 20-37. <https://doi.org/10.36088/palapa.v5i2.44>
- Ambarwati, N. R., Darmiyati, D., & Syaifuddin, A. R. (2024). *Kontribusi Kepala Sekolah terhadap Kinerja Guru dalam Pengembangan Kurikulum Merdeka Anak Usia Dini*. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 5(2), 217-226. <https://doi.org/10.37985/murhum.v5i2.717>
- Amin, M. A. S. (2022). *Perilaku Komunikasi Dan Motivasi Kerja Kepala Sekolah Dalam Meningkatkan Kinerja Guru Dan Tenaga Kependidikan di Sekolah Dasar*. *Jurnal Cakrawala Pendas*, 8(2), 511-519. <https://doi.org/10.31949/jcp.v8i2.2256>
- Andriani, D., & Dafit, F. (2024). *Peran Kepala Sekolah dalam Impelementasi Kurikulum Merdeka*. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 5(2), 390-398. <https://doi.org/10.37985/murhum.v5i2.876>
- Anggal, N. (2024). *Strategi Implementasi Pendidikan Karakter Berbasis Religius di Lingkungan Sekolah Katolik: Peran Kepala Sekolah sebagai Inspirator, Motivator, dan Komunikator*. *Educationist: Journal of Educational and Cultural Studies*, 3(1), 33-42. <https://jurnal.litnuspublisher.com/index.php/jecs/article/view/207>
- Anshar, M. (2022). *Peran kepala sekolah sebagai administrator dalam meningkatkan mutu pendidikan di SMP Negeri 1 Talaga Jaya*. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 2095-2103. <https://doi.org/10.31004/jpdk.v4i6.8507>
- Apdila, M. N. (2021). *Peran Kepala Madrasah Sebagai Supervisor dalam Peningkatan Kinerja Guru*. *Chalim Journal of Teaching and Learning*, 1(1), 73-84. <https://doi.org/10.31538/cjotl.v1i1.90>
- Arfin, A., & Anggraeni, L. D. (2017). *Strategi kepala sekolah dalam meningkatkan prestasi belajar siswa*. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 17(1). <http://dx.doi.org/10.30651/didaktis.v17i1.1552>
- Arista, H., Mariani, A., Sartika, D., & Murni, D. (2023). *Gaya Kepemimpinan Kepala Madrasah dalam Pembentukan Karakter Religius Peserta Didik (Input, Proses dan Output)*. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 38-52. <https://doi.org/10.59373/kharisma.v2i1.13>
- Creswell., John W. 2016. *Research Design: Kualitatif, Kuantitatif Dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Citra, M., Acepudin, A., & Saputra, D. (2022). *Peran kepala madrasah dalam meningkatkan etos kerja guru*. *Jurnal Pendidikan Tambusai*, 6(1), 4652-4661.
- Daulay, N. (2024). *Strategi Kepala Madrasah Dalam Pengelolaan Konflik Di MAN 3 Banda Aceh* (Doctoral dissertation, UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan). <https://repository.ar-raniry.ac.id/id/eprint/35105>



- Dianty, C. (2024). *Manajemen Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Ma Hidayatul Mubtadiin Lampung Selatan*. Unisan Jurnal, 3(8), 373-381. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/3297>
- Elmanisar, V., Utami, B. Y., Gistituati, N., & Anisah, A. (2024). *Implementasi Kepemimpinan Adaptif Kepala Sekolah untuk Keberhasilan di Era Disrupsi*. Journal of Education Research, 5(2), 2239-2246. <https://doi.org/10.37985/jer.v5i2.1139>
- Fathon, Z., Eko Supriyanto, M. H., & Badaruddin, M. A. (2020). *Kepemimpinan Kepala Sekolah Dalam Meningkatkan Prestasi Belajar Siswa Di SD Muhammadiyah Sukorejo Kendal Tahun 2018/2019* (Doctoral Dissertation, Universitas Muhammadiyah Surakarta). <http://eprints.ums.ac.id/id/eprint/81530>
- Febriani, S., Karim, H. A., & Azmi, F. (2024). *Manajemen Dana Bos dalam Meningkatkan Prestasi Bidang Akademik dan Non Akademik Siswa di SMPN 4 Bukittinggi*. Idarah Tarbawiyah: Journal of Management in Islamic Education, 5(3), 334-345. <https://doi.org/10.32832/itjmie.v5i3.16707>
- Fitri, Z. (2020). *Peran Kepala Sekolah Sebagai Educator Dan Manager Di Tkit Qurrata 'Ayun Bengkulu Selatan*. Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana, 14(3), 129-135. <https://doi.org/10.33369/mapen.v14i3.12930>
- Fitria, R. N., Alwasih, a., & Hakim, m. N. (2022). *Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Siswa*. Academicus: journal of teaching and learning, 1(1), 11-19. <https://academicus.pdtii.org/index.php/acad/article/view/3>
- Guntoro, G. (2020). *Supervisi Pengawas dan Kepemimpinan Kepala Sekolah sebagai Stimulus dalam Meningkatkan Kinerja Guru*. Jurnal Ilmiah Iqra', 14(1), 64-77. <http://dx.doi.org/10.30984/jii.v14i1.1100>
- Hadijaya, Y. (2020). *Budaya Organisasi* (1st ed.). Medan: Pusdikra Mitra Jaya.
- Harahap, RD. (2018). *Kepemimpinan Kepala Sekolah dalam meningkatkan Motivasi Mengajar Guru di SMP N 2 Sigambal*. Jurnal Eduscience. DOI: <https://doi.org/10.36987/jes.v5i1.892>
- Hanifah, S. (2022). *Strategi Manajemen Kepala Madrasah Dalam Meningkatkan Prestasi Akademik Dan Non Akademik Di Mts. Al-Ma'arif Kota Pontianak*. Jurnal Ilmiah Hospitality, 11(1), 211-222. <https://doi.org/10.47492/jih.v11i1.1603>
- Hartinah, S., Arbaini, W., Arsil, A., & Hamengkubuwono, H. (2020). *Kepala Sekolah Sebagai Motivator: Upaya Meningkatkan Kinerja Guru di MTs N 01 Kepahiang*. Islamic Management: Jurnal Manajemen Pendidikan Islam, 3(02), 217-233. <http://dx.doi.org/10.30868/im.v3i2.839>
- Hartono, S., & Achmad, H. (2021). *Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Sekolah Menengah Kejuruan Negeri 15 Samarinda*. Jurnal At-Tarbiyat: Jurnal Pendidikan Islam, 4(2). <https://doi.org/10.37758/jat.v4i2.336>
- Heriyanto, T., Ismail, I., & Muadin, A. (2024). *Strategi Efektif Kepala Madrasah dalam Meningkatkan Mutu Pendidikan*. Pendas Mahakam: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar, 9(1), 22-30. <https://jurnal.fkip-uwgm.ac.id/index.php/pendasmahakam/article/view/1698>
- Herlina, L., & Pujiyanti, E. (2024). *Fungsi Manajemen Kepala Madrasah Dalam Meningkatkan Prestasi Belajar di Madrasah Aliyah Miftahul Ulum*. Unisan Jurnal, 3(3), 716-723. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2403>
- Hidayah, N. (2021). *Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Prestasi Belajar Peserta Didik SMK Islam Al-Hidayah Wonowoso Karang Tengah Demak Tahun Pelajaran 2019/2020* (Doctoral Dissertation, Unisnu Jepara). <http://eprints.unisnu.ac.id/id/eprint/1473>
- Hidayati, S., & Nurgiansah, T. H. (2023). *Pengaruh Literasi Digital Terhadap Prestasi Siswa*. JLEB: Journal of Law, Education and Business, 1(1), 5-9. [10.57235/jleb.v1i1.801](https://doi.org/10.57235/jleb.v1i1.801)



- Julaiha, S. (2024). *Peran Kepala Sekolah Dalam Mewujudkan Generasi Mandiri Serta Berakhlakul Karimah di Smp IT Atsaqibiyah Dan MTs Alikhlas Kota Bontang*. Jurnal Pemasaran Bisnis, 6(3). <https://journalpedia.com/1/index.php/jpb/article/view/2846>
- Karwanto, E. M. Q. (2020). *Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru*. Jurnal Inspirasi Manajemen Pendidikan, 8(3), 271-284. <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/35621>
- Komara, E., Mulyanto, A., Miladiah, S. S., Sugandi, N., & Suganda, A. S. A. (2023). *Manajemen Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Sekolah Menengah Kejuruan di SMK Bina Warga Bandung*. Jurnal Ilmiah Mandala Education, 9(3), 1552-1558. <http://dx.doi.org/10.58258/jime.v9i3.5194>
- Komarelkhat, K. (2020). *Peran Kepala Madrasah dalam Peningkatan Mutu Pendidikan*. Perspektif: Jurnal Program Studi Pendidikan Agama Islam, 13(02), Article 02. <https://ejournal.kopertais4.or.id/mataraman/index.php/perspektif/article/view/4478>
- Maheswara, D. S. (2022). *Peran Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru Melaksanakan Pembelajaran Daring*. [chrome-extension://efaidnbmnnnibpcajpcglefindmkaj/https://core.ac.uk/download/pdf/539837631.pdf](https://core.ac.uk/download/pdf/539837631.pdf)
- Mahmudah, N. (2023). *Peran Kepala Madrasah Dalam Meningkatkan Kedisiplinan Belajar Siswa Di Madrasah*. Tarbawiyat, 2(01), 8-21. <https://ejournal.staialakbarsurabaya.ac.id/index.php/tarbawiyat/article/view/73>
- Masrufa, B., & Harun, Z. (2023). *Peran kepala madrasah sebagai manajer dalam peningkatan kinerja tenaga administrasi di MA Miftahul Ulum Cermenan Ngoro Jombang*. Irsyaduna: Jurnal Studi Kemahasiswaan, 3(1), 105-117. <https://doi.org/10.54437/irsyaduna.v3i1.968>
- Maulidah, N. U. (2024). *Peran Kepala Madrasah Dalam Meningkatkan Kompetensi Pedagogik Guru Yang Berbasis IT di MA Al-Muhtadi Sendangagung*. Jes Journal Education and Supervision, 1(2), 128-137. <https://ejournal.insud.ac.id/index.php/Jes/article/view/1009>
- Mohamad Muspawi, "Strategi Menjadi Kepala Sekolah Profesional," Jurnal Ilmiah Universitas Batanghari Jambi 20, no. 2 2020, hlm.9, <https://doi.org/10.33087/JIUBJ.V20I2.938>.
- Najah, N., & Syukri, M. (2024). *Peranan Dan Fungsi Kepala Madrasah Sebagai Pemimpin Pendidikan di Madrasah Ibtidaiyah Swasta Ikhwanul Muslimin Tembung Ii*. SKILLS: Jurnal Riset dan Studi Manajemen Pendidikan Islam, 1-11. <https://doi.org/10.47498/skills.v3i1.3312>
- Natalia, Y., Murtafiah, N. H., & Hidayat, R. (2024). *Implementasi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan*. UNISAN JURNAL, 3(5), 403-410. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2561>
- Natalia, Y., Murtafiah, N. H., & Hidayat, R. (2024). *Implementasi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan*. UNISAN JURNAL, 3(5), 403-410. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/2561>
- Nurhaedah, A., & Kadir, S. (2024). *Motivasi Kepala Sekolah Dalam Menciptakan Iklim Kerja Di Madrasah Aliyah DDI Kelurahan Baru Kabupaten Tolitoli*. Journal of Educational Management and Islamic Leadership (JEMIL), 4(01), 1-15. <https://doi.org/10.56338/jemil.v4i01.5007>



- Nurlena, N. (2020). *Tugas dan Fungsi Kepemimpinan Kepala Madrasah di Madrasah Ibtidaiyah*. *Jurnal Pendidikan Islam*, 4(1), 24-32. <https://journal.unipdu.ac.id/index.php/jpi/article/view/2117>
- Pujiastuti, E. (2022). *Peran Kepemimpinan Kepala Sekolah Dalam Mengelola Sumber Daya Manusia Guru Bagi Pencapaian Prestasi Belajar Siswa*. *Jurnal Pendidikan Tambusai*, 6(1), 8348-8353. <https://garuda.kemdikbud.go.id/documents/detail/3467662>
- Purba, M. R. A., Halimah, S., Salminawati, S., & Sakdah, M. S. (2023). *Analisis Kurikulum Diniyah Al-Washliyah di Madrasah Aliyah Al-Qismu 'Aliy Medan*. *Instructional Development Journal*, 6(2), 137-148. <http://dx.doi.org/10.24014/idj.v6i2.26411>
- Putra, J. A. (2020). *Peran Kepala Sekolah Sebagai Inovator Di Sekolah Menengah Pertama Negeri Kota Pariaman*. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 347-355. <https://doi.org/10.24036/bmp.v2i1.3773>
- Putri, L. A., Nurdiana, Y., & Fathoni, T. (2024). *Peran Kepala Sekolah Sebagai Agen Perubahan Visioner Dalam Pengembangan Pendidikan*. *Tamilis Synex: Multidimensional Collaboration*, 2(04), 8-14. <https://edujavare.com/index.php/TLS/article/view/448>
- Rahim, A. (2022). *Manajemen Kepala Madrasah Dalam Meningkatkan Prestasi Belajar Siswa*. *Journal Of Educational Research*, 1(1), 181-202. <https://doi.org/10.56436/jer.v1i1.62>
- Rahmadani, W., Kesuma, S. P., & Andriani, O. (2024). *Peran Kepemimpinan Sekolah dalam Meningkatkan Hasil Belajar Anak Berkebutuhan Khusus di Sekolah Terintegritas*. *Education: Jurnal Sosial Humaniora dan Pendidikan*, 4(1), 118-127. <https://doi.org/10.51903/education.v4i1.463>
- Rambe, H., & Fadhli, M. (2024). *Peran Kepala Sekolah dan Guru Ekstrakurikuler Dalam Mengembangkan Minat Bakat Siswa*. *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah*, 9(2), 299-312. <https://doi.org/10.48094/raudhah.v9i2.689>
- Raudatus, Hady, M., Ary, A. A., Silitonga, N., & Rangkuty, S. F. (2022). *Pendidikan Formal, Pendidikan Non Formal Dan Pendidikan Informal*. 2(2), 125-131. <https://jurnal.permapendis-sumut.org/index.php/pema>
- Ria, H. Z., & Mukhibat, M. (2020). *Strategi Diferensiasi Dalam Pengembangan Madrasah Inspiratif di MAN 2 Ponorogo*. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 175-188. <https://doi.org/10.62775/edukasia.v1i2.16>
- Rifa'i, A., & Anni. (2012). *Psikologi Pendidikan*. Semarang: Pusat Pengembangan MKU-MKDK Universitas Negeri Semarang.
- Rifa'i, M., & Ananda, R. (2022). *Kepemimpinan Pendidikan (Bahan Ajar Berbasis Riset Pengembangan) (1st ed.)*. Medan: Pusdikra Mitra Jaya.
- Riyanto, S., Maufur, M., & Nasukha, M. (2024). *Peran Kepala Sekolah terhadap Peningkatan Kompetensi Pedagogi Guru dalam Pelaksanaan Kurikulum Merdeka di SMP Negeri Se Bumijawa*. *Journal of Education Research*, 5(1), 831-841. <https://doi.org/10.37985/jer.v5i1.863>
- Rizal, M., & Bakhri, S. (2023). *Peran Kepala Sekolah Sebagai Motivator Kinerja Guru Di SMP Islam Al Azhar 29 BSB Semarang*. *Al-fahim: Jurnal Manajemen Pendidikan Islam*, 5(2), 50-63. <https://doi.org/10.54396/alfahim.v5i2.644>



- Roziqin, M. K., & Abidin, M. R. Z. (2021). *Peran Kepala Sekolah dalam Penerapan Kurikulum KMA Nomor 183 dan Nomor 184 Tahun 2019 di Madrasah Aliyah Al-Anwar Paculgowang Diwrek Jombang*. JoEMS (Journal of Education and Management Studies), 4(2), 37-40. <https://ojs.unwaha.ac.id/index.php/joems/article/view/502>
- Roziqin, M. K., & Hotima, N. (2022). *Peran Kepala Sekolah dalam Penerapan Kurikulum KMA Nomor 183 dan Nomor 184 Tahun 2019 di MTsN 3 Jombang*. JoEMS (Journal of Education and Management Studies), 5(3), 9-14. <http://ojs.unwaha.ac.id/index.php/joems/article/view/697>
- Rumasukun, N. A. M. (2023). *Peran Kepala Sekolah dalam Implementasi Kurikulum Merdeka di SD Negeri 02 Waisai* (Doctoral dissertation, Universitas Pendidikan Muhammadiyah Sorong). Jurnal Papeda; Vol. 6, No.1, Januari 2024 ISSN 2715-5110
- Sabariah, S., Rahmah, N., Atiqoh, A., Gunawan, W., Rahmi, A., & Danu, R. (2024). *Analisis Peran Kepemimpinan Kepala Sekolah Dalam Membina Kepuasan Kerja Guru*. Jurnal Review Pendidikan dan Pengajaran (JRPP), 7(2), 5030-5036. <https://doi.org/10.31004/jrpp.v7i2.27582>
- Sahrodin. (2024). *Peran Kepala Madrasah Sebagai Manajer Dalam Meningkatkan Kinerja Guru Narasikan*. An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan), 3(3), Article 3. <https://journal.nabest.id/index.php/annajah/article/view/272>
- Saputra, I. (2019). *Kepemimpinan Kepala Madrasah Dalam Pengelolaan Unit Penjamin Mutu di MAN 2 Mataram Tahun Pelajaran 2018/2019* (Doctoral dissertation, UIN Mataram). <http://etheses.uinmataram.ac.id/id/eprint/1893>
- Saryati, & Sakban, A. (2020). *Fungsi Controlling dan Evaluasi Kepala Sekolah Terhadap Kinerja Guru di SMPN 1 Lembar Lombok Barat*. CIVICUS: Pendidikan-Penelitian Pengabdian Pendidikan Pancasila & Kewarganegaraan, 08(02), 139 – 147. <https://doi.org/10.31764/civicus.v8i2.2980>
- Selian, S. N., & Restya, W. P. D. (2024). *Peran Kepala Sekolah dalam Mengatasi Bullying di Sekolah*. Ideguru: Jurnal Karya Ilmiah Guru, 9(2), 531-539. <https://doi.org/10.51169/ideguru.v9i2.751>
- Setyaningsih, K., Ibrahim, I., & Devi, F. (2022). *Strategi Kepala Sekolah Sebagai Motivator Dalam Meningkatkan Prestasi Akademik Siswa di MA An-Nur Tebing Suluh Kec. Lempuing*. Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora, 2(3), 198-211. <https://doi.org/10.55606/khatulistiwa.v2i3.1304>
- Siahaan, A., Fitri, A., Harahap, F. A., Hidayatullah, T. Y., & Akmalia, R. (2023). *Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Yayasan Pendidikan Islam Al-Anwar*. Jurnal Pendidikan Dan Konseling (JPDK), 5(1), 3689-3695. <https://doi.org/10.31004/jpdk.v5i1.11600>
- Siahaan, A., Fitri, A., Harahap, F. A., Hidayatullah, T. Y., & Akmalia, R. (2023). *Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Yayasan Pendidikan Islam Al-Anwar*. Jurnal Pendidikan Dan Konseling (JPDK), 5(1), 3689-3695. <https://doi.org/10.31004/jpdk.v5i1.11600>
- Siahaan, A., Neliwati, N., & Fadla, S. L. (2024). *Peran Kepala Madrasah dalam Pengembangan Budaya Organisasi di MTs 'Aisyiyah Sumatera Utara*. Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam, 2(4), 265-282. <https://doi.org/10.59059/al-tarbiyah.v2i4.1465>
- Solana, M. R., & Mustika, D. (2023). *Peran Kepala Sekolah Sebagai Leader dalam Pendidikan*. Murhum: Jurnal Pendidikan Anak Usia Dini, 4(1), 406-418. <https://doi.org/10.37985/murhum.v4i1.231>



- Sujarwo, A. (2023). *Peran Kepala Sekolah Dan Pengawas Dalam Meningkatkan Prestasi Belajar Peserta Didik*. Unisan jurnal, 2(3), 116-127. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/1020>
- Sumiati, E. (2015). *Model Pemberdayaan Masyarakat Dalam Mempertahankan Kearifan Lokal: Etnografi Pada Masyarakat Adat Kampung Cireundeu Kota Cimahi*. (Doctoral dissertation, Universitas Pendidikan Indonesia). <http://repository.upi.edu>
- Surani, S., Saputri, A., & Mustamin, M. (2022). *Strategi Kepemimpinan Kepala Sekolah Dalam Supervisi Pembelajaran Guru Pendidikan Agama Islam Di SMPN 1 Petasia Kabupaten Morowali Utara*. Education and Learning Journal, 3(1), 45-52. <http://dx.doi.org/10.33096/eljour.v3i1.139>
- Suraya, S., Haeril, H., & Kasman, K. (2021). *Peran Kepemimpinan Perempuan (Studi Pada Kepemimpinan Ibu Kepala Madrasah Ibtidaiyah Negeri 2 Bima)*. Yume: Journal Of Management, 4(1). <https://Doi.Org/10.37531/Yum.V4i1.874>
- Usman, R. H., Ruhmady, R., Tasrim, I. W., & Rudji, H. (2022). *Peran Kepala Madrasah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru Di Mts Muhammadiyah Tolitoli*. Journal of Educational Management and Islamic Leadership (JEMIL), 1(01), 70-85. <https://doi.org/10.47400/jemil.v1i01.2716>
- Watini, W. (2020). *Penerapan Fungsi Manajemen Pembelajaran Dalam Mewujudkan Tujuan Lembaga Ma'had Al Jamiah Al-Islamiah Iain Bengkulu* (Doctoral dissertation, IAIN BENGKULU). <http://repository.iainbengkulu.ac.id/id/eprint/3461>
- Widianto, S., & Al-kadhafi, M. J. (2023). *Strategi Kepala Madrasah Dalam Meningkatkan Prestasi Siswa Di Madrasah Ibtidaiyah Unggulan Sabilillah Lamongan*. Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah, 6(1), 81-89. <https://doi.org/10.58518/awwaliyah.v6i1.1718>
- Yuliarti, N., & Sasongko, R. N. (2023). *Peran Kepala Sekolah Sebagai Motivator Dalam Meningkatkan Disiplin Kerja Guru*. Jurnal Manajer Pendidikan, 17(01), 45 - 50. <https://doi.org/10.33369/mapen.v17i1.29616>
- Yumnah, S., Iswanto, J., Pebriana, P. H., Fadhillah, F., & Fuad, M. I. (2023). *Strategi Kepala Sekolah Dalam Mengelola Sumber Daya Guru Untuk Meningkatkan Mutu Pendidikan*. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 4(1), 92-104. <https://doi.org/10.31538/munaddhomah.v4i1.350>