

Madrasah Principal Leadership In Teacher Empowerment (Multi Case Study At Min 9 And Min 14 Blitar)

Diyanus Abd Baqi

Mahasiswa Pascasarjana Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: buyutrejosuro@gmail.com

Akhyak

Dosen Pascasarjana Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: akhyakyunis@yahoo.co.id

Achmad Patoni

Dosen Pascasarjana Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

Email: patoniachmad@yahoo.co.id

Korespondensi Penulis: buyutrejosuro@gmail.com

Abstract: This research is inspired by the statement that a good leader must always be able to motivate his subordinates in such a way that in carrying out their duties, teachers will have high work effectiveness and are expected to be able to produce satisfactory results, both for the madrasah and the teachers themselves. The research approach uses qualitative methods. The data collection techniques are participant observation, in-depth interviews and documentation. The research uses individual site and cross-site data analysis. The validity check of data is based on several criteria including: degree of trust, transferability, dependability and confirmability. The results of this research are: 1) The leadership of the madrasah headmaster in raising teachers' awareness at MIN 9 and MIN 14 Blitar, is carried out by improving the performance of his personnel and by giving awards to subordinates. The head of the madrasah provides a role model and attention, supports welfare, sets a good example, and motivates subordinates. The head of the madrasah supports and appreciates the achievements of his subordinates. The madrasah principal also always tries to take a personal approach by building a good relationship. The setting of a calm and pleasant work atmosphere will increase teacher performance, apart from that, creating a conducive physical environment will increase the motivation of education staff in carrying out their duties. Teacher awareness to increase their ability results of winning national scale literacy competitions. 2) The leadership of the madrasah headmaster in upgrading the capacity of teachers at MIN 9 and MIN 14 Blitar is carried out by ensuring that teachers can professionally carry out their duties by participating in preparing lesson plans, selecting teachers who are competent in guiding students in self-development, providing explanation and motivation to subordinates about how to carry out tasks in the madrasah, informing instructions to subordinates to galvanize their abilities by forming a well-organized work team, arranging a regular learning schedule, and fulfilling school facilities and infrastructure that are adequate and meet standards so that cleanliness and the amenities of the school environment is always maintained. 3) The leadership of the madrasah headmaster in empowering teachers at MIN 9 and MIN 14 Blitar is carried out by inviting subordinates to improve teacher competence, motivating teachers to work, coordinating in terms of work results, always evaluating teacher activities, holding official meetings, providing motivation to teachers during official meetings, being an example by arriving earlier to school and motivating teachers to continue their studies. The madrasah headmaster strives to increase teacher empowerment by giving them duty and authority to oversee superior or extra-curricular programs in the form of arts, religion, scouting and sports.

Keywords: madrasah principal leadership, teacher empowerment.

INTRODUCTION

The existence of madrasah is truly necessary, because it is one of the educational institutions that organize teaching and learning processes to guide, educate, train and develop students' abilities to achieve educational goals, that is, to become human beings with good character or noble morals. Therefore, an educational institution is required to be able to provide education in accordance with society's needs for education and in line with educational goals which are able and capable of providing learning to guide, educate, train and develop students' abilities to achieve educational goals and make humans virtuous or have noble morals (Primayanti, 2015).

Madrasah is one of the Islamic educational institutions that grows and develops in society. The growth and development of madrasah in the world of Islamic education will determine the fate of future Islamic generations. Madrasah is the main milestone in educating and teaching Islamic education to the Islamic generations. Madrasah as Islamic educational institutions will give a big hope to the community amidst uncertainty about educational institutions in general which do not touch much on religious issues (Khamalah, 2019). The advantage of madrasah over formal public schools is that they provide general knowledge with an Islamic perspective, moreover the religious knowledge provided by madrasah is much greater than that of public schools.

The main problem currently faced by the Indonesian nation is the effort to achieve one of the goals of education, that is, preparing human resources that have good quality and are in line with policies in the world of education. One way to increase human resources is through education, because improving the quality of human resources has reciprocity with development in the education sector (Mujayaroh & Rohmat, 2020). Education is a means of increasing human resources which cannot be eliminated from human life by creating an intelligent national life and producing skilled people in their fields (Ruslan, 2017).

Human resource has an important role in an organization so that they are able to carry out activities to achieve goals. Human resource empowerment is important to be implemented through the leadership of the madrasah headmaster because it is an important factor in determining efforts to improve the quality of education (Basyit, 2019). The madrasah headmaster has a very strategic role, that it, as an educator, school manager, administrator and supervisor of the educational unit he leads. Whether or not the quality improvement of an educational institution is progressing, is not only determined by the teachers, but is also determined by the leadership style of the madrasah headmaster (Khamdani, 2015). It can be

seen from the pattern of working relationships between the madrasah headmaster, teachers, employees and students which run well so as to create a comfortable working environment.

The PISA (Program For International Assessment) assessment coordinated by the OECD (Organization For Economic Cooperation And Development) in Paris, France, stated that the quality of education in Indonesia is ranked 69th out of 76 countries. These results explain that Indonesia is at number 8 from the last and show that the quality of Indonesian education is still very low compared to neighboring countries, such as Singapore and Malaysia. Therefore, educational institutions are required to be able to implement school management functions well in order to overcome these problems. One of the functions of school management is good leadership from the madrasah headmaster (Azizah, Wijaya, Meutia, & Zaini, 2020). Apart from the assessment from PISA, the World Economic Forum (WEF) explained that Indonesia was at 74th place out of 144 countries which showed low competitiveness at the international level in 2014-2015. According to the WEF, one of the causes of Indonesia's low competitiveness at the international level is the teacher component. The low professionalism of teachers in Indonesia can be seen from the level of suitability of teachers teaching in the classroom (Raihan, 2015).

Leadership functions to influence a group to achieve a goal (Mutohar & Trisnantari, 2020). In general, leadership is a process of influencing subordinate towards an event, choosing group goals, managing activities to perfect goals, and seeking support and cooperation with people outside the organization (Bohlen Purba & Ali, 2018).

The head of madrasah is the driving force for school resources, especially teachers and madrasah's employees. The role of the madrasah headmaster in the process of achieving educational goals is so large that it can be said that the success or failure of madrasah's activities is largely determined by the quality of the head of madrasah himself. All resources must be utilized in such a way. All of the educational staff needs to be moved towards a positive, exciting and productive work atmosphere. The educational staff is an input that has a very big influence on the learning process. Likewise, physical and administrative arrangements or managements need to be fostered, so that they become discipline in order to increase students' high enthusiasm for learning. This all requires the need to implement educational leadership by the madrasah headmaster.

Based on the results of a preliminary study, the two educational institutions have the same characteristics in which they are both state educational institutions. MIN 9 and MIN 14 Blitar consider the leadership of the madrasah headmaster to be an important factor in empowering teachers because policies for madrasah really determine the quality of teachers.

These two Islamic schools continue to strive in improving the quality of their education with evidence of increasing input at each institution as well as increasing and improving existing facilities and infrastructures. These two madrasahs are the Islamic schools which are prepared as central figures that become examples and centers for empowering similar schools, both public and private (Khamdani, 2015). Apart from that, the two madrasahs are also developed to achieve excellence for their graduates. To achieve this goal, various treatments are carried out, both in the selection system for prospective new students, in the learning process, maximally completing the supporting infrastructure needed by students, and maximizing existing funds to improve the quality of educational institutions. The research location has its own uniqueness in which teachers have self-awareness in order to increase professionalism for educators which is the key to a successful learning process. The initiative of educators to improve their ability results of a winner on national scale literacy competitions and other achievements.

The reason of the researcher chose MIN 9 and MIN 14 Blitar, which is located in Bakung village, Udanawu Blitar District, as a research location is because both Islamic schools are flourishing educational institutions. MIN 9 is proven to be onward in terms of academic achievement, sports and extra-curricular activities. In the field of sports, the madrasah won the first place and in extra-curricular activities including scouts and PMR, they were in the second place at the sub-district level. Meanwhile, MIN 14 Blitar also won many championships. The unique thing about MIN 9 is that students are accustomed to reciting *Surah Yasin* every morning before learning takes place, so that when they graduate the students have memorized it well. Every morning at MIN 14 Blitar teachers and madrasah headmaster welcome their students to the school yard to shake hands with them, and the head of madrasah provides opportunities for teachers to take part in deliberations for subject teachers to support improving the teacher's performance.

Empowerment activities are considered the most appropriate choice to prepare teachers to respond to the challenges of the times because it can make teachers stronger in the profession they hold. As a madrasah headmaster, there are many strategic steps which can be taken to empower educational staff. In carrying out their duties and work, teachers in madrasah will really need encouragement and motivation from their leaders because this is very important capital, so that almost every action and policy taken out by the leaders has both positive and negative impacts on their subordinates. A good leader must always be able to motivate his subordinates in such a way that in carrying out their duties, the educational staff (teachers and

employees) will have high work effectiveness and are expected to be able to provide satisfactory results, both for the school and educational staff themselves.

RESEARCH METHODS

If it is observed from the location of the data source, this study can be categorized in the field research. Field research is carried out to look for events that are the object of ongoing research, so as to obtain direct and up-to-date information about related problems, as well as cross checking the existing data (Creswell, 2018). According to the characteristic of the data, this study could be classified into the form of qualitative research, that is, a research that aims to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivation, and actions holistically, and by means of descriptions in the form of word and language in a special natural context and by utilizing various natural methods (Sugiyono, 2018). If it is viewed from the perspective of the ability or possibility that research can provide information or explanation, then this study is stated as a descriptive research. It is a study that attempts to describe certain social units which include individuals, groups, institutions and society. In this case, the researcher attempts to describe in depth how the leadership of the madrasah headmaster empowers the teaching staff.

There are 4 types of descriptive research, i.e.; survey, case study, correlation, and causal research. And in this case, the research conducted includes the case study research that aims to intensively study certain social units including individuals, groups, institutions and society (Moleong, 2013). This type of study is used by the researcher for the reason that the observer will be involved in more in-depth research and a more thorough examination of individual behavior (Soejono & Abdurrahman, 2019). Apart from that, case studies can also lead other researchers into the smallest social units such as associations, groups, families, schools and various other forms of social units.

Case studies also attempt to describe deeply a particular setting, object or event (Fitri & Haryanti, 2020). This opinion is supported by Yin (2002) who stated that case studies are the strategy chosen to answer how and why questions if the focus of the research is to examine contemporary or recent phenomena in real life. The reasons why the researcher used case studies in studying how the leadership of madrasah headmaster empowers teachers are due to several reasons as follows: 1) case studies can provide important information regarding the relationship between variables and processes that require broader explanation and understanding, 2) case studies provide an opportunity to gain insight into the basic concepts of human behavior, and 3) case studies can present useful data and findings as a basis for building

background problems for larger research plans and in the context of developing social sciences. Through investigation, researchers can discover characteristics and relationships that may not have been expected or previously suspected.

The data collection procedures used in this research are participant observation, in-depth interviews and documentation. The observation method in this research is used to collect data related to the research focus. In this case the researcher attempted to carry out systematic observations and recording of the symptoms that appeared at MIN 9 and MIN 14 Blitar. The implementation of the observation technique in this research is participant observation. The purpose of participant observation is to observe events as they occur naturally in the field. In this technique, researchers involve themselves or interact directly with the activities carried out by the subject by systematically collecting the required data. In-depth interviews are the process of obtaining information for research purposes by means of questions and answers while meeting face to face with the party concerned (Bandur, 2016). The interview method is used as a guide in conducting research. In this case, the researcher used an in-depth interview technique by digging up in-depth information regarding the leadership of the madrasah headmaster in empowering teachers. The researcher interviewed the head of madrasah and teachers at MIN 9 and MIN 14 Blitar, in order to obtain data about the leadership of madrasa headmasters in empowering teachers. Documentation is a method used to search for data regarding things or variables in the form of notes, transcripts, books, newspapers, agendas and so on (Margono, 2013). In a study, documentation techniques are used as a source of supporting data. In addition, documentation data is needed to complement the data obtained from interviews and observations. The researcher in this case used documentation techniques to obtain data in the form of archives, notes, books related to the leadership of madrasah headmaster in empowering the teachers. The documents included photographs, madrasah's documents, interview transcripts, and documents about the history of the madrasah and its development. All of the documentations were collected for analysis to complete the research data. In this case, the researcher took photos related to the leadership of the madrasah headmaster in empowering the teachers.

Data analysis is the process of systematically searching and compiling data that has been collected from interviews, field notes, and other findings, so that it can be easily informed to other people (Bogdan & Biklen, 1998). Analysis activity is conducted by reviewing, organizing, dividing data into manageable units, synthesizing, looking for patterns, and finding what is meaningful and what is observed and reported systematically. The data consists of detailed descriptions of situations, events, interactions and a person's behavior. In other words,

data is a description of someone's statements about their perspective, experience, or something about their attitudes, beliefs and thoughts as well as excerpts of the contents of documents related to a program.

This research uses a multi-case study design. There are two stages in analyzing data, that is, individual case and cross-case analysis (Yin, 2002). In individual case analysis, data was carried out on each object, both MIN 9 and MIN 14 Blitar. In conducting the analysis, the researcher interpreted the data in the form of words to be meaningful statements. Therefore, analysis activities were carried out together with the data collection process. According to Miles and Huberman, qualitative research data analysis can be carried out through three streams of activities that occur simultaneously, that is: a) data condensation, b) data display, and c) conclusion drawing/verification. Cross-case data analysis is intended as a process of comparing the findings appeared from each case, as well as a process for integrating between sites. Initially, the data found from MIN 9 Blitar were arranged based on categories and themes, analyzed conceptually and inductively and a narrative explanation was made and structured into certain propositions which were then developed into substantive theory I. The propositions and substantive theory I were then analyzed by comparing them with the propositions and substantive theory II (findings from MIN 14 Blitar). The comparison was used to find differences in characteristics of each case as a theoretical conception based on differences. Those two cases were used as temporary findings. In the final stage, a simultaneous analysis was carried out to systematically reconstruct and develop a conception of the similarities between case I and case II. In this process, cross-case analysis was carried out between case I and case II using the same technique. The final analysis was intended to develop a systematic conception based on the results of data analysis and narrative theoretical interpretations in the form of cross-case propositions which were then used as material for developing substantive theoretical findings.

RESEARCH RESULTS AND DISCUSSION

1. The leadership of madrasah headmaster in empowering teachers at MIN 9 and MIN 14 Blitar

In empowering teachers, the head of madrasah improved the performance of their personnel, gave appreciation to subordinates, provided role models and attention, provided welfare, set a good example and motivated subordinates. The head of the madrasah supported and appreciated the achievements of his subordinates and also always tried to take a personal approach by building relationships.

The results of this research are in accordance with a research conducted by Seni (2021) which stated that leadership is an activity to influence people to be directed towards achieving institutional purposes. The opinion is also supported by a research conducted by Sugiyarti, Alwi, & E. Ernawati (2016) which stated that the head of madrasah must be able to influence all the madrasah members he leads in positive ways to achieve educational goals of the madrasah. An organization needs to know what type of leadership exists and is ongoing and what the attitudes of subordinates are towards the type of leadership. The types of leadership are norms of behavior used by a person when that person influences his subordinates. Therefore, a person's leadership will be able to influence other people (Astuti & Saril, 2020). Likewise, the discipline of employees (subordinates) will also be influenced by the attitudes and actions of their superiors or leaders. As stated by Fidler which was quoted by Efendi (2015), the relationship between leaders and members is partly determined by the leadership style and the behavior of the leader himself.

Leadership style is a leader's way or method to achieve organizational purposes by paying attention to elements of philosophy, skills, traits and attitudes of employees (Sukendar, 2013). A leader will use a leadership style according to his abilities and personality when he tries to influence other people's behavior.

Leadership type is a typical pattern of behavior of a leader when influencing his subordinates. What the leader chooses to do and the way the leader acts in influencing group members shape the type of leadership, but which type is the best is not easy to determine (Benu, 2019).

Some types of leadership are authoritarian, democratic, and *laissez-faire*. From the three basic types of leadership, other types of leadership emerge, for example the instructive, consultative, participative and delegative types (Purnama, Putri, Riadi, & Dewi, 2022). An authoritarian leader is a leader who makes his own decisions because power is centralized within the leader himself. In this type of leadership, decisions are forced using rewards and punishments. Leaders can only give orders, praise, or demand loyalty from subordinates. This system sometimes makes subordinates feel pressured, afraid, and forced to admit that they are involved in decision making even though they are only doing what their superiors want.

2. The leadership of the madrasah headmaster in empowering teachers at MIN 9 and MIN 14 Blitar

In the way to empower teachers, the head of the madrasah ensures that teachers can carry out their duties professionally by participating in preparing lesson plans, selecting teachers who are competent in guiding students in self-development, providing explanations and motivation to subordinates on how to carry out their duties at the madrasah, provide instructions to subordinates to galvanize their abilities by forming well-organized team work, arranging learning schedules, providing adequate school facilities and infrastructure that meet standards, and ensuring the cleanliness and amenities of the school environment.

The results of this research are in accordance with a research by Baharun & Wibowo (2021) who argued that leadership is the art or ability to coordinate and move an individual or group towards achieving the expected purposes. A leader must be able to act as a platform in directing, guiding, mobilizing and coordinating the various potentials that exist in the organization and must be able to raise the enthusiasm of subordinates to achieve the goals. Ki Hajar Dewantoro formulated three leadership behaviors, that is: 1) *Ing ngarso sung tulodo*, which means that even though the leader is at the front, he sets an example, 2) *Ing madyo mangun karso*, which means that when the leader is in the middle, he inspires determination and enthusiasm, and 3) *Tut wuri handayani*, which means when the leader is behind, he acts as a driver of power (Nurman, Yuliejantiningasih, & Roshayanti, 2018).

The head of the madrasah set an example by actively involving himself in driving the changes. The step also makes teachers and students more capable and more motivated when asked to do new things. Madrasah headmaster innovatively tried to motivate teachers in several ways, including:

- a. Participating in preparing lesson plans and learning syllabus. Supporting teachers with positive expressions, such as "You can do it, Madam/Sir!"
- b. Giving appreciation to teachers who have taken the trouble to prepare innovative learning materials, for example by giving praise, such as: "You are truly extraordinary, Madam/Sir!"
- c. Appreciating teacher achievements by providing appropriate praise and rewards. Giving constructive suggestions but avoiding sharp and harsh criticism.
- d. Providing instructions on how to use the relevant methods.
- e. Pointing out mistakes by using polite language, for example "What you have done is good, but we still need to adjust it."

f. Providing opportunities for teachers to convey their problems (sharing) and discuss problems that

occur both individually and collectively.

g. Calling teachers who may have violated the rules to the office to talk face to face in a friendly atmosphere.

h. Preparing all the facilities needed by teachers (Handayani & Selamat, 2015).

3. The leadership of the madrasah headmaster in empowering teachers at MIN 9 and MIN 14 Blitar

The madrasah principal is able to provide encouragement in empowering teachers by encouraging them to improve teacher competency, motivating teachers to work, coordinating work results, always evaluating teacher activities, holding official meetings, providing motivation to teachers during meetings, coming to the madrasah earlier and motivating teachers to continue their studies to a higher level.

According to Handayani and Selamat (2015), motivation is a stimulus for desire and a driving force for a person's willingness to work and each motivation has a certain purpose to be achieved. A motivation is an internal driving force to do activities or move directly or towards the final target. Motivation comes from the words "movere" which means encouragement while in English terms it is called "motivation". Motivation can be defined as an effort to generate encouragement (motive) for individuals or groups to act out (Mustofa, 2018).

Meanwhile, according to Sulistio and Haryanti (2022), motivation is a process that encourages, directs and maintains human behavior to achieving a purpose. On the other hand, Prihartanta (2015) defined motivation as a factor that encourages a person to carry out a certain action or activity. Motivation can be summed up as the boost to do and complete a job quickly and enthusiastically. Therefore, motivation is a means of encouraging someone to do something they want, in order to get rewards.

Factors that influence workforce motivation are:

a. physical working conditions

b. social working conditions, and

c. fulfillment of individual basic needs (Hidayat, Ayu, Murniati, & Abdullah, 2022)

In line with the opinion above, Chiselli and Barthol as quoted by Fathurrahman & Sulistyorini (2012) stated that a responsible leader is a leader who always provides encouragement and devotes his attention to his subordinates.

Thus, organizational leaders must always create work encouragement or high work motivation to their subordinates in order to carry out the tasks assigned to them. However,

motivation is not the only factor that influences a person's level of work performance. Motivation is basically a mental condition that encourages action and provides strength that leads to the achievement of needs that can provide satisfaction. Therefore, there will be no motivation if there is no need and satisfaction and an imparity regarding these matters. Stimulation of such a thing can increase motivation which can become a driving force to achieve the purposes of fulfilling needs or achieving a harmony.

In order to provide motivation to educational staff, the head of madrasah must be wise in implementing appropriate steps because of the diverse interests of educational staff. According to Sugama (2017), an organizational leader must be able to predict the behavior of his subordinates carefully enough, so that he is able to know what their goals are and what actions will be taken to achieve them.

Furthermore, Mukhtar (2018) suggested that a manager must clearly understand what people expect from their work and distribute rewards at the same time when the organization's expectations are achieved. A leader's motivation or encouragement greatly determines the effectiveness of employees' work. A person works well when the motivation that drives him is strong enough that basically there is no competition or challenge from other opposing motives. Likewise, other people who are not driven by strong motives will leave or at least not be enthusiastic about doing a job.

All the factors mentioned above are basically forms of motivation that encourage someone to do their work seriously. Hoy and Miskel as quoted by Sulistyorini stated that motivation limits consist of three basic components, namely:

- a. directing behavior
- b. maintaining behavior, thus motivation plays an important role in work effectiveness.
- c. maximizing the work (Fathurrahman & Sulistyorini, 2012).

The needs, desires, motivations and expectations influence a person's behavior. If this is not fulfilled, it will create an imparity within a person, so that the person concerned will look for ways to reduce the imparity through certain behavior or actions. On the other hand, if the needs, desires, motivation and hopes are met, the harmony will be perfect again. Thus it can be concluded that needs, desires, motivation and expectations are variables that influence a person's behavior to move and direct behavior or increase work motivation.

CONCLUSION

1. The leadership of the madrasa headmaster in empowering teachers at MIN 9 and MIN 14 Blitar is carried out by improving the performance of his personnel, giving awards,

providing role models and providing attention, providing welfare, setting a good example, and motivating subordinates. The head of the madrasah supported and appreciated the achievements of his subordinates. Madrasah headmaster also always tried to take a personal approach by building relationships, arranging a calm and pleasant work atmosphere that will increase teacher performance, and arranging a conducive physical environment that can foster the motivation of educational staff in carrying out their duties. The head of madrasah raised teachers' awareness to increase their ability to get results by winning national scale literacy competitions.

2. The leadership of the madrasah headmaster in empowering teachers at MIN 9 and MIN 14 Blitar is carried out by ensuring that teachers can professionally carry out their duties by participating in preparing lesson plans, selecting teachers who are competent in guiding students in self-development, providing explanations and motivation to subordinates on how to carry out tasks at the madrasah, providing instructions to subordinates to galvanize their abilities by forming well-organized work teams, arranging learning schedules, providing adequate school facilities and infrastructure that meet standards and ensuring a clean and comfortable environment.
3. The leadership of the madrasah headmaster in empowering teachers at MIN 9 and MIN 14 Blitar is carried out by inviting subordinates to improve teacher competence, motivating teachers to work, coordinating work results, always evaluating teacher activities, holding official meetings, providing motivation to teachers during official meetings, coming to the madrasah earlier and motivating teachers to continue their studies to a higher level. As part of empowerment activities, the madrasah headmaster gave teachers the task and authority to oversee superior or extra-curricular programs such as arts, religion, scouts and sports.

Research Implications

Based on the research results presented by the researcher, the practical implications are the madrasah headmaster's strategy to mobilize, influence and invite subordinates to empower themselves to create a good work culture by selecting teachers who are competent in guiding, participating in training and providing motivation to form a good coordination in engaging the duties. The head of madrasah gave awards to teachers who excel and pay more attention, so that subordinates are more enthusiastic in carrying out their duties by increasing competence through work results and evaluating learning activities, so that the quality of learning can be maximized.

REFERENCES

- Astuti, A., & Saril, S. (2020). Kepemimpinan Berbasis Islami Dalam Meningkatkan Mutu Pengelolaan Perguruan Tinggi. *Adaara: Jurnal Manajemen Pendidikan Islam*, 10(1), 72–86. <https://doi.org/10.35673/ajmpi.v10i1.869>
- Azizah, N., Wijaya, C., Meutia, M., & Zaini, M. F. (2020). Madrasah Leadership In Improving The Quality Of Students In Man 2 Model Medan. *Ta Dib Jurnal Pendidikan Islam*, 9(2), 123–134. Retrieved from <https://ejournal.unisba.ac.id/index.php/tadib/article/view/6485>
- Baharun, H., & Wibowo, A. (2021). Kepemimpinan Perempuan dalam Menciptakan Sekolah Ramah Anak. *Quality*, 9(1), 87–102.
- Bandur, A. (2016). *Penelitian Kualitatif Metodologi, Desain dan Teknik Analisis Data dengan Nvivo 11 Plus*. Jakarta : Mitra Wacana Media.
- Basyit, A. (2019). Madrasah Dan Sekolah Islam Elit Di Indonesia. *Rausyan Fikr : Jurnal Pemikiran Dan Pencerahan*, 15(1), 27–39. <https://doi.org/10.31000/rf.v15i1.1366>
- Benu, I. (2019). Pengaruh Motivasi Kerja Guru Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Dalam Pembelajaran Di Sekolah Dasar se-Kecamatan Takari Kabupaten Kupang. *Jurnal Dinamika Manajemen Pendidikan*, 2(2), 82. <https://doi.org/10.26740/jdmp.v2n2.p82-93>
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, inc.
- Bohlen Purba, C., & Ali, H. (2018). The Influence of Competency, Organizational Commitment and Non Financial Compensation on Teacher Performance in SMAN 29 Jakarta. *Scholars Journal of Economics, Business and Management (SJEEM)* , 5(3), 227–239. <https://doi.org/10.21276/sjebm.2018.5.3.13>
- Creswell, J. W. (2018). *Research Design: qualitative, quantitative, and mixed methods approaches*. California: Sage.
- Efendi, N. (2015). *Islamic Educational Leadership*. Yogyakarta: Kalimedia.
- Fathurrahman, M., & Sulistyorini. (2012). *Implementasi Manajemen Peningkatan Mutu Pendidikan Islam: Peningkatan Lembaga Pendidikan Islam Secara Holistik Praktik & Teoritik*. Yogyakarta: Teras.
- Fitri, A. Z., & Haryanti, N. (2020). *Metodologi Penelitian Pendidikan: Kuantitatif, Kualitatif, Mixed method dan Research and Development*. Malang: Madani Media.
- Handayani, T., & Selamat. (2015). Pengaruh Kepemimpinan dan Motivasi Kerja terhadap Kinerja Guru. *Ekonometrika : Jurnal Ekonomi, Manajemen, Dan Statistika Pascasarjana Saburai*, 1(1).
- Hidayat, A., Ayu, N., Murniati, N., & Abdullah, G. (2022). Pengaruh Disiplin Kerja Dan Motivasi Kerja Terhadap Kinerja Pembelajaran Sains di SMK Negeri Kabupaten Pekalongan. *PENDIPA Journal of Science Education*, 6(3), 719–732.
- Khamalah, N. (2019). *Manajemen Penguatan Karakter di Madrasah Tsanawiyah Negeri 2 Brebes*. 118. Retrieved from http://webcache.googleusercontent.com/search?q=cache:-0kJLoIbG5QJ:repository.iainpurwokerto.ac.id/6111/2/NUR%2520KHAMALAH_MANAJEMEN%2520PENGUATAN%2520PENDIDIKAN%2520KARAKTER%2520DI%2520MADR.pdf+&cd=10&hl=id&ct=clnk&gl=id
- Khamdani, P. (2015). Madrasah Sebagai Pilihan Pendidikan. *Jurnal Madaniyah*, 2(9), 165–

175.

- Margono, S. (2013). *Metodologi Penelitian Pendidikan*. Bandung: Alfabeta.
- Moleong, L. J. (2013). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mujayarah, M., & Rohmat, R. (2020). Pengelolaan dan Pengalokasian Dana Pendidikan di Lembaga Pendidikan. *Arfannur: Journal of Islamic Education*, 1(1), 41–54. Retrieved from <http://e-journal.iainptk.ac.id/index.php/arfannur/article/view/151%0Ahttps://e-journal.iainptk.ac.id/index.php/arfannur/article/download/151/74>
- Mukhtar, J. (2018). Pengaruh Lingkungan kerja dan Motivasi Kerja Terhadap Kinerja Guru pada Pondok Pesantren Asshiddiqiyah Jakarta. *Jurnal Disrupsi Bisnis*, 1(3), 78–87.
- Mustofa, A. (2018). Peran Motivasi Kerja dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Swasta Aisyiyah Medan. *Sabilarrasyad*, III(02), 104–117.
- Mutohar, P. M., . J., & Trisnantari, H. E. (2020). Contribution of Visionary Leadership, Lecturer Performance, and Academic Culture to the Competitiveness of Islamic Higher Education in Indonesia. *Journal of Advances in Education and Philosophy*, 04(02), 29–45. <https://doi.org/10.36348/jaep.2020.v04i02.002>
- Nurman, M., Yuliejantiningasih, Y., & Roshayanti, F. (2018). Pengaruh Kepemimpinan Partisipatif Kepala Sekolah dan Kompetensi Guru terhadap Mutu Sekolah SMP Negeri di Kecamatan Bumiayu Kabupaten Brebes. *Jurnal Manajemen Pendidikan (JMP)*, 7(3), 231–147. <https://doi.org/https://doi.org/10.26877/jmp.v7i3.3141>
- Prihartanta, W. (2015). Teori-Teori Motivasi. *Jurnal Adabiya*, 1(83), 1–11.
- Primayanti, A. I. (2015). Strategi Pendidikan Islam Menghadapi Problematika Globalisasi. *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan*, 12(1), 46–60. [https://doi.org/10.25299/jaip.2015.vol12\(1\).1447](https://doi.org/10.25299/jaip.2015.vol12(1).1447)
- Purnama, H., Putri, B. D., Riadi, S., & Dewi, N. S. (2022). pengaruh kepemimpinan terhadap disiplin kerja pegawai pada kantor dinas tenaga kerja Kabupaten Lampung Tengah. *Jurnal Manajemen Mandiri Saburai*, 06(04), 237–244.
- Raihan. (2015). Konsep Kepemimpinan di dalam Masyarakat Islam. *Jurnal Al-Bayan*, 22(31), 13–26.
- Ruslan, B. (2017). Pengaruh Gaya Kepemimpinan Partisipatif Kepala Madrasah Dan Peranan Orang Tua Siswa Terhadap Iklim Organisasi Mts Negeri Di Kabupaten Kaur. *Annizom*, 2(3), 574–589. Retrieved from <https://ejournal.iainbengkulu.ac.id/index.php/annizom/article/viewFile/1830/1541>
- Seni, O. S. (2021). Kepemimpinan Pendidikan Di Sekolah. *Atma Reksa : Jurnal Pastoral Dan Kateketik*, 5(2), 25. <https://doi.org/10.53949/ar.v5i2.119>
- Soejono, & Abdurrahman. (2019). *Metode Penelitian: Suatu Pemikiran dan Penerapan*. Jakarta: PT. Rineka Cipta.
- Sugama, I. (2017). Pengaruh Stres Kerja dan Motivasi Terhadap Kinerja Pegawai Melalui Kepuasan Kerja Sebagai Variabel Intervening Studi pada Unit Layanan Pengadaan (ULP) *Jurnal Ekonomi & Bisnis JAGADITHA*, 4(1), 11–26. <https://doi.org/10.22225/JJ.4.1.205.11-26>
- Sugiyarti, S., Alwi, S., & E. Ernawati. (2016). Pengaruh Kepemimpinan, Disiplin dan kompetensi terhadap Produktivitas Kerja Guru Dengan Loyalitas Sebagai Variabel Mediasi Pada SMP Negeri 4 Surakarta. *Jurnal Manajemen Sumber Daya Manusia*, 10(1),

15–27.

- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukendar, N. C. E. (2013). pengaruh Keterampilan Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru terhadap Kinerja Guru SMP Negeri di Sub Rayon 03 kabupaten Jepara. *JMP*, 2(April), 33–43.
- Sulistio, A., & Haryanti, N. (2022). Pengaruh Motivasi, Budaya Organisasi dan Lingkungan Kerja terhadap Kinerja Pendidik di YPI (Yayasan Pendidikan Islam) Roudlotul Ulum Jatirejo. *Jurnal Pendidikan Tambusai*, 6(1), 4171–4189.
- Yin, R. K. (2002). *Case Study Research: Design and Methods*. Beverly Hills: Sage Publication.