

The Principal's Strategy in Madrasah Development at MTs MIC Samarinda

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A B S T R A K

Banyaknya penghargaan yang diterima oleh MTs MIC Samarinda tentunya tidak dapat dipisahkan dari strategi kepala sekolah, sehingga tujuan penelitian ini adalah untuk mengetahui strategi kepala sekolah dalam pengembangan madrasah dan pelaksanaannya. Jenis penelitian ini merupakan penelitian kualitatif dengan pendekatan deskriptif. Pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman dengan teknik kondensasi data, penyajian data, dan penarikan kesimpulan. Sumber data primer dalam penelitian ini adalah kepala sekolah, tiga orang wakil kepala sekolah (bidang kurikulum, kesiswaan, dan sarana-prasarana), serta dua orang guru. Hasil yang diperoleh terkait dengan strategi kepala sekolah, yaitu: (1) Analisis dan pemberian skala prioritas sarana-prasarana. (2) Pengembangan, pelatihan, dan perumusan kurikulum. (3) Mengontrol jalannya program dan evaluasi. (4) Rekrutmen guru menyesuaikan kualifikasi dan pemberian pelatihan setiap tahun. (5) Peningkatan jumlah siswa dan pengelolaan sumber pendapatan dengan baik.

A B S T R A C T

The many achievements achieved by MTs MIC Samarinda certainly could not be separated from the principal's strategy, so the purpose of this research was to determine the principal's strategy in madrasah development and its implementation. This research was qualitative type with descriptive approach. Data Collection using observation, interview, and documentation techniques. Data analysis using Miles and Huberman models with data condensation techniques, data presentation, and conclusion drawing. The primary data sources in this research are school principals, three vice principals (for curriculum, student affairs, and infrastructure), also two teachers. The results obtained from this research are related to the principal's strategy carried out, which: (1) Analyze and scale infrastructure priorities. (2) Curriculum development, training, and formulation. (3) Control of running programs and evaluation. (4) Recruitment of teachers according to qualifications and given training every year. (5) The increase in the student population is accompanied by the management of sources of income.

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A. Introduction

Education in Indonesia aims to build a dignified nation and make individuals as human beings who have degrees. The statement constitutionally (UU No. 20 Tahun 2003) reads, "Pendidikan Nasional bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga Negara yang demokratis serta bertanggung jawab."

In addition to these goals, education is believed to be a strategic tool to improve human living standards. Through education, humans become intelligent, have skills, good life attitudes so that they can get along well in society and can help themselves, their families, and society (Engkoswara et al., 2012). In the Islamic perspective, quality education must be future-oriented, so it must be able to make strategic, beneficial steps and minimize the negative impact of present and future changes (Qomar, 2014).

Improving the quality of education is an important issue in the implementation of education in Indonesia today. In fact, the decline in quality occurs at every level of education. This is due to the implementation of education that focuses more on quantity and less accompanied by quality. Improving the quality of this learning process will depend on the approach taken by school principals and school principals' strategies. School principals are one of the components of education that play the most role in improving the quality of education.

Principals, as leaders of teachers and employees, are at the forefront of school advocacy and goal setting. The decision-making of all school activities boils down to achieving learning efficiency and effectiveness in the hands of the principal (Asmani, 2012). A school principal must master the ability to develop programs, establish work procedures, monitor, evaluate, supervise, report, and improve and strengthen teacher and student discipline. School principals must have a vision and mission as well as a strategy for managing education as a whole and quality-oriented. This strategy is a systematic and coordinated effort to improve the quality of services to students, graduates, teachers, employees, government and society (Mulyasa, 2005).

One example of a school principal with a good strategy is the head of Madrasah Tsanawiyah (MTs, Islamic Junior High School) Muslimin Indonesia Centre (MIC) Samarinda. The implementation of the strategy is evidenced by significant developments. The increase in student population, the construction of buildings and infrastructure, and the management of learning systems are directly proportional to the increase in student achievement by winning various champions in both general and religious subjects from the district and national levels. Other achievements can also be seen from the learning activities carried out by teachers to develop learning innovations. Therefore, researchers are interested in examining the principal's strategy in developing Madrasah at MTs MIC Samarinda.

B. Literature Review

1. The Principal's Strategy

Strategy is a set of activities that provide unique value (Yunus, 2016) by making the best possible use of resources and achieving victory (Yam, 2020).

Good strategy implementation is certainly needed in leadership. Strategic leadership requires leaders with characters who is dissatisfied with current circumstances, feels thinking and learning strategies as a priority, forms mental understanding and practice, and has charisma and professionalism (Davies, 2004).

Strategic leaders especially need to identify the best and easy way to approach problems when they occur. The factors that influence strategic leadership can vary according to the profession and activities that must be followed by administrators who need to encourage the development of personal competencies throughout the school (Prasertcharoensuk & Tang, 2017). Therefore, it is necessary to pay attention to the development of existing competencies to be in line with the strategy made.

Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by a person in carrying out his professional duties (Siswoyo et al., 2008). Another definition explains that competencies are specific parts and behaviors that can be described by management that are required in teaching as a whole or in a grading system (Ornstein, 1990).

Juridically (Kepmendiknas Nomor 45 Tahun 2002) it is stated that, "Kompetensi adalah seperangkat tindakan cerdas, penuh tanggung jawab yang dimiliki seseorang sebagai syarat untuk dianggap mampu oleh masyarakat dalam melaksanakan tugas-tugas di bidang pekerjaan tertentu."

There are three competencies that must be present in a principal (Danim, 2007), that are technical skills (practice, problem solving, and systematic finishing), human relations skills (communication, teamwork, consensus decisions), and conceptual skills (think, theoretical, and application). This competence certainly covers everything for the principal when carrying out his duties. So, it is very important for school principals to have these three competencies.

Considering the existing role, of course, the principal plays a very important role in the institution he leads. The various roles held by principals include educator, manager, administrator, innovator, and leader. As an educator, the principal is a role model for teachers and realizes curriculum development according to school needs (Ulya, 2019). As a manager, the principal coordinates all the resources at his disposal and takes full responsibility for the success of the school's goals (Muizu & Sule, 2017).

As an administrator, the principal embraces all teachers and education personnel to achieve educational goals (Rahman, 2017). As an innovator, the principal conducts research, development, and engineering on everything related to the application of science (UU Nomor 18 Tahun 2002). As a leader, the principal plays a role in decision making and ensures that every teacher and education staff under him works according to his duties in order to achieve the vision, mission and goals of the school (Fitrah, 2017).

2. Madrasah Development

The establishment of madrasah was motivated by the renewal of Islam in Indonesia and the political response to Dutch East Indies education (Maksum, 1999). Madrasah development is carried out gradually and structurally by looking at everything needed, such as institutions, media, learning resources, educators, curriculum models, management, and evaluation (Asmani, 2013). Madrasah development refers to several principles, such as equality, educational planning, reconstruction, student-oriented, and global education (Zayadi, 2005).

Madrasah can be said to develop if it meets several indicators, such as having an effective and efficient variety, improving the quality of infrastructure, and a conducive learning climate (Warisno, 2021). To meet these indicators, strategies include improving education services, expanding and leveling educational opportunities, improving the quality and relevance of education, developing education management systems, and empowering madrasah institutions (Zayadi & Aziz, 2004).

C. Research Methodology

This research is qualitative because it is intended to understand the phenomena experienced by the research subject (Sukmadinata, 2008). The approach used in this research is a descriptive approach, because it collects information about an existing phenomenon systematically, factually and accurately about facts (Suryabrata, 2014). The participants who participated in this research were the principal, three vice principals (curriculum, student affairs, and infrastructure), and two teachers.

The instruments used in this research were observation, interviews, and documentation. Observations were made using checklist sheets related to aspects of infrastructure, curriculum, human resources, management, and funding. Regarding the interview, it was conducted to determine the principal's strategy in madrasah development along with its supporting and inhibiting factors based on the perspective of the principal, vice principal, and teacher. Documentation is carried out in order to confirm data from observations and interviews that have been conducted. The validity of the data is checked by credibility tests with stage expansion techniques, observation persistence, and triangulation of methods, sources, and theories (Moleong, 2018). Data analysis using the Miles and Huberman model with stages of data condensation, data presentation, and conclusion drawing (Sugiyono, 2015).

D. Results

1. The Principal's Strategy in Madrasah Development

The principal's strategy in madrasah development in this research focused on five aspects, there are infrastructure, curriculum, human resources, management, and funding.

a. Infrastructure Aspect

Regarding infrastructure, the strategy carried out is to make a procurement plan for infrastructure, as stated by the principal:

“The strategies carried out include making madrasah work plans (RKM) in accordance with eight national education standards, including infrastructure.” (Jumadewi et al., 2021).

The formulation of infrastructure procurement was discussed with teachers and education staff in a joint meeting. In its formulation, all educators and education personnel together with the principal discuss SWOT analysis to determine strengths and weaknesses and then improve again by involving all parties in the planning process. Next, the vice principal for infrastructure added the planning in question:

“The planning we made included conducting an analysis of the needs and functions of the goods, classifying the goods, then submitting proposals for the procurement of infrastructure to the foundation.” (Rasyidi, 2022).

Analysis of the needs and functions of goods is given a priority scale. Things that are prioritized such as planning additional study rooms, laboratories and improving study rooms so that student learning is comfortable and safe. A teacher also gave an opinion that was in line with the vice principal's opinion for the curriculum regarding given the priority scale by the principal with a statement:

“The principal always prioritizes matters related to student affairs such as improving study spaces, places for the needs of student talent interests and so on.” (Apriliani et al., 2022)

The strategy is considered by other teachers as a good effort because it is followed by coordination with related parties as conveyed:

“The principal's efforts in procuring infrastructure have been good. The principal always coordinates with the school community, especially the lodge leaders regarding infrastructure facilities in the school environment. One of them is the repair of buildings and roads in the school environment.” (Nurjanah & Cahyana, 2021).

b. Curriculum Aspect

Regarding the curriculum applied, MTs MIC Samarinda applies a curriculum that is in accordance with education in Indonesia, namely the 2013 Curriculum or “Kurikulum 2013” as conveyed by the vice principal for curriculum:

“Because all schools are required to use the 2013 curriculum which is a development of the previous 2006 curriculum (KTSP).” (Taufiq et al., 2021).

In addition to the implementation of the 2013 curriculum, MTs MIC Samarinda also implemented the “pondok” curriculum or called “Kurikulum Pondok”, which was then combined with the 2013 curriculum. The vice principal for curriculum also stated that every year curriculum

formulation and development is carried out by involving all educators and education personnel in compiling it, including compiling an educational calendar.

The application of syllabus and RPP at MTs MIC Samarinda said that the application of the two is different. The syllabus refers to the central policy and does not change, according to the 2013 curriculum syllabus. RPP is set by each teacher. There is a change in the RPP model from the original several sheets to only one sheet containing important points such as learning models and learning styles. This was also confirmed by the principal. Regarding the development of student competencies, the vice principal for curriculum said that the facilities were adequate. He stated:

“Competency and potential development needs are adequate. There are several facilities and containers prepared for both academically and non-academically potential. In addition, some activities are classified as extracurricular activities and some are included in local content.” (Taufiq et al., 2021).

The vice principal for student affairs also stated that there are student development programs running at MTs MIC Samarinda such as piety coaching, leadership programs, cultural arts development programs and many more programs that facilitate students to develop and channel their talents through extracurricular activities at school.

c. Human Resource Aspect

Regarding strategies in improving human resource qualifications, the principal revealed that it has been planned, is ongoing and will be continued every semester. As for the form of improvement, it was conveyed by the principal:

“Improving teacher qualifications is carried out by continuing education. For teachers who do not continue their education, training is necessary for improving their teaching skills and qualifications.” (Jumadewi et al., 2021)

The vice principal for curriculum also added that planning to improve teacher qualifications is carried out starting from teacher recruitment, that is, teachers who are accepted to teach in subjects must be in accordance with their educational qualifications, and interviewed. All teachers are provided every semester by attending training, workshops, and training. As for the training programs and workshops, the principal further said:

“The training and workshops held were Madrasah Self-Evaluation (EDM) and training on making teacher’s RPP. The workshop resource persons came from outside the school. Workshops are held annually.” (Jumadewi et al., 2021).

d. Management Aspect

Regarding the strategy in achieving the vision and mission, the principal said that the formulation of the vision and mission was carried out together, then the distribution of tasks was held and always socialized during the ceremony, even made banners as a reminder for students, teachers, and education staff to fulfill the vision and mission that had been made. The principal oversees controlling the program implemented as evaluation material.

The vice principal for curriculum also added that the vision and mission adjust to the times in facing problems. For this reason, in its implementation, it can be seen its development to find solutions to the challenges faced today. Regarding his socialization, he stated:

“For students, the introduction of the vision and mission of the madrasah has been carried out since the madrasah orientation period (MATSAMA). For teachers and education staff, the vision and mission are always reminded in meetings.” (Taufiq et al., 2021).

Regarding data collection and management, the principal said that the structure that regulates the process of collecting and managing data is administrative staff through applications, such as EMIS, Simpatika, RKAM, and PIP. Subsequently, the vice principal for the curriculum was added:

“The data management system in this school has an integrated application that facilitates the data processing process, making it more efficient and effective.” (Taufiq et al., 2021).

e. Funding Aspect

Regarding the source of school funds, the principal stated that the source of funds used came from school self-help, such as the results of cooperatives and canteens managed for madrasah funding, so that it became passive income received and managed by the school. The vice principal for curriculum stated that there are other resources besides this self-help. He stated:

“Funding from the government in the form of BOSNAS and BOSDA, there is assistance from the community, there are also contributions from parents of students which are managed as school operational support. To get additional support from the government, one way is to increase the population of students.” (Taufiq et al., 2021).

2. Supporting and Inhibiting Factors for Madrasah Development

a. Factors in Infrastructure Aspect

Regarding the factors that can support and hinder infrastructure development, the principal stated that the main supporting and inhibiting factors are internal institutions such as principals and teachers. If internal

factors work according to the task well, it greatly supports infrastructure development. Vice versa, if the person assigned the task is not supportive or serious in his task, then it becomes a major inhibiting factor. The vice principal for infrastructure gave different statements regarding the supporting and inhibiting factors of infrastructure development. He stated:

“The supporting factor is from an adequate budget that suits the needs. The inhibiting factor is the limited budget or funds provided by the madrasah so that not all requests can be met efficiently.” (Rasyidi, 2022).

This statement is in line with the opinion of the vice principal for curriculum who stated that the main inhibiting factor in the development of infrastructure facilities is the disbursement of BOSDA funds which is not as a whole, but gradually. Another factor added by a teacher is the accuracy of time use in the development of infrastructure.

b. Factors in Curriculum Aspect

The supporting factor for curriculum development based on the principal's perception is his qualified human resources in adjusting curriculum development to the goals and vision and mission of the school. The inhibiting factor is adjusting curriculum development to the pandemic situation and after, so further research is needed. The vice principal for curriculum has a different perception from the principal. He considered that the main supporting factor for curriculum development was the development resulting from the formulation of the previous curriculum. The main inhibiting factor was conveyed by him:

“The inhibiting factor is natural conditions that do not allow curriculum planning to be fully implemented, such as pandemic conditions and so on.” (Taufiq et al., 2021).

Another perception was conveyed by a teacher who stated that the main supporting factor for curriculum development was in line with that conveyed by the principal, namely qualified human resources or educators. As for the main inhibiting factors, she said:

“The main obstacle is that the infrastructure used by teachers is still inadequate, such as LCD projectors that have to take turns using them, as well as the readiness of students to receive lessons.” (Nurjanah & Cahyana, 2021).

c. Factors in Human Resource Aspect

The main supporting factor for the development of human resource aspects based on the principal's perspective is the existence of scholarships for teachers who continue their education. As for the main inhibiting factors, he conveyed:

“The obstacle is funding to conduct teacher training programs.” (Jumadewi et al., 2021).

The vice principal for curriculum said that the main inhibiting factor in human resource development in schools is that it requires a lot of time and proper implementation. Another perspective given by a teacher is that the main supporting factor of human resource development in schools is the commitment and solidarity of teachers. As for the inhibiting factor, he conveyed:

“Constraints, individual attitudes of each teacher and also declining health.” (Nurjanah & Cahyana, 2021).

d. Factors in Management Aspect

The main supporting factor for the development of management aspect mentioned by the principal is human resources in accordance with their classification. The main inhibiting factors for the development of management aspects are conveyed by the principal:

“The inhibiting factor is that specifically with the current conditions, the previously planned program has not been fully fulfilled.” (Jumadewi et al., 2021)

The vice principal for curriculum has a different perspective on the factors inhibiting the development of management aspect with the principal. He stated:

“The inhibiting factor of management development, especially related to the vision and mission, is the interest of parents because there are usually students who are not interested in entering this madrasah because of different educational backgrounds.” (Taufiq et al., 2021).

e. Factors in Funding Aspect

The main supporting factor for the development of funding aspect based on the principal's perspective is the support of the government and donors in financial affairs. As for the main inhibiting factors, he conveyed:

“The obstacle is the small number of students, because the entrance funds are in accordance with the number of students.” (Jumadewi et al., 2021).

The vice principal gave another perception of the main inhibiting factor in the development of the funding aspect. He stated that the number of needs is not directly proportional to the income and number of donors available. Other inhibiting factors conveyed by a teacher:

“The problem is that because the majority of students are in the middle to lower economic level, so the dues obtained from the parents of students are delinquent.” (Nurjanah & Cahyana, 2021)

E. Discussion

The principal's strategy in madrasah development at MTs MIC Samarinda is based on five aspects, namely infrastructure, curriculum, management, human resources, and funding. This is certainly in accordance with Asmani's theory (2013) which states that madrasah development is carried out based on institutions, media, learning resources, educators, curriculum models, management, and evaluation.

The principal's strategy in developing infrastructure aspects by conducting a SWOT analysis and discussing the priority scale related to infrastructure development and procurement. The strategy is realized by prioritizing matters related to student learning. After realization, the principal coordinates the development carried out to educators and education personnel.

The principal's strategy in developing aspects of the curriculum by implementing the 2013 curriculum combined with the "Pondok" curriculum. The formulation and development of the curriculum is carried out every year called document 1 based on approval from the central government. This formulation and development involve all teachers and school education staff. Regarding the implementation of the syllabus, of course, schools follow the central government's policy regarding the 2013 curriculum syllabus without changing it. RPP is based on the needs of each teacher and student, so RPP is prepared by each teacher in one sheet.

Remaining in the curriculum aspect, student competency development is supported by the school by preparing facilities, both for academic and non-academic competencies. In addition, the school also provides student programs such as piety coaching, leadership programs, cultural arts development programs, and extracurricular programs.

The principal's strategy in developing human resource aspects by improving teacher qualifications. Improve teacher qualifications by continuing education and by conducting training and workshops every year, such as Madrasah Self-Evaluation (EDM), or RPP making training for teachers.

The principal's strategy in developing management aspects by planning goals, formulating vision and mission, organizing, implementing, supervising, and evaluating. Planning school objectives is carried out by preparing a learning agenda, along with improving teacher qualifications. The formulation of the vision and mission was carried out in a discussion of the principal's meeting with all teachers and education staff. Organizing is carried out after the vision and mission are formulated, so that the division of tasks is oriented to the vision and mission. Data processing is carried out with an integrated application system. Supervision is carried out by the principal by monitoring the implementation of the duties of all teachers and education staff. The evaluation is carried out by holding meetings to evaluate the performance of teachers and education staff every semester.

The principal's strategy in developing funding aspects is to manage school self-help such as canteens and cooperatives. Income from canteens and cooperatives is certainly managed as passive income for schools. In addition, there are contributions from parents in order to build schools, plus funding income from the government in the form of BOSNAS and BOSDA which are managed as school operational funds.

The findings and novelty obtained from this study are supporting and inhibiting factors for the principal's strategy in madrasah development. These

factors are described in the five aspects of madrasah development that have been mentioned, namely infrastructure, curriculum, human resources, management, and funding. Factors that support the principal's strategy in developing infrastructure aspects are the internal structure of the committed institution, as well as funds if adequate to meet each infrastructure needed. Inhibiting factors in the development of infrastructure aspects are the internal structure of institutions if not supportive, and funding from the government, especially BOSDA which is issued gradually.

Factors that support the principal's strategy in developing aspects of the curriculum include classified and qualified teachers in teaching and compiling curriculum that meet school goals, as well as developments that result in the formulation of previous curriculum. Meanwhile, factors inhibiting the development of curriculum aspects include adaptation and application of the curriculum to emergency conditions, such as pandemics, as well as inadequate infrastructure used by teachers.

Factors that support the principal's strategy in developing aspects of human resources include scholarships for teachers who want to continue their education, professional commitment from teachers, and solidarity between teachers who provide each other with very useful new knowledge and insights. Factors that hinder the development of human resource aspects include the amount of funds that must be spent to organize training and workshops for all teachers, the need for a long time to improve teacher qualifications, the implementation of training and qualification improvement must be carried out carefully and gradually, the individual attitude of teachers, and teacher health.

Factor that supports the principal's strategy in developing management aspects include human resources consisting of teachers and education personnel who are suitably qualified in carrying out their duties. Inhibiting factors in the development of management aspects include emergency conditions that do not allow the full implementation of the program, as well as differences in students' educational backgrounds that cause parents to be less interested in sending their children to MTS MIC Samarinda.

Factors that support the principal's strategy in developing funding aspects include government assistance in the form of BOSNAS and BOSDA funds, as well as donations from the community. Factors inhibiting the development of funding aspects include the small number of students entering which causes government assistance is also small, many needs are not accompanied by much income, and most students are middle to lower economic groups, so many parents are forced to be in arrears paying school fees.

F. Conclusion

Broadly speaking, this research has two conclusions. First, the principal's strategy in madrasah development at MTs MIC Samarinda is based on five aspects, namely infrastructure, curriculum, human resources, management, and funding. On the infrastructure aspect, the principal makes a priority scale oriented towards learning and student needs. In the curriculum aspect, the principal implements a combination curriculum, implements a one-sheet RPP, facilitates the development of students' academic and non-academic competencies, and conducts curriculum development every year. In the aspect of human resources, the headmaster improves the qualifications of teachers by conducting training and

workshops, and welcomes teachers who wish to continue their education. In the management aspect, the principal carries out the stages of planning, organizing, supervising, and evaluating the performance of teachers and education staff. In the funding aspect, the principal manages funds sourced from passive income from school canteens and cooperatives, parental fees, community donations, and government assistance in the form of BOSNAS and BOSDA. The second conclusion is the supporting and inhibiting factors of the principal's strategy in madrasah development. Supporting factors include quality human resources, teacher commitment, and an application-integrated management system. Inhibiting factors include inadequate infrastructure used by teachers, differences in educational background, and insufficient funding.

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